REDDING, CA

CATALOG

UNDERGRADUATE STUDIES

DEGREE-COMPLETION

GRADUATE STUDIES

SEMINARY

SIMPSON UNIVERSITY

2024-2025

SIMPSON UNIVERSITY CATALOG
2024-2025

A COMPLETE GUIDE FOR UNDERGRADUATE & GRADUATE STUDENTS

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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 California Commission on Teacher Credentialing and 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 nonimmigrant alien students.

The School of Education is accredited by the California Commission on Teacher Credentialing for Preliminary Teaching Credentials (Multiple & Single Subject).

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).

The Master of Arts in Counseling Psychology is approved by the State of California Board of Behavioral Sciences and meets the education and training standards of the Business and Professions Code 4980.36 for Marriage and Family Therapy and Business and Professions Code 4999.33 for Licensed Professional Clinical Counselor.

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 financial aid information. Consult the Simpson University website for detailed 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. The Programs of Study section contains information about every major program of study. Keep in mind that not all courses are offered every semester, so students should consult with their advisors when making course selections and planning schedules.

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. 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's expectations. Where a conflict exists between any of these sources, the most recent rule, regulation or policy will take precedence.

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

A Message from the Provost

In 1881, a Presbyterian minister by the name of Albert Benjamin Simpson began a ministry to the growing immigrant population in New York City. His work demonstrated a heart for evangelism by making the Christian gospel relevant to the people of his city. Soon after, he began publishing journals and started a training school to prepare ministers with a global perspective and a servant attitude. A.B. Simpson's actions reflect not only his global perspective, but also his desire to be relevant and nimble in his vocational calling.

Simpson University shares the approach of its namesake. At Simpson University we offer a rigorous curriculum in the liberal arts that is designed to challenge your intellect, deepen your faith, broaden your understanding of the world and its cultures, and prepare you for your vocational calling. Our liberal-arts based core curriculum, called "The Ascent," will center your academic journey and prepare you to be nimble in the marketplace after graduation, no matter your major. On this journey you will gain intellectual confidence, learn how to think critically, and be culturally aware. Along the way you will deepen your faith, build lifelong friendships with your peers, and be mentored by faculty experts who care about your success. This is the heart of the Christian liberal arts tradition refined for the 21st century.

That same approach to educating the whole person applies to the adult learner as well. Simpson University offers programs for bachelor's degree completion, graduate degrees, certificates, and professional credentialing. Offered in the evenings and online, these programs enable working adults to achieve their educational and vocational goals in an environment that will deepen their spiritual journey, foster a healthy learning community, and support vocational success.

If you find this kind of academic journey compelling, let me invite you to start that journey here.

John A. Ayabe
Provost
Professor of History

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ACADEMIC OVERVIEW

Three broad areas make up the overall academic program of Simpson University: the traditional undergraduate programs, the adult degree completion program, and graduate studies programs. The Traditional Undergraduate (TUG) and Degree Completion programs are overseen by the University Academic Council (UAC). The Graduate Programs (Education, Counseling Psychology, Organizational Leadership and A.W. Tozer Theological Seminary) are overseen by the Graduate Council. All requests for exceptions, waivers, or appeals must be directed in writing to the appropriate council.

TRADITIONAL UNDERGRADUATE EDUCATION PROGRAM

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 vocations. 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. 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 one-year certificates in Bible and Theology, and Wilderness Leadership are also available.

Each bachelor's-degree program builds upon General Education. The General Education curriculum consists of courses in social sciences, history, arts and humanities, natural science, mathematics, English, communications, and biblical studies. The purpose of General Education is to provide wide-ranging liberal arts knowledge from a Christian perspective. Students will develop increased skills in communication, reasoning, constructive thinking, and multicultural awareness and competence, and will be infused with and informed by 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 major 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 College of Arts and Sciences, comprising several departments. Each department oversees several majors and minors. Simpson University is accredited by the WASC Senior College and University Commission (WSCUC).

DEGREE COMPLETION

Through its Degree Completion program, Simpson University offers four programs leading to a bachelor's degree in liberal studies, Business Administration, Human Services (Emphasis in Social Welfare), and Psychology. These programs are offered in an accelerated format either in face-to-face evening classes or online. Psychology, Human Services (Emphasis in Social Welfare), and Business Administration are also offered fully online options.

All entering students must have a minimum of 30 transferable credits. Students entering with 60 transferable credits and who want to start their significant courses must have completed the English Composition course and Intermediate Algebra. Students will need 84 general education credits and 36 Major Courses (DC DEGREE PROGRAM) to graduate. These may be taken before starting the desired major courses. Students who enter with a minimum of 30 transferable credits can complete various general education requirements through Simpson University.

GRADUATE STUDIES

Graduate studies at Simpson University are offered as professional degrees in Master of Arts in Counseling Psychology, Master of Business Administration, and Master of Arts in Organizational Leadership. The School of Education provides courses for the California Preliminary Teaching Credential and a Master of Arts in Education. A.W. Tozer Theological Seminary offers a Master of Divinity, a Master of Arts in Ministry Leadership, and a Master of Arts in Community Counseling. Tozer Seminary also offers courses through online delivery.

ACADEMIC DEPARTMENT STRUCTURE

COLLEGE OF ARTS & SCIENCES

Undergraduate Studies

Dean: Melanie Howard, Ph.D.

DEPARTMENT OF BIBLICAL STUDIES (TOZER SEMINARY)

Department Chair: Patrick Blewett, Ph.D.
Faculty: Patrick Blewett, Thomas Middlebrook, Cornelius Quek, Craig Smith, and adjuncts
Major: BA, Biblical Studies; AA, Bible & Theology
Minors: Bible and Theology, Youth Ministry
Certificates: Bible & Theology; TESOL

DEPARTMENT OF BUSINESS ADMINISTRATION

Department Chair: Daniel Sloan, Ph.D.
Faculty: Daniel Sloan and adjuncts
Majors: BA, Business Administration – Computer Information Systems; BA, Business Administration – Management; BA, Business Administration – Marketing, & Sport Management
Minors: Business Administration

DEPARTMENT OF COMMUNICATION & DIGITAL MEDIA

Department Chair: Molly Rupert
Faculty: Roselyn Lemmett, Molly Rupert, Miroslaw Woznica, and adjuncts
Majors: BA, Communication – Digital Media; BA, Communication – Organizational Communication & Public Relations
Minors: Communication; Digital Media

DEPARTMENT OF ENGINEERING

Department Chair: Thomas Omwando, Ph.D.
Faculty: Michael Austin, Thomas Omwando, and adjuncts
Majors: BS, Engineering; AS, Engineering

DEPARTMENT OF HISTORY & POLITICAL SCIENCE

Department Chair: Timothy Orr, Ph.D.
Faculty: John Ayabe, Ryan Brasher, Timothy Orr, and adjuncts
Majors: BA, History; BA, Social Science; BA, Political Science
Minors: History; Political Science

DEPARTMENT OF LIBERAL STUDIES

Department Chair: Michele Anberg-Espinosa, Ed.D.
Faculty: Michele Anberg-Espinosa and adjuncts
Major: BA, Liberal Studies (Teacher Education)
Minor: Education
Other Programs: BA, Mathematics – Single Subject (in conjunction with the Department of Science & Mathematics); Social Science for Teachers (in conjunction with the Department of History & Political Science)

DEPARTMENT OF OUTDOOR AND ENVIRONMENTAL STUDIES

Department Chair: Scott Barnett, Ph.D.
Faculty: Scott Barnett, and adjuncts
Major: BA, Outdoor Adventure Recreation
Minors: Outdoor Adventure Recreation – Traditional & Field Based
Certificates: Wilderness Leadership

DEPARTMENT OF MUSIC

Interim Department Chair: Lauren Dillon
Faculty: Lauren Dillon and adjuncts
Majors: BA, Music – Music & Worship Arts; BA, Music – Commercial Music; BA, Music – Liberal Arts
Minors: Music; Worship Music

DEPARTMENT OF PSYCHOLOGY

Department Chair: David Cwir, Ph.D.
Faculty: Deb Baker, Kelli Napp, David Cwir, and adjuncts
Major: BA, Psychology – Clinical Counseling; BA, Psychology – Social Work
Minor: Psychology

DEPARTMENT OF SCIENCES & MATHEMATICS

Department Chair: Berkeley Shorthill, Ph.D.
Faculty: Michael Austin, Michael Figueroa, Kelley Hammond, Michael Nicodemus, Thomas Omwando, Sarah Foulk, Berkeley Shorthill, and adjuncts.
Majors: BS, Biology; BS, Biology – Pre-Health; BS, Kinesiology – Exercise Science; BS, Kinesiology – Applied Health; BA, Mathematics for Teachers - Single Subject

BETTY M. DEAN SCHOOL OF NURSING

Undergraduate Studies

Dean: Lisa Scott, MSN, RN, APRN-FNP, PHN, MBA,

DEPARTMENT OF NURSING

Program Director: Lisa Scott, MSN, RN, APRN-FNP, PHN, MBA
Faculty: Tammie Baker, Pedro DeFreitas, Jan Mayer, Letty Lara, Lisa Scott, and adjuncts
Programs: BS, Nursing (Pre-licensure, RN); BS, Nursing (Post-licensure, RN-BSN)

SCHOOL OF ADULT STUDIES

Undergraduate Studies

Dean: Brian Cole, PhD

DEGREE COMPLETION

Faculty: Michele Anberg-Espinosa – Disciplinary Lead, Liberal Studies, Kelli Napp – Disciplinary Lead, Psychology, Debra Baker – Disciplinary Lead, Human Services, & Daniel Sloan – Disciplinary Lead, Business
In-Person Programs: BA, Liberal Studies; BA, Psychology
Online Programs: BA, Business Administration; BA, Liberal Studies; BA, Psychology; BA, Human Services

(Social Welfare)

SIMPSON UNIVERSITY GRADUATE STUDIES

Master of Arts in Counseling Psychology

Director: Dr. Stacey Lemmer, Psy.D., M.S.W.
Clinical Training Director: Sam Moehlenpah, MA, LMFT
Faculty: Stacey Lemmer and Adjuncts

Master of Business Administration

Director: Daniel Sloan, DBA
Faculty: Daniel Sloan and adjuncts

Master of Arts in Organizational Leadership

Director: Daniel Sloan, DBA
Faculty: Daniel Sloan and adjuncts

A.W. TOZER THEOLOGICAL SEMINARY

Graduate Studies

Dean: Patrick Blewett, DMin, PhD

Faculty: Patrick Blewett, Thomas Middlebrook, Cornelius Quek, Craig Smith, and adjuncts
Programs: Master of Divinity (MDiv); Master of Arts (MA) in Ministry Leadership; Master of Arts (MA) in Community Counseling
Certificates: Christian Ministry, Biblical Studies, Biblical Languages

SCHOOL OF EDUCATION

Graduate Studies

Dean: Darren Gordon, EdD

Faculty: Michele Anberg-Espinosa, Rebecca Luff and adjunct faculty
Credential Programs: Preliminary Teaching Credential; Multiple Subject & Single Subject,
Degree Programs: Master of Arts in Education (concentrations in Curriculum and Educational Leadership)

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.

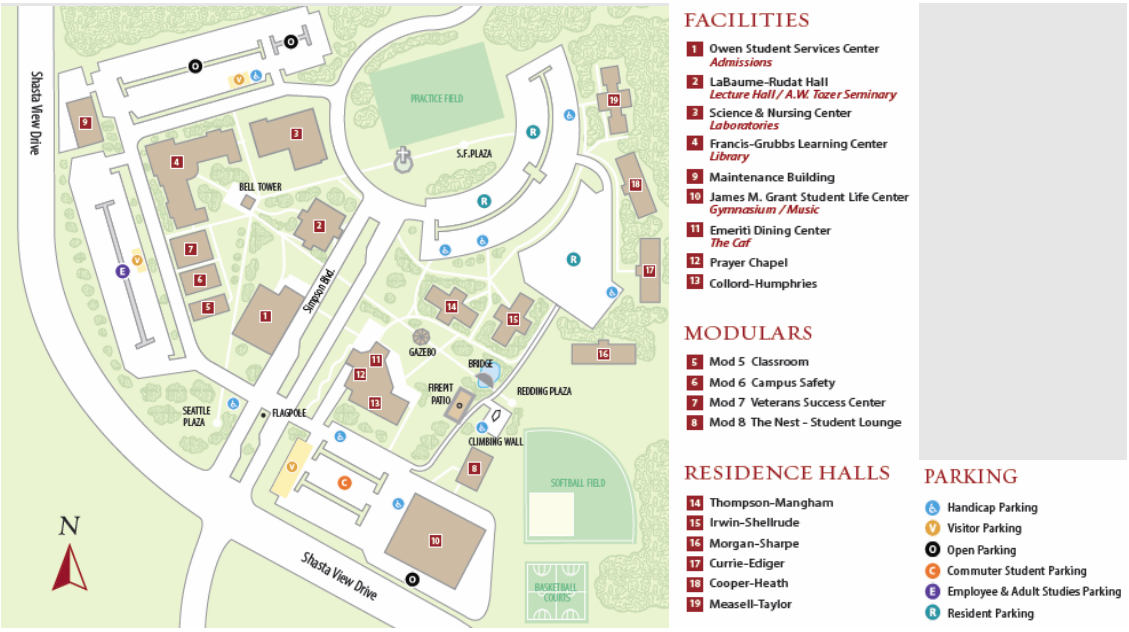
Upon relocating to Redding in 1989, Simpson began the process of constructing new buildings and developing what is becoming one of the most attractive campuses on the West Coast. The current facilities consist of the Owen Student Services Center, which houses all of the student-service offices and a majority of the college's administrative staff, as well as, the Bean Scene and classrooms; the Francis Grubbs Learning Center, which contains the Start-Kilgour Memorial Library, mailroom, bookstore office, student government office, faculty offices and classrooms; LaBaume-Rudat Hall, containing classrooms and faculty offices; six student residence halls; the Emeriti Dining Center; and the James M. Grant 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 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, & 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 and early leader of the Bible institute movement in the late 19th century who 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. The move allowed for expansion in enrollments and programs.

Graduate programs (including the School of Education, Graduate Studies, and A.W. Tozer Theological) have been established, and the Degree Completion program 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 and CORE VALUES

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 graduate programs (MACP & MBA), 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

(Simpson University and The Christian & Missionary Alliance*)

THEOLOGICAL POSITION

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 three 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.

DIVERSITY STATEMENT

Simpson University, as a Christ-centered learning community, values each person as a unique and gifted child of God, made in His image and called to live as Jesus lived.

SU, following the example of Christ, is committed to working to establish the Kingdom of God for every tongue, tribe, people, and nation. All are called by Him to participate together in a grace-filled community. In valuing diversity, SU encourages everyone to develop his or her own unique gifts, talents, and strengths that will enrich the Simpson community through dialogue, celebration, and peacemaking leading to restored relationships.

SU strives to create a culture of common understanding where diversity is valued. Through the perspectives of each race, sex, ethnicity, culture, socioeconomic status, class, age, and ability, SU is intentionally committed to building an environment that is welcoming and honoring of all where learning is maximized through understanding and acceptance to create excellence in education.

For these reasons, SU commits to do the following:

- celebrate the richness of God's kingdom and those created in the *Imago Dei*.
- learn from one another in humility.
- honor people and practice grace.
- build an international and multicultural community through recruitment, education, and collaboration.
- raise our collective awareness of injustice and inequities through education.

- address systemic injustice and inequities through education and institutional leadership.
- create a community where people experience a sense of belonging and are recognized and appreciated for their contributions.
- create a constructive environment where multiple perspectives can be heard.
- model Christ in all of our interactions.

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 the 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 complaint(s) and answer any questions you may have to ensure a fair process.

If your complaint is about the institution's compliance with academic program quality and accrediting standards or if you believe that your complaint warrants further attention after exhausting all the steps outlined in the Simpson University catalog, student handbooks, 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 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, http://www.bppe.ca.gov, phone (916) 574-8900, 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; 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, dependents of 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 Housing Program
- military-specific career services
- VA benefit advising/planning.

RESOURCES
Over the next few years, the VSC will be developed in a new building! During the transition we will have a break in some of our current services (computers, concessions room, VSC library, VSC lounge) and will resume when the new building is complete. Currently our services are as follows: Computers, study area, complimentary printing, VSC library, conference room, concessions room, VSC lounge, SALUTE National Veterans Honor Society, Student Veterans Organization (SVO), VA Work-Study program, and the VA Certifying Official.

Grubbs Learning Center
Rooms 105, 107, 109
530-226-4140
vets@simpsonu.edu
For more information, visit https://www.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 an admission 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. For general admissions criteria, refer to page 36, or consult the table of contents for specific program admissions requirements.

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, and all available military transcripts (Joint Service/ Community College of the Air Force) and college transcripts.

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. If a veteran applicant is in this situation, he/she will be placed in director review to determine admissibility to Simpson University.

STEPS TO VETERAN EDUCATIONAL SUCCESS
The veteran admissions process is outlined within Steps to Veteran Education Success, located at https:www.simpsonu.edu/vets. Veterans with questions regarding the admissions process may call the Admissions Counselors at 530-226-5600 and ask to speak to an Admissions Counselor.

ACADEMIC POLICIES

EVALUATION OF TRANSCRIPTS
Simpson University will evaluate previous education and training for veterans (and eligible persons), grant appropriate credit, shorten the course duration appropriately, and notify 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 using Tuition Assistance please advise the Director of the Veterans Success Center and we will apply to use the benefit as needed. Those interested in attending Simpson University under any of these chapters should visit the Veterans Success Center to receive aid in applying for benefits. All covered individuals, Chapter 33 or Chapter 31, are permitted to attend and participate in courses of education after receipt of the Certificate of Eligibility without penalty, late fee or denial of access to courses.

INSTITUTIONAL AID
For students who are eligible for Veterans benefits, the amount of institutional financial aid that has been awarded will be considered 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

Adult Undergraduate Degree Completion, A.W. Tozer Seminary, Master of Arts in Business Administration and the Master of Arts in Counseling Psychology do not need to utilize the Yellow Ribbon programs. Tuition for these programs is 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 Grubbs Learning Center, room 105. For information about veteran and eligible student benefits, call 530-226-4140 or e-mail atuggle@simpsonu.edu.

INITIATING VA BENEFITS

To initiate Department of Veterans Affairs chapter educational benefits, all eligible students must send their 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 https://www.va.gov. Students who have previously attended college at an institution other than Simpson University must transfer their VA benefits letter to Simpson University through www.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, they will submit the student's VA Enrollment Certification to the Department of Veterans Affairs for appropriate chapter eBenefit payments.

Students using Veterans Affairs eBenefits 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.

VA Section 103 of Public Law (PL) 115-407

'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance-
Students who are receiving Chapter 33 or Chapter 31 VA Benefits while attending Simpson University will exempt to the following:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies Section 103 of Public Law (PL) 115-407.

SCHOOL OF TRADITIONAL UNDERGRADUATE STUDIES

Academic Calendar

Campus Life

Admissions Information

Financial Information

Academic Policies & Procedures

Programs of Study

Course Descriptions

TRADITIONAL UNDERGRADUATE STUDIES

ACADEMIC CALENDAR

FALL 2024

Aug. 23-25	Friday – Sunday	New Student Orientation
Aug. 25	Sunday	Last Day for Registration
Aug. 26	Monday	School of Nursing New Student Orientation
Aug. 26	Monday	Classes Begin
Aug. 30	Friday	Opening Academic Convocation (10:20am - 11:20am)
Sept. 3	Monday	Last Day to Add Classes
Sept. 6	Friday	Last Day to Drop Classes
Sept. 20	Friday	Chapel by Major
Sept. 23-27	Monday - Friday	Global Impact Week
Oct. 18	Friday	Mid-Term Grades Due
Oct. 30	Wednesday	Day of Shalom (Day Classes Cancelled)
Nov. 1	Friday	Last Day to Withdraw from Classes
Nov. 11	Monday	Veteran's Day (Day Classes Cancelled)
Nov. 25 - 29	Monday - Friday	Thanksgiving Vacation (Offices Closed Thursday & Friday)
Dec. 9 - 13	Monday - Friday	Finals Week
Dec. 12	Thursday	Nursing Pinning Ceremony
Dec. 14 - Jan. 12	Saturday – Sunday	Winter Break
Dec. 18	Wednesday	Grades Due (Noon)

WINTER 2024 – 2025

Dec. 16	Monday	Classes Begin (Online)
Dec. 16	Monday	Last Day to Register for Winter Term Course (non-travel)
Dec. 18	Wednesday	Last Day to Drop
Jan. 1	Wednesday	Last Day to Withdraw
Jan. 12	Sunday	Last Day of Course
Jan. 13	Monday	Grades Due (Noon)

SPRING 2025

Jan. 12	Sunday	New Student Orientation
Jan. 12	Sunday	Last Day for Registration
Jan. 13	Monday	Classes Begin
Jan. 20	Monday	MLK Day (Day Classes Cancelled)
Jan. 20	Monday	Last Day to Add Classes
Jan. 24	Friday	Last Day to Drop Classes
Feb. 7	Friday	Chapel by Major
Feb. 17	Monday	President's Day (Day Classes Cancelled)
Mar. 7	Friday	Mid-Term Grades Due
Mar. 10- 14	Monday-Friday	Spring Break
Mar. 21	Friday	Last Day to Withdraw from Classes
Apr. 9	Wednesday	Simpson Student Research Symposium (No Classes)
Apr. 18	Friday	Good Friday (Easter Weekend) (Offices Closed)
Apr. 20	Sunday	Easter
Apr. 25	Friday	Awards Chapel (10:20am - 11:20am)
Apr. 25	Friday	Blessing of the Hands Ceremony (Nursing)

Apr. 28 - May 2	Monday-Friday	Finals Week
May 1	Thursday	Nursing Pinning Ceremony
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement
May 7	Wednesday	Grades Due (Noon)

MAY & SUMMER COURSES 2025

May 12 – June 6	May Term (Tentative)
May 12 – August 15	TUG Summer Term
July 19 – 20	Redhawk Summer

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

STUDENT DEVELOPMENT
SPIRITUAL FORMATION

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, 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. Students are expected to attend about 66% of the scheduled chapel services each semester (about 18). Refer to the student handbook for more details.

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

1. To gain biblical literacy.
2. To be exposed to the Gospel of Jesus Christ.
3. To form a personal response to cultural issues.
4. Communicate the values of Simpson University as a Christ-centered learning community.
3. To learn how to engage, with sensitivity, people who may be different from them culturally and spiritually.
5. Identify opportunities to serve the world.

WORSHIP TEAMS
Under the guidance of the Coordinator of Worship, 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.

STUDENT MISSIONS
Simpson University is committed to developing servant leaders 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 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 training, mentoring, team building, and reflection) 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. 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 not about the "trip," it's about the discipleship journey. It's about joining God in His work around the world.

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 many MKs, sone 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 IWIR are vision-casters, recruiters and trainers for cross-cultural ministry, with a focus on The Christian and Missionary Alliance. The IWIR is a member of the Spiritual Formation team and provides support to the WorldSERVE program. Part of this commitment is to teach courses in the Biblical Studies program.

PRAYER CHAPEL
The Prayer Chapel, located in the Emeriti Dining Center, is for all members of the Simpson community and guests to commune with the Lord. This sacred space 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 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 Student Development and ASBSU. 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. Clubs exist to celebrate connection among students.

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 Student Development with the help of student leaders. We hope our commuter students experience caring support as they navigate college.

Honors Program - Simpson Scholars

Students who apply and are accepted into the Honors Program will be welcomed on campus as Simpson Scholars. Simpson Scholars will have unique opportunities during their first two-years at Simpson University. They will bond and get to know their cohort in a special section of our first-semester introductory course known as Gateway. They will continue during the next three semesters to take specially designated honors courses as part of The Ascent. Simpson Scholars will also be invited to special lunches with VIP guests from the university and from the Redding community. Other opportunities and benefits include planned day trips, priority registration for new classes, guidance and

mentorship from Simpson faculty, individual planning sessions before finals, unique service opportunities, and special recognition at graduation.

Simpson Scholars will also have exclusive access to monthly lunches featuring invited VIP guests from the university and from the Redding community. Other opportunities and benefits include planned day trips, priority registration for new classes, guidance and mentorship from Simpson faculty, individual planning sessions before finals, unique service opportunities, and special recognition at graduation.

Admittance to the program requires a 3.5 Cumulative high school GPA and the submission of an honors application essay responding to a provided prompt.

INTERCOLLEGIATE SPORTS

Simpson participates in the following intercollegiate sports: baseball, basketball, competitive cheer, cross-country, golf, softball, soccer, swimming and diving, track and field, volleyball, 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 halls 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.

INTRAMURALS

Intramurals exist to promote a spirit of play and we encourage students to participate as we offer a variety of team and individual sports/activities. Activities are offered in response to the student body's interest. For more information, please contact Campus Life.

MUSIC GROUPS

At Simpson, numerous opportunities abound for musical performances. Instrumental ensembles include jazz band, handbell choir, and the Shasta Symphony Orchestra. Vocal ensemble options include Simpson University Chorale, Simpson Symphonic Choir. Chorale consists of Simpson students accepted through audition only. Simpson Symphonic Choir is a chorus sponsored and hosted by Simpson and open to all community and university members.

STUDENT ACTIVITIES

The Campus Activities Board (CAB) exists provide inclusive engagement to the student body by offering a variety of events and programs. There are a plethora of events throughout the week and weekend; our campus wide signature events include: Block Party, Davenport Derby, Nightlife and Spring Fest. In addition to happenings on campus, students also benefit from a huge array of year-round outdoor opportunities in the Shasta Recreation Area.

STUDENT GOVERNMENT

Composed of students elected each year by their peers, student government (ASBSU) officially represents students to faculty and administration. This selected group is responsible for influencing, improving, and helping to deliver the student experience. Members also work with Student Development and administration towards student life improvements and present items and concerns 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.

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. The Academic Advising Center is in the Owen Center (Suite 201). For more information on academic advising, please refer to the "Academic Policies and Procedures, School of Traditional Undergraduate Studies" section of this catalog.

GATEWAY EXPERIENCE
The Gateway Experience course is required for all new students under the age of 23 with less than 24 credits transferred in. This 1-credit or 2 – 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 University community.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) engages students in various supplementary student support. Some of the key areas include our academic support, career counseling, mental health support, and a variety of other areas that help assist students during their time at Simpson University.

ACADEMIC COUNSELING: The Student Success Center (SSC) 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. This is accomplished through offering services such as tutoring, academic coaching, handouts, exam proctoring, and disability accommodations. These resources are free to all Simpson University students.

TUTORING: Tutoring, also known as mentoring, is an option for any student wishing to increase their grades. Peer tutoring is based on availability. Tutors will give students techniques to learn, organize, and understand the information 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 Associate Dean of Student Services. 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 accommodation and for assuming the cost of any professional assessments needed. Accommodation is not retroactive, so early registration is important.

INTERNSHIP AND CAREER SERVICES: Our Internship and Career Services not only help students prepare for a career path but prepare for a lifelong calling. This is accomplished through one-on-one coaching with skilled staff members and internship/job shadowing opportunities with some of the best businesses. Additionally, students are supported in resume and cover letter writing, choosing a major, mock interviews, and self-

assessment tools that determine a student's strengths and interests. The university also assists in providing on campus and off campus employment opportunities for current students as well as alumni.

PERSONAL COUNSELING: We provide holistic services that empower our students to live life to the fullest in overall health and wellness. We focus on the whole person, with emphasis on improved mental, emotional, physical, spiritual, and social well-being. Check with Student Success Center staff on the best way to access these services.

TRIO – STUDENT SUPPORT SERVICES: The TRIO Student Support Services is a federally funded program designed to help first-generation students, low-income students and/or students with disabilities through the college experience. The program's goal is to minimize the challenges these students face in accomplishing their personal, academic and career goals. We also want to provide these students with tools, resources, and experiences they may not have access to. This includes workshops, cultural events, speaker events, mentorship and more.

VETERANS SUCCESS:

SIMPSON CARES: Simpson CARES is a resource to ensure that no student slips through the cracks. We do this through a team-based approach that utilizes campus wide resources to help students in need. This resource includes our Title IX office, Office on Violence Against Women, and our CARE Team with focuses on behavioral intervention strategies.

TITLE IX COORDINATOR: The Title IX Coordinator handles all complaints regarding Title IX regulations, including sexual harassment, gender discrimination, and equity in athletics. The Title IX Coordinator is the Dean of Students. Please contact the Student Development Office for more information.

CAMPUS RESIDENCE LIFE

Simpson University believes that living on-campus is a valuable facet of the university experience and hope residential students experience an intentional community while living here.

Campus living offers the advantage of close fellowship with other students, opportunities to develop/grow in various aspects of one's 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 (Area Coordinators). 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. We also offer themed living floors throughout campus to encourage affinity and belonging.

All undergraduate students are required to live in one of the university's on-campus residences. By accepting admission to Simpson University, on-campus residence is required 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: 1) are living with a parent, legal guardian, or grandparent that are within 35 miles of Simpson; 2) are married; 3) are a veteran; 4) have an off-campus job that requires them to commute more than 25 miles one way (and provide proof of employment); 5) are 24 years of age or older; 6) are a homeowner (can provide proof of ownership); 7) are living at Gatehouse; 8) or have an

approved disability-related reason. Note: 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 University's property or events will constitute a threat of violence. A threat includes any indication of intent to harm a person or damage Simpson University property or that of a community member. Threats may be direct or indirect, and they may be communicated verbally or non-verbally.

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, Degree Completion, 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

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 at simpsonu.edu/apply
2. Submit official transcript
    - 2a. First-time freshman must submit Official High School Transcripts showing their school name, date of graduation, and grades 9-11 grades
    - 2b. Frist-time freshman must also submit Official Transcripts from all community colleges or universities attended (if applicable)
    - 2c. Lower-Unit transfer students with 29 or less transferable units must submit official high school transcripts and official college transcripts.
    - 2d. Upper-Unit transfer students with 30 or more transferable units must submit official college-level coursework from all institutions attended.
3. With an acceptance decision, commit to attend with the submission of an Advanced Tuition Deposit **

ADMISSIONS CRITERIA

Simpson University's criteria for admissions 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 understanding of expected lifestyle behaviors, and evidence that the individual will thrive in a Christ-centered academic community.

FIRST-TIME FRESHMAN STANDARD ADMISSION: Standard admission to Simpson University for non-science majors is based on unweighted High School GPA. Admission for Nursing, Engineering, and Biology consider unweighted High School GPA and additional required coursework.

Requirements for First Time Freshman
Fully Qualified Acceptance: 2.7 Unweighted HS GPA or higher
Provisional Acceptance: 2.1-2.69 Unweighted HS GPA Range
Admissions Committee: 2.09 Unweighted HS GPA or lower

Requirements for Nursing, Engineering, and Biology
Fully Qualified: 3.2 unweighted HS GPA or higher
B (or better) in Algebra 2 (or higher)

Students who do not meet the minimum GPA requirement for Nursing, Engineering, and Biology majors may be

considered for a provisional acceptance as an undeclared student during their first semester. If a student is able to meet XXX GPA in their first semester, they may consult with an academic adviser to declare a major.

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

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

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: Standard Admissions to Simpson University for non-science majors is based on a range of cumulative college GPAs for upper-unit transfer students.

Fully Qualified Acceptance = 2.5 Cumulative College GPA and Higher
Provisional Acceptance = 2.1-2.5 Cumulative College GPA Range
Admissions Committee Review = 2.1 Cumulative College GPA and Lower

Requirements for Nursing, Engineering, and Biology
Fully Qualified: 2.5 Cumulative College GPA or higher
B (or better) in College Level Math (or higher)

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 transcripted college semester credits must have a 2.5 college minimum GPA. 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 admitted Provisionally will be placed on Academic Probation status. The first semester on Academic Probation serves as a warning. Students provisionally accepted are limited to 14 credits during their first semester. In addition, they must meet with the Academic Success Center to establish a Student Success Plan at the beginning of the semester. The Student Success Plan will require meeting with Academic Advising (In Registrar's Office). May include other requirements such as additional meetings, academic workshop attendance, study

skills training, and other activities as deemed necessary. Student Success Plans are individualized learning plans to support each student's needs and situation.

Students must finish their first semester with a grade point average of 2.1 or higher. Students who successfully meet the above requirements are transitioned to clear/good status for the following semester. Students who do not meet the above requirements their first semester may be placed on Continued Probation (or other academic status based on GPA) their second semester. Will also be subject to the requirement of the academic status at the end of the second term.

ADMISSIONS COMMITTEE & DIRECTOR REVIEW PROCESS

Students who fall in the GPA range for a Committee Review will be reviewed by a committee of elected staff and faculty. Factors considered include GPA, test scores, anticipated academic major, and an essay submitted by the student. Students approved by the Admissions Committee will be provisionally admitted to Simpson University. Students denied by the Admissions Committee will receive a denial letter from the Admissions Office and cannot reapply for the same semester.

Note: A personal interview may be required as a final step in the admission process.

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 in this catalog under Academic Programs.

Admissions Criteria to the Betty M. Dean School of Nursing

1. 2.5 CUMULATIVE COLLEGE GPA MINIMUM
2. 3.0 PREREQUISITE GPA MINIMUM
3. 70 OR HIGHER ATI-TEAS SCORE

DIRECT ADMISSION FOR FIRST-TIME FRESHMEN

A select number of first-time Freshmen will be granted direct admission into the Betty M. Dean School of Nursing. This selected number is designated by the Dean of the School of Nursing.

Requirements for consideration of direct admission:

1. 4.0 to a minimum 3.5 high school GPA (unweighted) this is changing to 3.2 high school GPA
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) does this refer to high school classes?
3. Apply and be accepted to Simpson University.
4. Submit an essay with the Office of Admissions to determine direct acceptance to the School of Nursing.
   NOTE: 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, the 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 3.2 or higher.
2. Complete all general education and prerequisite courses at Simpson University as outlined in the four-year plan.
3. Earn a "B-" or higher in prerequisite courses at Simpson University.
4. TEAS score of 70 or higher.

5. Complete an application for the School of Nursing

GENERAL SCHOOL OF NURSING 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 of this catalog under Academic Programs.

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. Students interested in challenging course content need to contact the Dean of the School of Nursing.

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 units, plus BIOL 1320, and BIOL 2310 for the related science units. Students must see the 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 (simpsonu.edu/apply).
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 (simpsonu.edu/apply).
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 transcripted 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, ACT, TOEFL, IELTS or Duolingo English Test scores, unless the applicant has already completed the equivalent of 30 transcripted 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.
- IELTS: Achieve a minimum score of 79
- Duolingo English Test: Achieve a minimum score of 110

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

For information on advanced placement, CLEP credit by examination, and transfer of credits, see academics: policies and procedures.

FINANCIAL INFORMATION

2024-2025 TUITION & FEE SCHEDULE

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 expenditure 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 (NON-NURSING) TUITION & FEES

TRADITIONAL UNDERGRADUATE (NON-NURSING) TUITION & FEES

Tuition

Full-Time (per semester with 12-16 units; $1,269.87 per credit for 15 credit load)	$19, 048
Part-Time (per credit)	$1,587
Overload Credit (per credit)	$599.00
Audit (per credit)	$150.00
Summer/Winter Semesters (per credit and applies to September 2024 - August 2025)	$550.00

Fees

New Student Orientation Fee (*new student's 1st semester only)	$250.00
Student Activity Fee (per semester)	$280.00
General Student Fee (6-16 credits flat fee; TUG only)	$525.00
General Student Fee (below 6 credits flat fee; TUG only)	$265.00
General Student Fee (above 16 credits + flat fee and per credit; TUG only)	$35.00
General Student Fee (Summer/Winter Semester = per credit hour)	$35.00
Athletic Insurance & Trainer Fee (per year)	$800.00
Athletic Player Pack Fee (per sport and per year)	$300.00
Spring Only Athletic Fee	$750.00
Nursing Program Fee (last 5 semesters of the program and per semester)	$550.00
Course Fee (Business Class)	$50.00
Private Music Lessons Fee (per credit)	$350.00
Course Fee - Biology Test Fee (Major Field Test)	$30.00
Course Fee - Engineering Materials & Equipment Fee	$110.00
Course Fee - Making Short Movies	$25.00
Course Fee - Digital Technology	$150.00
Course Fee - Shakespeare	$50.00
Course Fee - ODLE Level 1	$50.00
Course Fee - ODLE Level 2	$250.00

Course Fee - ODLE Level 3	$650.00
Course Fee - ODLE Immersion Skill Set	$700.00

SCHOOL OF NURSING TUITION & FEES

SCHOOL OF NURSING TUITION & FEES

Traditional Undergraduate Tuition

Full-Time (per semester with 12-16 units; $1,319.87 per credit for 15 credit load)	$19,798.00
Part-Time (per credit)	$1,650.00
Audit (per credit)	$150.00
Summer/Winter Semester (per credit and applies to September 2024-August 2025)	$550.00

Traditional Undergraduate Fees (refer to Traditional Undergraduate section for additional fees)

Course Clinical Fee	$400.00
Nursing Program Fee (Last 5 semesters of nursing program; includes ATI)	$550.00

Accelerated BSN Programs (RN to BSN)

Tuition - Major Requirements	$570.00

Non-Traditional Undergraduate Fees

Student Activity Fee (per semester)	$280.00
General Student Fee (6-16 credits; flat fee and TUG only)	$525.00
General Student Fee (below 6 credits; flat fee and TUG only)	$265.00
General Student Fee (above 16 credits + flat fee; per credit and TUG only)	$35.00
General Student Fee (Summer/Winter Semester = per credit hour)	$35.00

DEGREE COMPLETION (ADULT STUDIES) TUITION & FEES

DEGREE COMPLETION (ADULT STUDIES) TUITION & FEES

Tuition

Degree Completion (DC) - per credit	$570.00
Degree Completion (General Education) - per credit	$570.00

Fees

General Student Fee (per credit hour; encompasses Health, Campus Safety, Parking, and Tech Fee)	$35.00
Application Fee (DC only)	$25.00

SCHOOL OF EDUCATION TUITION & FEES

SCHOOL OF EDUCATION TUITION & FEES

Tuition

Teaching Credential First Credentials – per credit (subject to annual adjustment)	$710.00
Ad Hoc Methodology and Language Course - per credit	$283.00
Masters of the Arts in Education – per credit	$710.00

Fees

General Student Fee – per credit (encompasses Health Services, Campus Safety, Technology, Library Services Parking, and other student services)	$35.00
Student Teaching Retake	$500.00
Coursework Evaluation Fee – Initial	$75.00
Coursework Evaluation Fee – Additional (for each additional after the initial)	$50.00
Intern Recommendation Fee -	$25.00
Pedagogy and Assessment fee – per credit	$65.00
Continuing Education Unit (CEU) transcription	$65.00

GRADUATE AND PROFESSIONAL STUDIES TUITION & FEES

GRADUATE AND PROFESSIONAL STUDIES TUITION & FEE

Tuition

A.W. Tozer Theological Seminary – per credit	$575.00
MA Counseling Psychology - per credit	$670.00
Business Administration (MBA) – per credit	$670.00
Audit – per credit	$150.00

Fees

General Student Fee - per credit (encompasses health services, campus safety, technology, library services, parking, LMS, and other student services	$35.00

ALL PROGRAM ADDITIONAL FEES

ALL PROGRAM ADDITIONAL FEES

Fees

Readmission Application Fee	$50.00
Late Registration Fee	$100.00
ACH/VISA Return, NSF or cancelled check Fee	$35.00

Transcript Fee ($30 per order rush fee available)	$25.00
Prior Learning Assessment Fee - per credit	$20.00
Credit by exam fee - per credit	$40.00
Directed Study Fee - per course	$250.00
Examination Fee	$50.00
Course Upgrade Fee	$300.00
Acadeum Course Fee	Price Varies Per Class
Graduation Application Fee	$200.00
Records Request Fee	$100.00
Late Payment Fee - per month	$150.00

ROOM AND BOARD

ROOM AND BOARD FEES

Fees

Residence: 4 Person Room - per semester	$3,075.00
Residence: 4 Person Suite standard occupancy - per semester	$3,325.00
Residence: 2 Person double occupancy- per semester	$3,425.00
Residence: 2 Person single occupancy - per semester	$4,075.00
Residence: Triple Occupancy - per semester	$3,150.00
Residence: MT Single Rate - per semester	$4,075.00
Residence: MT Double Rate - per semester	$3,225.00
Residence: Late Housing Exemption - per semester	$250.00
Board: 5-Day Access Plan w/ $50 Red Hawk Bucks - per semester	$2,675.00
Board: 7-Day Access Plan w/ $100 Red Hawk Bucks - per semester	$2,975.00
Board: (RA Only) 7-Day Access Plan w/ $50 Red Hawk Bucks -per semester	$1,600.00
Board: (MT only) 10 Meals per Week w/ $100 Red Hawk Bucks - per semester	$2,125.00
Commuter Plan – 10 Meals	$80.00

REVIEW OF COSTS

ADVANCED TUITION DEPOSIT
The Advanced Tuition Deposit is applied toward the student account charges for the first semester in the program. The deposit is non-refundable. A tuition deposit can be moved to a future semester one time only.

RESIDENCE & MEAL PLAN
All undergraduate students are required to live in one of the university residence halls. 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. NOTE: Please refer to the previous Campus Residence section.

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).

Failure to have your off-housing approved by the Student Development Office will result in your account being charged 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 charged the published late fee:

- Fall semester: August 15th
- Spring semester: December 15th
- Summer semester: April 15th

NOTE: The last day to register for each semester or term is published in the Academic Calendar.

OTHER FINES & FEES
Other fines and fees are applicable to specific violations. Fines can include parking or library violations. Specific courses may have additional fees, such as: laboratory, equipment rental, ski-lift ticket, etc. Fees will vary depending on the selected course of study.

PAYMENTS

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

- Fall Semester: August 15th
- Winter Semester: December 15th
- Spring Semester: December 15th
- Summer Semester: April 15th

PAYMENT RESPONSIBILITY STATEMENT & POLICY

By registering for services at Simpson University, the student acknowledges and accepts responsibility to pay all costs associated with University services by the payment deadline or upon registration after the respective payment deadline. It is the student's responsibility to monitor and settle student account balances.

To keep our commitment to stewarding the environment and resources, Simpson University does not send out paper bills in the mail. Student Account Statements can be accessed through the Colleague Self-Service.

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, the student must exhaust all payment forms including loans to satisfy outstanding balance. If outstanding balances are not settled 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 a diploma, if applicable. Registration for any succeeding semester will be prohibited without satisfactory resolution of any balance outstanding from the previous semester. 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. One 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. If the student has not settled his or her student account by the first day of the semester, the student is at risk for Canvas and class access to be restricted. Students with no access to Canvas and class will not be permitted to submit assignments or receive credit for attendance while restricted. Access will be reinstated after the account balance is settled.
4. If a student has not settled their student account by the end of the add/drop period, they will be removed from Simpson University.

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 loan have been completed, including 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 Chief Financial Officer. All proposed agreements can be brought to the Director of Student Accounts, but the final decision will be determined by the Chief Financial Officer. 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 disenrollment from classes.

PAYMENT METHODS

CASH: Simpson University accepts cash payments in-person at the Student Accounts office up to $10,000 per year. Students and other parties should never mail cash.

CHECK: Simpson University accepts payments made by check either in-person in the Student Accounts 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.

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 & COURSE FEES

In the course of every student's academic experience students decide to add, drop, or withdraw from courses. These actions create a change in charges and potentially in students' available Financial Aid. This policy outlines the changes in charges.

Students who decide to add or drop courses must do so through their portals during the add/drop period for their courses or programs. Students who decide to withdraw must complete a form through the Registrar's Office and meet with the Financial Aid Office to go over the implications of their choice.

The removal of institutional charges is calculated based on the length of the course and the date of official withdrawal or the date of the course drop. Refunds are based on the dates on or after the course's start date.

15 / 14 – Week Courses:

If student drops/withdraws from a course by….	Removal of Charges:
14 Calendar Days After Course Start Date	100%
15-21 Calendar Days After Course Start Date	50%
22 Calendar Days After Course Start Date	No Removal of Charges

7 - Week Courses:

If student drops/withdraws from a course by….	Removal of Charges:
1-7 Calendar Days After Course Start Date	100%
8-14 Calendar Days After Course Start Date	50%
15 Calendar Days After Course Start Date	No Removal of Charges

3 / 4 – Week Courses:

If student drops/withdraws from a course by….	Removal of Charges:
1-7 Calendar Days After Course Start Date	50%
8 Calendar Days After Course Start Date	No Removal of Charges

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

RESIDENCE

As a liberal arts institution we believe on-campus housing serves as a vital need for the outcomes of the student and defraying tuition cost. When a Traditional Undergraduate Student comes to Simpson, they are on-campus as default and receive room (housing) and board (meal plan) charges. All changes from on-campus status need official approval by the

appeals process through Campus Life.

For new or transfer students, the Off-Campus Housing Exemption application must be completed on or before the first day of the start of the semester:

Exemption approved / moves off campus by…	Removal of Residence Charges
14 Calendar Days After Course Start Date	$50 / Day charge beginning on the first day of the semester*
15-50 Calendar Days After Course Start Date	50%
51 Calendar Days After Course Start Date	No Removal of Charges

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

For returning students, the Off-Campus Housing Exemption application must be completed by June 1st for the Fall semester and November 1st for the Spring semester.

MEAL PLAN

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

Exemption approved / moves off campus by…	Removal of Residence Charges
14 Calendar Days After Course Start Date	$40 / Day charge beginning on the first day of the semester*
15-50 Calendar Days After Course Start Date	50%
51 Calendar Days After Course Start Date	No Removal of Charges

**The per-day cancellation charge is assessed for every day through the day the student moves off campus.*
Note: Changes to meal plans are accepted through the first Friday of the semester.

FEES

Athletic Fees are non-refundable after the Add/Drop Period of the first course started in the semester. Course Fees are non-refundable after the Add/Drop Period of the course. All other registration fees and miscellaneous fees are non-refundable after the Add/Drop Period.

The University reserves the right to make exceptions to these refund policies in order to ensure proper handling of each case and to maintain compliance with current California State & Federal regulations.

FINANCIAL AID

Simpson University's Office of Financial Aid and Financial Counseling 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. At Simpson University, 99% 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 2nd deadline. To apply, complete the GPA Verification Form and have it verified and mailed,

with the help of officials at your school of last attendance, by March 2nd. The student's FAFSA must also be filed by March 2nd to be considered for the 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 if an outstanding balance is due. Scholarship funds payable to the student may be released directly to the student if the account is paid in full and Student Financial Services has been notified of the scholarship.

To ensure 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 2nd. 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 the student's 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 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's email.

ENROLLMENT STATUS

For the purposes of financial aid: 1) full-time enrollment for Undergraduate students is defined as 12 or more credits per semester; 2) three-quarter-time enrollment is defined as 9-11 credits per semester; 3) half-time enrollment is 6-8 credits per semester; and 4) students enrolled in less than 6 credits are considered less than half time.

For Teaching credential only and for the purposes of financial aid: 1) full-time enrollment is defined as 12 or more credits per semester; 2) three-quarter-time enrollment is defined as 9-11 credits per semester; 3) half-time enrollment is 6-8 credits per semester; and 4) 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) to qualify for federal financial aid.

NOTE: Students must be enrolled half-time to qualify for most types of financial aid. Students who drop below the anticipated enrollment status during the semester will have their California State, Federal, 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 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 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 the 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% in the Fall semester & 50% in the Spring semester). This is a Federally mandated requirement for Federal loans, and there are no exceptions. First-time borrowers may be subject to delayed disbursement.

BOOK VOUCHERS

A student may receive a bookstore voucher upon request if the following criteria are met:

Bookstore vouchers can 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

DISBURSEMENTS

After the conclusion of the add/drop period each semester financial aid will be disbursed onto student accounts at which point all accounts with actual credits are reviewed. Excess funds are released no earlier than Friday following the conclusion of the add/drop period of the semester. All disbursements will be issued via direct ACH deposit to a designated bank account or check. Students can choose their disbursement method through their Nelnet profile. 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 Finacial Aid website.

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 Finacial Aid website.

VETERANS FINANCIAL AID POLICIES
For students who are eligible for Veterans benefits, the amount of institutional financial aid that has been awarded will be considered 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 California State and Federal programs 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.

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 California 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's degree and as approved by the Registrar's Office. Institutional aid will be applied at 50% 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 Finacial Aid website.

Student Financial Services also educates and counsels students regarding their financial options which include having honest, transparent, and firm conversations that communicate the expectations on the student's financial responsibilities. Students are encouraged to set up an appointment with a Student Financial Services team member.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

To continue receiving any Federal financial aid, students must: 1) be meeting the University's grade point average standards of 2.0 or higher; and 2) be successfully earning at least 70% of attempted degree credit hours.
NOTE: These standards apply to all students, regardless of whether the student previously received financial aid.

UNDERGRADUATE STUDENTS
Students pursuing bachelor's degrees must complete their degree programs within a maximum timeframe. The maximum timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Most undergraduate programs at the University require that students earn a minimum of 120-degree credit hours. The maximum timeframe for these programs is 180 attempted hours (120 x 150%). Students accepted into programs

requiring more than 120 hours for a degree will have a higher limit.

Institutional scholarship funding is extremely limited. Please note that regardless of the 150% maximum time frame for Federal financial aid eligibility, undergraduate students may only receive institutional funds for a maximum of five years. After the 5th year of attendance, students will no longer be considered eligible for institutional funds such as scholarships and grants.

In addition to the overall maximum timeframe above, students must maintain a cumulative grade point average of 2.0 and be successfully earning at least 70% of attempted hours (ratio of cumulative earned degree credit hours to cumulative attempted* degree credit hours) each time Satisfactory Academic Progress is assessed (end of each semester, including summer). *Attempted hours are those hours for which students are still officially registered at the conclusion of each semester's Add/Drop period so WD courses will be included in this calculation.

GRADUATE STUDENTS
Students enrolled in master's degree programs are allowed a 3-year full time maximum timeframe to complete their degrees.

In addition to the overall maximum timeframe above, students must maintain a cumulative grade point average of 3.0 and be successfully earning at least 70% of attempted hours (ratio of cumulative earned degree credit hours to cumulative attempted* degree credit hours) each time Satisfactory Academic Progress is assessed (end of each semester, including summer). *Attempted hours are those hours for which students are still officially registered at the conclusion of each semester's Add/Drop period so Incomplete, WD, WP and WF courses will be included in this calculation.

FAILURE TO MEET STANDARDS
Students not meeting the standards (outlined above) or placed on AP by the Registrar will be placed on financial aid warning for one semester, during which aid may be received. If, at the end of the warning semester, a student once again does not meet the SAP requirements or is again placed on AP by the Registrar he or she will be ineligible for federal financial aid unless he or she successfully appeals (see Appeals below) for reinstatement of federal aid, at which point the student will be placed on financial aid probation for one semester.

If the minimum standards are not met by the end of the probationary semester, required GPA is not met for the second year requirement (see Second Year Requirement below), all credit hours attempted are failed in a semester (see Course Failures below), probationary status has been granted two times and standards are again not met, all degree requirements are met but student chooses not to graduate, or if maximum timeframe is exceeded* students will be ineligible for financial aid (this includes Federal Pell Grant, Direct, and PLUS Loans, Federal SEOG, and Federal College Work-Study) until such time as the student once again meets the established standards. *Students exceeding maximum timeframe will be ineligible for all future financial aid regardless of meeting established standards.

If you are placed on Financial Aid Warning or Financial Aid Suspension, you will be sent an email notification to your Simpson email account.

Generally, non-degree seeking students are not eligible for aid and therefore are not reviewed.

2nd YEAR REQUIREMENT (UNDERGRADUATE)
At the end of the 2nd academic year of study (end of the 4th semester of attendance at Simpson), undergraduate students must have a cumulative grade point average of 2.0.

COURSE FAILURES
Students who fail all credit hours attempted (or fail all credits in combination with course withdrawals, WD, and course audits, AU) will not be granted a warning/probationary semester and will not be eligible for financial aid until the

necessary cumulative grade point average is attained and other standards are met.

APPEALS

Students who do not meet the established standards for financial aid may submit a written appeal to the Financial Aid Office if there were circumstances which affected academic progress and which were beyond the student's control (family death, illness and/or hospitalization, etc.). Course failures or unsuccessful attempts to complete condition courses are NOT valid reasons for an appeal. Appeals must include the circumstances under which the student did not meet the requirements and what has changed in the student's situation that would allow the student to meet SAP standards by the next evaluation.

Your appeal must include:

1. Solid documentation supporting the reason(s) you failed to meet satisfactory academic progress or complete the probationary requirements, including a written statement from the student.
2. An Academic Plan approved by your Academic Advisor outlining one or more of the following:
   a. How you will meet satisfactory academic progress in the future (improve GPA, complete all attempted courses).
   b. How and when you will satisfy current incomplete grades (if applicable).
   c. How you will meet the requirements for graduation by your anticipated graduation date.
3. A statement explaining what corrective measures you have taken to assure satisfactory academic progress in the future.

Appeals are reviewed by the Assistant Director of Financial Aid and/or the Director of Financial Aid. Notification of the decision will be sent in writing (via email) within 2-4 weeks before the start of the semester.

ACADEMIC INFORMATION

COURSE WITHDRAWALS (WD, WP, WF): Courses from which a student withdraws after Add/Drop will be counted toward enrollment, attempted hours, and maximum timeframe.

INCOMPLETE GRADES (I): Incomplete grades will be counted toward enrollment, attempted hours, and maximum timeframe. Students who end a semester with incomplete grades will be re-evaluated for financial aid eligibility at the University deadline for "I" grades. If the incomplete grades are not completed within the University published deadline the student will automatically be placed on the appropriate SAP status (warning or ineligible) based on prior SAP performance and the student is responsible for notifying the Financial Aid Office to have financial aid eligibility re-evaluated again once the incomplete grades are updated. If a student is placed on warning for, I grades at the University deadline and then the final grades become WD or all F's at a later date, any federal aid released for the subsequent semester will be rescinded (including loans).

NO GRADE (NG): Courses receiving NG will be treated like an I grade and will be counted toward enrollment, attempted hours, and maximum timeframe. Students who end a semester with NG will be re-evaluated for financial aid eligibility at the University deadline for INC grades. If a grade is not posted within the University published deadline the student will automatically be placed on the appropriate SAP status (warning or ineligible) based on prior SAP performance and the student is responsible for notifying the Financial Aid Office to have financial aid eligibility re-evaluated again once the NG is updated. If a student is placed on warning for NG at the University deadline and then the final grades become WD or all F's at a later date, any federal aid released for the subsequent semester will be rescinded (including loans).

TRANSER CREDITS (TR): Course credits transferred from other institutions will be considered hours earned and attempted for the purpose of determining the 70% earned credits completion rate (student pace) and maximum timeframe.

REPEATED COURSES: Students may repeat courses, to attempt to achieve a higher passing grade, one time

without penalty. Any course, in this scenario, repeated more than once will not count toward enrollment. Students receiving a failing grade (F) may repeat the course as many times as necessary until it is passed. Repeated courses will be considered hours earned and attempted for the purpose of determining the 70% earned credits completion rate and maximum timeframe.

AUDITED COURSES: Students do not earn any academic credit for audited courses. They do not count toward enrollment status or in the calculation of student pace unless a course was changed to Audit status after Add/Drop. In this case they will be treated the same as WD courses.

DOUBLE MAJORS and/or MINORS: Students pursuing a double major/minor will be expected to complete all degree requirements before reaching maximum timeframe.

CHANGE OF MAJOR: Students who change their majors will be expected to complete all degree requirements before reaching the maximum timeframe.

COURSE FAILURES: Students who fail all credit hours attempted (or fail all credits in combination with course withdrawals, WD, and course audits, AU) will not be granted a warning/probationary semester and will not be eligible for financial aid until the necessary cumulative grade point average is attained and other standards are met.

FINANCIAL AID REFUNDS TO INSTITUTIONAL & TITLE IV PROGRAMS

The Office of Financial Aid is required by Federal statute to recalculate Federal financial aid eligibility for students who withdraw (official or unofficially), are dismissed from enrollment at Simpson, or take a leave of absence prior to completing 60% of a payment period or term. Therefore, the student may still owe funds to Simpson to cover unpaid institutional charges. Simpson may also attempt to collect from the student any Title IV program funds that the school was required to return. The calculated amount of the "Return of Title IV Funds" that is required for students affected by this policy are determined according to the following definitions and procedures, as prescribed by regulation.

A student's **official withdrawal date** is determined by using one of the following:

- The date he/she officially withdrew with the Registrar's Office during the institution's withdrawal period.
- The date the student submitted his/her petition to withdraw to the Office of the Registrar if the Office of the Registrar's withdrawal period has ended and the student successfully petitioned to withdraw.
- The date the student was expelled/dismissed from the university.

If a student does not go through the proper withdrawal procedures, the student's **unofficial withdrawal date** is determined by using one of the following:

- The date the student died if the student passed away during the semester.
- The last date that the student attended class or checked out of their dorm room, whichever is later, or identified by failing grades for all attempted credits.

PERCENTAGE OF PAYMENT PERIOD OR TERM COMPLETED

The percentage of payment period or term completed is the number of days completed up to the withdrawal date divided by the total days in the payment period or term (Days Attended ÷ Days in Enrollment Period = Percentage Completed). Any break of five days or more is not counted as part of the days in the term. This percentage is also the percentage of earned aid. If the calculated percentage exceeds 60%, then the student has "earned" all the Title IV aid for the enrollment period. NOTE: In the case of Simpson University, as an institution, the word "term" implies the timeframe "semester."

Funds are returned to the appropriate Federal program based on the percentage of unearned aid using the following formula:

AID TO BE RETURNED

- 100% of the aid that could be disbursed.
- minus the percentage of earned aid
- multiplied by the total amount of aid that could have been disbursed during the payment period or term.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal/LOA.

TITLE IV FUNDS ARE TO BE RETURNED IN THE FOLLOWING ORDER:

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required.
- Iraq & Afghanistan Service Grants
- Federal Supplemental Opportunity Grants for which a return of funds is required.

AN EXAMPLE:

- A student withdraws after 44 days.
- This number is divided by the total days in the semester: 44/110 = 40%.
- This student has "earned" 40% of his/her financial aid.

<u>Example students received financial aid before withdrawing:</u>
Pell Grant $3047
Direct Subsidized Loan $2750
Direct Unsubsidized Loan $3500
Total Awarded Aid = $9247

<u>Earned Aid after calculating for withdrawing:</u>
40% x $9247 = $3699

<u>Aid to be returned to the Department of Education:</u>
$9247 - $3699 = $5548 must be returned
Direct Unsubsidized Loan (must be returned first) $3500.
Direct Subsidized Loan $ 2048
Pell Grant $ 0

In this example, the student has earned their full Pell amount and a portion of the Subsidized loan amount.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. NOTE: When Title IV funds are returned, the student may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

RETURN OF TITLE IV FUNDS FOR PROGRAMS OFFERED IN MODULES

- A Module is defined as a course or group of courses in a program that does not span the entire length of the payment period (semester), i.e., 5-week online sessions or summer sessions.
- Simpson University, Financial Aid Office will track enrollment in each module to determine if a student began enrollment in all registered courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.
- If a student in modular classes provides written confirmation to a school at the time of ceasing attendance that the student plans to attend another course later in the semester, the student is not considered to have withdrawn if the next schedule class the student is to attend begins within 45 days of the last class the student attended.

OFFICIAL & UNOFFICIAL WITHDRAWAL LETTERS
Once the R2T4 calculation is completed, correspondence will be sent (via letter) to the student's address on file.

POST-WITHDRAWAL DISBURSEMENTS
If a student is eligible for a post-withdrawal disbursement based on the student's budget, awarded financial aid and Title IV funds and R2T4 calculations, a post-withdrawal disbursement must be made only after the following conditions are met.

1. Students and parents were in most cases verbally notified of the availability of post withdrawal disbursements by Financial Aid within one week from the date of R2T4 calculation was performed.
2. Students and parents in most cases verbally notified Financial Aid within a reasonable time indicating their acceptance of available post-withdrawal disbursement amounts. The reasonable time refers to allowing sufficient time to school to process a post-withdrawal disbursement within the deadlines set by the Department of Education.
3. Student has outstanding institutional charges that are due and wants to pay off those charges by applying his/her post-withdrawal disbursement.
4. Students/Parents completed all necessary paperwork related to such post-withdrawal disbursement within a reasonable time.
5. Financial Aid must track the notification and authorization to make the disbursement and meet deadlines as prescribed by ED. A school must process Title IV aid within 120 days from the last day of the enrollment period. The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

The school must advise the student or parent that they have 14 calendar days from the date the school sent the notification to accept a post-withdrawal disbursement. If a response is not received from the student or parent within the permitted timeframe or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV programs. A school must disburse any Title IV grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the date the school determined the student withdrew. Post-withdrawal disbursement must occur within 120 days of the date the student withdrew.

POST-WITHDRAWAL EARNED AID
If the withdrawn student is eligible for a refund of earned aid, the student should ensure that their direct deposit information is updated. For students who do not have direct deposit, it is extremely important to keep their mailing address up to date so that the refund can be mailed. The University is required by law to refund earned credit balances within 14 days from the date the earned aid was determined.

NOTE: A withdrawal from all or any courses could result in a negative effect on one's Satisfactory Academic Progress. Please view the section on Standards of Academic Progress (SAP) in this catalog.

ACADEMIC POLICIES & PROCEDURES

ACADEMIC ADVISING

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, and students in need of supplemental advising. Students with 24+ college credits are assigned to a faculty advisor within their major.

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. **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.
   NOTE: Veterans are given preferred status and access to registration scheduling.
4. **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.

NOTE: The Advising Center is located on the 2nd floor of the Owen Student Services Center in Suite 201.

ACADEMIC CREDITS

EXPECTED WORK PER CREDIT

One semester credit represents the equivalent of one hour of class per week, for approximately 15 weeks. For laboratory work, two hours of lab are assumed to be equivalent to one hour of class. Two hours of preparation (work outside of class such as completing homework, research, group projects, and other class-related activities) are normal for each hour spent in class each week.

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 the Veterans Success Center section of this catalog.

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 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 at least 30 upper-division credits overall.

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
1	0.67
2	1.34
3	2.014
4	2.68
5	3.35

10. Simpson University's Traditional Undergraduate program does not accept credits from Straighter line.
11. Regarding lab science transfer courses: the Science department does not endorse online lab science courses. Lab science courses, therefore, must be taken in-person.
12. Regarding 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 student transfers into Simpson with a completed Associate Degree for Transfer for the same major at Simpson University, the University may "block transfer" credits so that all lower division general education requirements are considered completed (except for 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 few 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), InCred, or World Education Services (WES). (NAIA [National Association of Intercollegiate Athletics] will only accept foreign transcripts that have been evaluated through InCred.)

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:

Letter Grade Point Average:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.07
C+	2.3	F	0.0

Letter Grade Percentage:

A	94% - 100%	C-	70% - 73%
A-	90% - 93%	D+	67% - 69%
B+	87% - 89%	D	64% - 66%
B	84% - 86%	D-	60% - 63%
B-	80% - 83%	F	0% - 59%
C+	77% 79%		
C	74% - 76%		

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: **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.
*For courses requiring a 70% as a passing grade the following scale would be applied.

Letter Grade Point Average:

A = 4.0	C+ = 2.3
A - = 3.7	C = 2.0
B+ = 3.3	C- = 1.7
B = 3.0	F = 0.00
C+ = 2.7	

Letter Grade Percentage

A	94% - 100%	C+	77% - 79%
A-	90% - 93%	C	74% - 76%
B+	87% - 89%	C-	70% - 73%
B	84% - 86%	F	0% - 69%
B-	80% - 83%		

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 (see section above).

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

CUMULATIRE (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.

GRADE REPORTS & 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.

INCOMPLETE GRADE POLICY

Occasionally, extenuating circumstances beyond the planning or control of the student occur which prevent the student from completing the course requirements on time. Under such circumstances, a student may request an Incomplete grade, the granting of which is up to the discretion of the student's professor.

VALID REASONS:

- Long-term health problems (or hospitalization), as verified with specific written explanation by the student's attending physician.
- Family or personal emergency (death of immediate family member or emotional trauma), as verified by the Dean for Student Development.
- Extreme circumstances that are beyond the planning and control of the student. (e.g., visa problems for international students, and similarly mitigating circumstances which could not have been prevented or anticipated by the student and were completely beyond his or her control.)

INVALID REASONS:

- Student did not make good use of time and needs more time to complete the coursework.
- Student had employment demands that prevented completion of the coursework.
- Minor illness
- The demands of optional responsibilities

THINGS TO KNOW:

1. To be eligible to request an Incomplete grade, the student must have completed at least 70% or more of the course requirements with a passing grade and have experienced an extenuating circumstance beyond his or her planning or control (see above).
2. The faculty member must complete an Incomplete Grade Request Form before term ends. The instructor must indicate on the form the work to be completed, due date (if other than the end of the six weeks after the posting of final grades), and grade to be assigned if the work is not completed by the due date.
3. Incomplete grades must be completed within six (6) weeks after the posting of final grades.
4. An Incomplete grade not removed by the deadline (expiration date) will be changed to an "F" and calculated in the student's GPA. Faculty must submit a Grade Change form to the Registrar's Office to remove an Incomplete grade.
5. Students with an Incomplete grade at the end of a semester are ineligible to be recognized on the Dean's List.
6. The Federal fair use policy requires access to Canvas resources to end after three weeks. Instructors should keep this in mind when establishing Incomplete grade resolution requirements and deadlines.

GRADE APPEAL POLICY

INTRODUCTION

The assessment of the quality of a student's academic performance is one of the major professional responsibilities of university faculty members and is solely and properly their responsibility. It is essential for the standards of the academic

programs at Simpson University and the integrity of the degrees conferred by this university that the professional judgments of faculty members are not subject to pressures or other interference from any source. Moreover, amending an academic record is rarely done, except in cases where an administrative error was made in the initial grade recorded.

However, it is also necessary that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.

Therefore, a student may appeal a final grade that they have been issued in a course based upon one or more of the following factors:

- An error was made in the grade computation.
- Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

PROCEDURE

1. Formal grade appeals must be initiated by the student within four weeks after the date grades were due for the course(s) in question. (Note: The initial grade remains in force unless overturned by appeal).
2. The first step to resolve differences between an instructor and student concerning a grade must be an informal discussion with the instructor. If the instructor of record will not be available within the four-week period, the department chair or his/her designee may act in lieu of the instructor of record for the purpose of grade appeals.
3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department in which the course is offered a written appeal that includes the following:
    a. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.
    b. A description of the outcome of the informal discussion process.
    c. Any relevant documents the student wants reviewed as part of the appeal process.
    d. A copy of the course syllabus and assignment descriptions.
    e. The department chair may request additional materials from the student. After receiving a copy of the appeal materials from the department chair, the instructor has 14 calendar days to respond in writing to the appeal. The department chair will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 7 calendar days after receiving the instructor's response.
4. If there is no mutually agreed-upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has 7 calendar days to submit his or her written appeal to the Provost. After reviewing the documentation and, at his/her discretion, interviewing the student and faculty member, the Provost shall decide:
    a. That the grade was not assigned errantly or capriciously and shall stand as assigned.
    b. That the grade was assigned errantly or capriciously and should be changed. The Provost shall then, as a result of his/her consideration, assign a grade different from the grade decided to be capricious. The Provost shall then authorize the Registrar to make the grade change and such a decision shall be final.
    c. The Provost's decision is final.

STUDENT-INITIATED MEDICAL/HARDSHIP WITHDRAWAL POLICY

A student may withdraw from classes after the start of a semester or term for medical reasons if all the following conditions and requirements are met. A withdrawal for medical reasons is total or none; a student is not allowed to withdraw from some courses but not others (rare exceptions may be made by written appeal to the Provost. In such cases, the required documentation must demonstrate how a student's particular situation impacted on some, but not all, courses. There is no monetary refund for a partial withdrawal.). Written medical documentation from a licensed physician/psychiatrist/other health care provider approved by the University is absolutely required and will be taken into consideration along with other factors/information in evaluating the requested withdrawal. All required documentation should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing.

The student is responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the University catalog's Tuition and Fees Refund Policy. However, in the event of a severe or life-threatening medical condition to the student or an immediate family member, the student may appeal in writing to the Provost for consideration above and beyond the normal refund policy. All appeals will be reviewed within 30 days of receipt and the student will be notified of the refund determination in writing. The student cannot resume study in a subsequent term until a licensed physician/psychiatrist/other health care provider approved by the University provides written documentation that the student is "now healthy enough to resume University study." The student must then reapply in accordance with the University's readmission policy, as outlined in the University Catalog. Part 1 and Part 2 of the *Student-Initiated Medical/Hardship Withdrawal Form During Term* must be submitted to the registrar's office for processing. This form is available at the School of Education office.

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 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 120. Completing an average of 15.5 credits per semester allows a student to complete 120 credits in eight semesters. Be aware that courses that are waived do not count toward the required number of credits for graduation.

HONORS & 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.

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

Simpson University takes seriously a student's ability to make satisfactory academic progress toward the goal of a degree. All students must maintain satisfactory academic standing to remain enrolled at Simpson University. An undergraduate student must earn a minimum 2.0 cumulative GPA to graduate, while a graduate student must earn the cumulative GPA specified within each program. There are six levels of academic status: Good Standing, Provisional Admission, Academic Probation, Continued Probation, Academic Suspension and Academic Dismissal.

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 Repeating Courses in the Registrar's Office section of this catalog below.)

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 admitted Provisionally will be placed on Academic Probation status. The first semester on Academic Probation serves as a warning. Students provisionally accepted are limited to 14 credits during their first semester. In addition, they must meet with the Academic Success Center to establish a Student Success Plan at the beginning of the semester. The Student Success Plan will require meeting with Academic Advising (In Registrar's Office). May include other requirements such as additional meetings, academic workshop attendance, study skills training, and other activities as deemed necessary. Student Success Plans are individualized learning plans to support each student's needs and situation.

Students must finish their first semester with a grade point average of 2.1 or higher. Students who successfully meet the above requirements are transitioned to clear/good status for the following semester. Students who do not meet the above

requirements their first semester may be placed on Continued Probation (or other academic status based on GPA) their second semester. Will also be subject to the requirement of the academic status at the end of the second term.

ACADEMIC PROBATION

Academic Probation Status

This status is designed to alert both the student and Registrar's Office of the need for academic improvement. Students whose semester GPA for any one semester fall below 2.00, are placed on Academic Probation status.

Students on Academic Probation status is required to complete a plan with the Academic Success Center and Advising Center by the end of the second week of the semester. The student may be required to enroll in the Student Success Seminar.

Students on probation are eligible to enroll in the subsequent semester. Any student on probation will be limited to enrolling in no more than 14 units per semester.

- •Meet with Academic Success Center
- •Meet with an Academic Advisor (Registrar's Office)
- •Seek academic tutoring services.
- •Repeat courses that you have Failed "F".

Failure to meet the above requirements will result in registration holds being placed on a student's account.

ACADEMIC CONTINUED PROBATION

Continued Probation Status

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. A student is placed on Continued Probation when his or her cumulative GPA falls below the following standard: 1.7 (1-15 hours), 1.8 (16-31 hours), or 2.0 thereafter.

A student placed on Continued Probation is required to –

- •Meet twice with Academic Success Center during the first month of the semester and follow all ASC recommendations.
- •Meet once with an Academic Advisor in the Registrar's office before the end of the second week of the semester
- •Seek academic tutoring services.
- •May be required to enroll in the Student Success Seminar
- •Repeat courses that you have Failed "F".

Students placed on Continued Probation are limited to a maximum course load of 14 units per semester until they return to academic good standing. While on Continued Probation student may not represent the school in any off-campus activity such as athletics (including club sports) or musical teams (except for music majors), and may not serve in leadership positions.

Failure to meet the above requirements will result in a registration hold placed on the student's account.

ACADEMIC SUSPENSION

Academic Suspension Status

If a student is on Continued Probation and, in the next semester, does not raise his/her cumulative GPA above the level indicated under Continued Probation, the student may be suspended from the university for no less than one semester.

All requests for exceptions, waivers or appeals must be directed, in writing, to the Academic Suspension Committee by the date indicated on the suspension letter.

Terms of the suspension are as follows:

- A student who is academically suspended may not continue as a student employee beyond the academic appeal deadline indicated in the letter of suspension.
- Students who are suspended for academic reasons may apply to be readmitted to the university after a lapse of at least one semester.
- Students placed on Suspension Status who are reinstated are limited to a maximum course load of 14 units per semester until they return to academic good standing.
- While on Suspension Status student may not represent the school in any off-campus activity such as athletics (including club sports) or musical teams (except for music majors) and may not serve in leadership positions.

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 suspend or dismiss a student based on academic dishonesty or serious violation of community policy.

Failure to meet the above requirements will result in a registration hold placed on the student's account.

*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 (See Student Financial Services Satisfactory Academic Progress in the Financial Information section of this catalog).

ACADEMIC DISMISSAL

Academic Dismissal Status

A student who has been academically suspended and subsequently readmitted who fails to earn a 2.0 in the first semester after returning, will be dismissed. A student not making satisfactory academic progress (see definition of Satisfactory Academic Progress in the Student Financial Services section of the University website) may be dismissed from the university. Students who are dismissed may not apply for readmission to Simpson University. The university may also dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

ATHLETIC ELIGIBILITY

To compete, intercollegiate athletes (including those participating in club sports) must have a 1.70 Cumulative GPA after their first semester in college. Thereafter, a minimum Cumulative GPA of 2.00 is required. In addition, athletes must meet CAL PAC, CCC, and NAIA eligibility standards. See Athletics Director or Registrar for information.

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 and plan of the absence for assignments that will be missed by the absence.

Students should be aware that professors are asked to notify the Registrar's office if a student is not attending/participating in class for a period of two-consecutive-weeks 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:

- Coming to each class session on time, prepared (having completed the assignments for that day) and to actively and intelligently engage in the discussions/activities between the professor and fellow 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 or initiate a discussion 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. **NOTE: 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 in the Registrar's section of this catalog, below.

AUDITING

Students wishing to attend courses without examination or credit may register, provided there is available seating and permission is given from the professor. 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 and/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 course. 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 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 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 practicas, a special reduced fee may be available (*email financialaid@simpsonu.edu*).

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 120 credits still applies.

MAJORS & MINORS

MAJORS
Simpson University offers a variety of undergraduate majors in the traditional program. A complete listing of curricular requirements is found in the catalog under "Programs of Study."

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 Undergraduate Academic Council (UAC).

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. Major changes will only be recorded after the conclusion of the term during which the change was approved.

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 apply 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 along with their major 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. Minors are not stand-alone programs and must be completed in conjunction with a major.

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 Best Semester program and receive course credit toward their degrees at Simpson. Programs include Latin American Studies (Central America), American Studies (Washington, DC), Middle East Studies (Amman, Jordan), the Scholars' Semester in Oxford (England), Oxford Summer Programme (England), Contemporary Music (Nashville), Uganda Studies, Northern Ireland 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

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 and may not be available every year. Please see Study Abroad Programs at the end of the Programs of Study section of this catalog for more detailed information.

STUDENT NON-ACADEMIC GRIEVANCE PROCEDURES

How we respond to, and handle grievances will reflect our application of The Simpson Way commitments of: Christ: My Focus and Character: My Priority.

NON-ACADEMIC GRIEVANCE

When a student believes that the University has not followed its own non-academic policies and procedures, or there has been improper behavior by a member of the University community, and some adjustment in the **OUTCOME** of the situation is sought, the following procedure should be followed:

1. The student is encouraged to discuss the issue directly with the person(s) concerned prior to initiating any other action. If a student is hesitant to meet with the person(s) involved, he/she may:
    a. Ask another person to go along as a support to meet with the staff or faculty members.
    b. File a written complaint with the staff or faculty member's immediate supervisor (see Step 2 below). This step should only be used when the student has good cause not to meet with the staff or faculty member, such as when he/she fears retaliation.
2. After the personal conference with the staff or faculty member, if the student believes the issue is not resolved, he/she may file a written complaint with the staff or faculty member's immediate supervisor.
    a. The supervisor shall meet with the student within one week to attempt to resolve the issue.
    b. If the issue is not resolved, the supervisor shall bring together the parties within one week and attempt to mediate a resolution.
3. If the student remains unsatisfied following the mediation, he/she may file a written complaint with the administrator of the area in which the staff or faculty member works. This must be filed within one week of the mediation meeting.

    a. The administrator shall appoint and chair a panel to arbitrate the unresolved issues between the parties.
    b. The hearing shall be held within two weeks of receipt of the written complaint.
4. After following the above process, the student has the final option to ask the president, in writing, to review the decision of the arbitration.

Students who bypass any of the steps of this procedure will be directed back to the appropriate step. Students who choose not to follow this procedure should understand that their grievance might remain unaddressed.

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 counsel (and approval in advance) from 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 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.

Potential consequences for engaging in dishonest behavior include:

ACADEMIC WARNING
A student may be placed on academic warning as consequences for academic dishonesty. The student is placed on academic warning for a specified period, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty and dishonest behavior. 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
A student may be placed on academic probation for issues related to academic dishonesty for a specified period, 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 or dishonest behavior, which is a separation from the university for a definite 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, dishonest behavior 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, it may result in an automatic "F" for the assignment and may require that, 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, it may result in failure in the course.

REPEATED DISHONEST BEHAVIOR
May result in the student being placed on academic warning, academic suspension, or dismissal from the university by an appropriate committee established by the Provost.

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.

REGISTRAR'S OFFICE

ADMINISTRATIVE DROPS
A student who does not attend the first session of any course will be administratively dropped from that 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. Once dropped from a course because of failure to attend the first class meeting, the student may be able to re-register for the course with instructor permission but must do so before the end of the first week. He/she is also expected to attend all subsequent class meetings. Any coursework missed because of joining a class late will be reflected in the student's grade.

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. Simply logging in to a course does not count as active participation.

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 registration as scheduled may check in late but will be assessed a late registration fee. (See the fee schedule under the Finance section of this catalog.) The last day of registration for each semester or term is published in the academic calendar

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 implications of repeating a course that was previously taken and passed. as the course being repeated may not be eligible for financial aid. 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. Grades for courses taken at another institution and transferred to Simpson University are not calculated into a student's grade point average. Only credits taken at Simpson are used to calculate the grade point average.

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. Students should check with the Financial Aid department to see if aid is available for courses taken during the Summer.

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. 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 medical 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 F grade. All appeals must be made by following the Grade Appeal Policy in this catalog. 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.

MEDICAL/HARDSHIP WITHDRAWAL POLICY

A student may withdraw from classes after the start of a semester or term for medical reasons if all the following conditions and requirements are met. A withdrawal for medical reasons is total or none; a student is not allowed to withdraw from some courses but not others (rare exceptions may be made by written appeal to the Provost. In such cases, required documentation must demonstrate how a student's particular situation impacted some, but not all, courses. There is no monetary refund for a partial withdrawal.). Written medical documentation from a licensed physician/psychiatrist/other health care provider approved by the University is absolutely required and will be taken into consideration along with other factors/information in evaluating the requested withdrawal. All required documentation should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing.

The student is responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the University catalog's Tuition and Fees Refund Policy. However, in the event of a severe or life-threatening medical condition to the student or an immediate family member, the student may appeal in writing to the Provost for consideration above and beyond the normal refund policy. All appeals will be reviewed within 30 days of receipt and the student will be notified of the refund determination in writing. The student cannot resume study in a subsequent term until a licensed physician/psychiatrist/other health care provider approved by the University provides written documentation that the student is "now healthy enough to resume University study." The student must then reapply in accordance with the University's readmission policy, as outlined in the University Catalog.

The student wishing to request a Medical/Hardship Withdrawal is required to complete the student-Initiated Medical/Hardship Withdrawal Form which can be picked up in the Registrar's office.

GRADUATION REQUIREMENTS

APPLICATION FOR GRADUATION

All students seeking to complete a degree must apply for graduation to be eligible to receive their degree, diploma, and participate in Commencement. Candidates for degrees must submit the online Application for Graduation, along with a $150 graduation fee, to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether the student chooses to participate in commencement or receive their regalia.)* It is the responsibility of the student to ensure a grad plan has been approved and archived on Student Planning by the academic advisor prior to submitting the application for graduation. Please do not submit applications if more than 55 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

Graduation Application Deadlines:

	OPEN	CLOSES
FA24	November 6, 2023	March 8, 2024 (Closed)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025
FA25	November 4, 2024	March 7, 2025

SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

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 by 5 p.m. the Friday before 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. If 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 applied 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 120 semester credits.
2. At least 30 upper division credits (courses numbered 3000-4999).
3. A major program of 30 or more credits
    a. 24 upper division
    b. A minimum of 30 credits in the major must be unique from General Education requirements.
4. Students must take at least one course in their major reflected as a (W)riting course.
5. A grade-point average (GPA) of 2.0 or better for all credits taken at Simpson University.
6. A GPA 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 Experiential Leaning (0).
9. A minimum of 30 credits earned in residence at Simpson University
    a. Includes at least 12 in the student's major.
10. No more than 30 alternative credits may be accepted toward degree requirements through correspondence or extension courses, CLEP, AP, or challenge examinations.
11. 15 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. *NOTE: The Application fee is an administrative fee and non-refundable*
13. Recommendation by the undergraduate faculty.

ASSOCIATE OF ARTS & ASSOCIATE OF SCIENCE DEGREE

Students who wish to earn an Associate of Arts or Associate of Science degree should pursue, complete and be awarded that degree before pursuing a bachelor's degree. If they plan to earn a B.A. in Biblical Studies, 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 or Associate of Science degree.

The following requirements must be met or completed to earn the Associate of Arts or Associate of Science 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. *(The Application fee is an administrative fee and non-refundable.)*
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 the Academic Program section of this catalog.

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 to participate in a commencement ceremony. If the student is finishing courses at an outside institution and those courses end *after* the Simpson conferral date or after the commencement ceremony date, a Graduation Exception Petition Form must be submitted to the Registrar's office no later than 30 days prior to the Simpson conferral date or the commencement ceremony date. Official transcripts from outside Simpson University must be passed with a C- or better to transfer.

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 help for academics and other areas of college life, as well as the Student Handbook. Consult both for a full understanding of Simpson University expectations. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

UNDERGRADUATE PROGRAMS OF STUDY: COLLEGE OF ARTS & SCIENCES

RESIDENTIAL UNDERGRADUATE EDUCATION

BACHELOR OF ARTS / BACHELOR OF SCIENCE / FOUR YEAR DEGREES

Simpson University's College of Arts & Sciences (CAS) is home to several majors for residential students seeking a four-year Bachelor of Arts or Bachelor of Science degree, several minors, two Associate of Arts degrees, and three certificate programs. Various off-campus study options are also available.

GENERAL EDUCATION

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, called "The Ascent," 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.

Simpson's "The Ascent" program for General Education symbolically carries forward the long tradition of the Christian's pursuit of higher wisdom and revelation as well as our local regional tradition of the hiker's pursuit of inspiring vistas and rewarding destinations. The three sections of the curriculum, Basecamp, Expedition, and Summit, refer to levels our students ascend as they engage in their core studies at Simpson university. Each level, as described below, fulfills General Education Learning Outcomes by completing the courses within that section.

All traditional undergraduate students, including transfers, must meet the General Education 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 "choose at least three units," consult the program for your major on the following pages, as some majors require a specific course(s) to be taken.

BASECAMP Section (24 units)

Before setting out on the Ascent, there are both things one needs to be able to do and things one needs to know. Simpson University's GE "Base Camp" is the learning space where those skills and literacies will begin to be developed. The Basic skills and literacies offered by an institution are valuable for any number of reasons, but primarily because they allow a person to function independently in both personal and professional settings. These foundations are most frequently recognized in the realm of communication--the ability to read, write, and speak well--but additionally, a Simpson education also requires basic literacies to construct a Christian worldview. The following courses will set the foundation for the Ascent.

***The Liberal Arts Path at Simpson* (2 units, 1 unit for transfer students)**

GATE 1000 University, Vocation & Wellness (2), or for transfer students please take GATE 2000 University, Vocation & Wellness (1)

***English Writing* (3 units)**
ENGL 1220 College Writing II (3)

***Oral Communications* (3 units)**
COMM 1260 Oral Communication (3)

***Quantitative Reasoning* (3 units)**
Choose one of the following:
MATH 1830 Precalculus (3), MATH 2300 Math for the Educated Citizen (3), MATH-2400 Math Concepts for Teachers I (3), or MATH 2610 Statistics (3)

***Biblical & Christian Worldview* (9 units)**
BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
CORE 2000 Engaging Faith and Society (3)

***Scientific Methods & Reasoning* (4 units)**
Choose one of the following:
BIOL 1310/1310L Human Anatomy (4), BIOL 1510/1510L General Biology I (4), BIOL 2520/2520L Introduction to Biology (4), CHEM 1300/1300L Introduction to Chemistry (4), CHEM 1510/1510L General Chemistry I (4), or PHYS 1510/1510L Introduction to Physics (4)

EXPEDITION Section (19 units for BA degrees; 13 units for BS degrees)
The Expedition Section features five "trails" the Simpson student must navigate on their academic journey to the summit. The five trails represent broad topical areas that capture the breadth of a liberal arts education. Within each trail, students have options to select discipline specific courses that meet the learning outcomes for the GE.

Trail #1: Artistic Expression (Choose at least 3 units)
An Artistic Expressions course examines the incredible creativity of humanity as they respond to the challenges, pains, and triumphs of life through artistic mediums and language. Students seeking the BA degree must choose at least 3 units from the following courses. Students seeking the BS degree must choose <u>only</u> 3 units from this trail.

<u>Course options:</u>
BIBL 4230 Psalms (3), BILA 2210 Greek (3), BILA 2260 Hebrew (3), COMM 2300 Digital Photography (3), ENGL 2100 Introduction to Literature (3), ENGL 3200W Advanced Composition (3), HUMA 2440 Fine Arts & Western Culture (3), LING 3350 Language Acquisition (3), MUAP 1712 Simpson Chorale (1)^^, and/or MUSI 1600 Music in History and Context (3).

^^Note: This course may be taken more than once.

Trail #2: Cultural Perspectives (Choose at least 3 units)
A Cultural Perspectives course explores the cultural diversity of the world and teaches students to appreciate and value all individuals as bearers of the image of God. Students seeking the BA degree must choose at least 3 units from this trail. Students seeking the BS degree must choose <u>only</u> 3 units from this trail.

<u>Course options:</u>

ANTH 3110 Cultural Anthropology (3), CCST 3740 Peoples of the World (3), COMM 2100 Media & Culture (3), COMM/LING 4330 Communicating Cross Culturally (3), ENGL 3220 World Literature (3), HIST 3385 History of the Islamic World (3), HUMA 1450 World Civilizations I (3), HUMA 1460 World Civilization II (3), and/or POLS 2000 Politics and Culture of the Developing World (3).

Trail #3: Civic Engagements (Choose at least 3 units)

A Civic Engagement course is one in which students are introduced to the concepts, practices, and obligations of our civic and economic processes and their effects on humanity. These courses empower students to be engaged and informed citizens in a democratic society. Students seeking the BA degree must choose at least 3 units from this trail. Students seeking the BS degree must choose only 3 units from this trail.

Course options:

BUSS 1950 Introduction to Economics (3), COMM 2090 Small Group Communication (3), POLS 2700 Introduction to Political Science (3), POLS 2720 American Government (3), and/or POLS 3000 Political Thought (3).

Trail #4: Science and Society (Choose at least 3 units)

A Science and Society course is one in which students explore the manifold wonder of the created order and gain a better appreciation for the complexity of the earth and the interconnectedness of all that dwells in it. These courses provide an introduction to the natural and social sciences and offer an overview of a given field and its skills. Students seeking the BA degree must take at least 3 units from this trail. Students seeking the BS degree must choose only 3 units from this trail.

Course options:

BIOL 3510 Environmental Science (3), BIOL 3540 Human Biology (3), ODLE 3015 Environmental Education (3), PHYS 3200 Earth and Space Science (3), and/or PSYC 1600 Introduction to Psychology (3).

Trail #5: Adventure Recreation (Choose at least 1 unit)

An Adventure Recreation course is one in which students either engage in physical activity and/or enter into the natural world and learn how to be healthy and whole individuals in both mind and body. Students seeking the BA degree must take at least 1 unit in this trail. Students seeking the BS degree must choose only 1 unit from this trail.

Course options:

ODLE 1005 Wilderness Journey (3), ODLE 1060 Hiking (1), ODLE 1015 Snowshoeing/Winter Camping (1), ODLE 1020 Rock Climbing (1), ODLE 1025 Mountaineering (1), ODLE 1040 Mountain Biking (1), ODLE 1050 Kayaking (1), ODLE 1055 Canoeing (1), and/or ODLE 1070 Cross-Country Skiing (1)

SUMMIT Section (3 units)

As students gain essential skills and knowledge from the Ascent, they eventually reach the Summit. These upper division courses require a high degree of reflection and cross-disciplinary integration of their academic journey through the GE curriculum. As a result, Summit courses are designed to be taken after a student completes 45 total units and has completed at least one course in each trail (#1-5) of the Expedition. Typically, students take the Summit Course in their Junior year.

Course options:

CCST 3120 Microenterprise Development (3), COMM 4290 Advanced Public Communication (3), HIST 3370 History of Christianity (3), MUSI 3690 Music in World Cultures (3), ODLE 3960 Survey of Leadership Theories

(3), PHIL 3010 Philosophy & Critical Thought (3), PSYC 3016 Lifespan Development (3), THEO 3600 Christian Theology (3), and/or THEO 3650 Issues in Ethics (3).

General Education ("The Ascent") Summary:

Bachelor of Arts Degree: 46 total credit-hours
Bachelor of Science Degree: 40 total credit-hours

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

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

BIBLE & THEOLOGY MINOR

REQUIRED (15)

BIBL 1300 Literature of Old Testament (3)

BIBL 1310 Literature of New Testament (3)
CORE 2000 Engaging Faith and Society (3)
BIBL 3031 Biblical Interpretation (3)
*THEO 3600 Christian Theology (3)

BIBL/THEO UPPER-DIVISION ELECTIVES (6)

These credits may include one or both of BILA 2210/2220 Greek I & II or one or both of BILA 2260/2270 Hebrew I & II or other biblical studies or theological studies courses, Events in Church History, or other upper division Bible courses.

**Course has prerequisites, check course descriptions for details.*

TOTAL 21

YOUTH MINISTRY MINOR

Required (12)
CHED 3550 Small Group Ministries (3; TBA)
YUTH 3110 Youth Ministry I (3; TBA)
*YUTH 3310 Youth Ministry II (3; TBA)
YUTH 4330 Youth Culture and Issues (3; TBA)

Electives (9)
Choose from the following:
THEO 3315 Spiritual Formation in Christian Tradition
CHED 3450 Family Life and Ministry (3; TBA)
MINS 4500 Leadership in Ministry (3; TBA)
*COMM 4500 Preaching the Word (3; TBA)

*Course has prerequisites, check course descriptions for details.
TOTAL 21

NB: I have taken the liberty of exchanging MINS 3040 Preaching I for COMM 4500 Preaching the Word as well as exchanged CHED 2410 Spiritual Formation in the Church for THEO 3315 Spiritual Formation in Christian Tradition both of which match the codes for Biblical Studies major requirements.

CERTIFICATE IN BIBLE & THEOLOGY

See the section on Certificates in this catalog for details.

BIBLICAL STUDIES MAJOR

The Bachelor of Arts degree in Biblical Studies 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 or related disciplines; furthermore, it provides a strong foundation for ministry in church, parachurch, and mission settings. Key to the program are skills for lifelong study and communication of God's Word. The program has adequate flexibility to allow students to select a minor based on appropriate career planning, or to create an individualized study plan with faculty advisors. Within Tozer seminary, courses may be available in youth ministry, ministry, church-planting, intercultural studies, and international community development. This program meets the minimum academic credentialing requirements with the C&MA.

PROGRAM LEARNING OUTCOMES

By the completion of the program, the graduate should:

1. Demonstrate the ability to interpret Christian Scripture that is derived from sound interpretive or hermeneutical skills, and from an understanding of worldview development, theology, and personal life application.
2. Demonstrate the ability to effectively interface with believers and non-believers as a Christian minister with a developed understanding of the liberal arts.
3. Be prepared to obtain licensure within his/her denomination or church group having demonstrated basic ministry skills in theology, communications, worship, leadership, and global studies.
4. Demonstrate Christian character and ethical maturity commensurate with a ministry position in a church, mission organization, or not-for-profit organization.

GENERAL EDUCATION COURSES (46 minimum)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following courses in the **Expedition** section of GE:

ANTH 3110 Cultural Anthropology (3; TBA)
HUMA 1450 World Civilizations I
HUMA 1460 World Civilizations II
HUMA 2440 Fine Arts in Western Civilizations or MUSI 3690
PSYC 1600 Introduction to Psychology
SOCI 3600 Marriage and Family

MAJOR REQUIREMENTS (55)

COMMON MAJOR REQUIREMENTS (55) **

ANTH 3110 Cultural Anthropology (3; TBA)
RELI 3200 World Religions (3; TBA)
MINS 3205 Personal Health of the Leader (3; TBA)
THEO 3250 Events in Church History (3; TBA)
THEO 3315 Spiritual Formation in Christian Tradition (3; TBA)
BIBL 3031 Biblical Interpretation (3; TBA)
NTES 3005 Greek I (3; TBA)
NTES 4005 Greek II (3; TBA)
OTES 3000 Pentateuch (3; TBA)
OTES 3005 Kings & Prophets (3; TBA)
OTES 4000 Wisdom Literature (3; TBA)
NTES 3000 Gospels and Johannine Literature (3; TBA)
NTES 4000 Acts & Epistles (3; TBA)
THEO 3615 Intro to Christian Theology (3; TBA)
THEO 4300 Sin, Salvation & the Mission of God (3; TBA)
MINS 4900 Evangelism & Community Engagement (3; TBA)
EXLN 3000 Personal Life Coaching (1; TBA)
EXLN 4000 Ministry Life Coaching (1; TBA)
SOCI 3600 Marriage and Family (3; TBA)
BIBL 4575 Capstone Biblical Research Project (2; TBA)

*Course has prerequisites. Please check course descriptions for information.

** For students interested in completing a dual degree program (BA/MDiv), many of the course numbers listed above in

the undergraduate program are inaccurate. For the dual degree program, refer to the Seminary course listings and consult with the Dean.

UNRESTRICTED ELECTIVES AND/OR MINOR (19)

TOTAL PROGRAM
General Education 46
Biblical Studies Major 55
Unrestricted Electives AND/OR Minor 19
TOTAL 120

NOTE: Students exploring ministry should also explore minors in Youth Ministry, Cross-Cultural Studies (I.E., missions), and Ministry in addition to the major and minor in Biblical Studies listed here. Other minors that may be appropriate include communications, outdoor leadership, or business.

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.*

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 postgraduate 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 (40)
See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following courses under **Basecamp** section of the GE:
*MATH 2610 Statistics
CHEM 1510 General Chemistry I + CHEM 1510L General Chemistry Lab I
Take the following course in **Expedition** section of the GE*:*
PSYC 1600 Introduction to Psychology

REQUIRED PREREQUISITE

***#**MATH 1830 Precalculus (3; F)
#This course may be waived with department chair approval. If taken, it will count toward unrestricted electives.

MAJOR REQUIREMENTS (61)

BIOL 1510 General Biology I + BIOL 1510L General Biology I Lab (3+1; F)
BIOL 1520 General Biology II + BIOL 1520L General Biology II Lab (3+1; Sp)
*BIOL 3110 Cell and Molecular Biology + BIOL 3110L Cell & Molecular Biology Lab (3+1; F)
*BIOL 3120 Genetics + BIOL 3120L Genetics Lab (3+1; Sp)
*BIOL 3240 Ecology + BIOL 3240 Ecology Lab (3+1; F)
*BIOL 4310 Microbiology for Biology Majors + BIOL 4310L Microbiology Lab (3+1; F)
*BIOL 4550W Senior Seminar (3; TBA)
*CHEM 1520 General Chemistry II + CHEM 1520L General Chemistry Lab II (3+1; Sp)
*CHEM 3110 Organic Chemistry I + CHEM 3110L Organic Chemistry I Lab (3+1; F)
*CHEM 3120 Organic Chemistry II + CHEM 3120L Organic Chemistry II Lab (3+1; Sp)
*MATH 2430 Calculus I (4; Sp)
*PHYS 2110 General Physics I + PHYS 2110L General Physics I Lab (3+1; F)
*PHYS 2120 General Physics II + PHYS 2120L General Physics II Lab (3+1; Sp)

ELECTIVES (10 credits)
Choose from the following (must include one lab class):

*BIOL 3100 Marine Biology + BIOL 3100 L Marine Biology Lab (3+1, TBA)
BIOL 3400 Field Biology (1-3)
*BIOL 3550 Biochemistry + BIOL 3550L Biochemistry Lab (3+1; Sp)
BIOL 3600 Special Topics in Biology (1-4; TBA)
*BTEC 3700 Biotech: Ethics and the Regulatory Environment (3; TBA)
*BIOL 4110 Immunology (3; TBA)
*BIOL 4730 Biology Internship (1-3)
*BIOL 4740 Biology Research (1-3)

For those students who elect to add the
PRE-HEALTH SPECIALIZATION (8-12)

*BIOL 1310 Human Anatomy + BIOL 1310L Human Anatomy Lab (3+1)
*BIOL 1320 Human Physiology + BIOL 1320L Human Physiology Lab (3+1)
*BIOL 3550 Biochemistry + BIOL 3550L Biochemistry Lab (3+1; Sp)

**Course has prerequisites, check course in this catalog for information.*

UNRESTRICTED ELECTIVES (19)

TOTAL PROGRAM
General Education 40
Biology Major 61
Unrestricted Electives 19
TOTAL 120

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** specialization within the Business Administration major provides a broad and comprehensive view of business. The **Marketing** specialization gives a more focused emphasis on the marketing function.

The **Computer Information Systems** specialization provides professional competencies in managing information, computers, databases, systems analysis, and business principles related to computer information systems. The **Sport Management** specialization provides students with the fundamental business knowledge and sport management skills necessary to become successful, well-trained managers and leaders in the global sports industry.

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take *MATH 2610 Statistics under **Basecamp** section of the GE.

Take the following course in the **Expedition** section of the GE:

BUSS 1950 Introduction to Economics

COMPUTER INFORMATION SYSTEMS

(SPECIALIZATION)

MAJOR REQUIREMENTS (61 or 62)

BUSS 1905 Personal Financial Decision-Making (3; F)
BUSS 1910 Introduction to CIS (3; F)
BUSS 2900 Accounting I (3; F)
*BUSS 2910 Accounting II (3; Sp)
BUSS 2940 Principles of Management (3; F)
BUSS 2950 Principles of Finance (3; Sp)
BUSS 3930 Business Law (4; F)
BUSS 3955 Foundations of IS (3; Sp)
BUSS 3980 Principles of Marketing (3; F)
BUSS 4940W Ethics in Business (3; Sp)
*BUSS 4200 Business Strategy/Policy (3; Sp)
*BUSS 4910 Business Internship (3)
BUSS 2830 Computer Programming and Data Structures (3; EF) or BUSS 1830 Computer Programming & Algorithms (4; TBA)
BUSS 2236 Web Design and Development (3; OSp)
BUSS 3325 Cloud Computing (3; EF)
BUSS 3810 Internet of Things (IoT) (3; ESp)
BUSS 3945 Introduction to Data Analytics (3; OF)
BUSS 4710 Computer & Network Security (Cyber Security) (3; ESp)
BUSS 4810 System Analysis & Design (3; OSp)

Choose one of the following:

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

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM

General Education 46
Business Administration Major 61 or 62
Unrestricted Electives 12 or 13
TOTAL 120

MANAGEMENT

(SPECIALIZATION)

MAJOR REQUIREMENTS (49)
BUSS 1905 Personal Financial Decision-Making (3; F)
BUSS 1910 Introduction to CIS (3; F)
BUSS 2900 Accounting I (3; F)
*BUSS 2910 Accounting II (3; Sp)
BUSS 2940 Principles of Management (3; F)
BUSS 2950 Principles of Finance (3; Sp)
BUSS 3930 Business Law (4; F)
BUSS 3955 Foundations of IS (3; Sp)
BUSS 3980 Principles of Marketing (3; F)
BUSS 4940W Ethics in Business (3; Sp)
*BUSS 4670 Communication, Leadership, and Organizations (3; Sp)
*BUSS 4900 Human Resource Management (3; F)
*BUSS 4970 Production & Operations Management (3; F)
*BUSS 4200 Business Strategy/Policy (3; Sp)
*BUSS 4910 Business Internship (3)

Choose one of the following
BUSS 2920 Macroeconomics (3; F)
BUSS 2930 Microeconomics (3; Sp)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM
General Education 46
Business Administration Major 49
Unrestricted Electives 25
TOTAL 120

MARKETING

(SPECIALIZATION)

MAJOR REQUIREMENTS (49)
BUSS 1905 Personal Financial Decision-Making (3; F)

BUSS 1910 Introduction to CIS (3; F)
BUSS 2900 Accounting I (3; F)
*BUSS 2910 Accounting II (3; Sp)
BUSS 2940 Principles of Management (3; F)
BUSS 2950 Principles of Finance (3; Sp)
BUSS 3930 Business Law (4; F)
BUSS 3955 Foundations of IS (3; Sp)
BUSS 3980 Principles of Marketing (3; F)
BUSS 4940W Ethics in Business (3; Sp)
*BUSS 4960 Consumer Behavior (3; Sp)
*BUSS 4985 Digital & E-Commerce Marketing (3; F)
*BUSS 4990 Marketing Management (3; Sp)
*BUSS 4200 Business Strategy/Policy (3; Sp)
*BUSS 4910 Business Internship (3)

Choose one of the following
BUSS 2920 Macroeconomics (3; F)
BUSS 2930 Microeconomics (3; Sp)
**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM
General Education 46
Business Administration Major 49
Unrestricted Electives 25
TOTAL 120

SPORT MANAGEMENT SPECIALIZATION

MAJOR REQUIREMENTS (58)
BUSS 1300 Introduction to Sport Management (3; F)
BUSS 1905 Personal Financial Decision-Making (3; F)
BUSS 1910 Introduction to CIS (3; F)
BUSS/COMM 2100 Media and Culture (3, EF)
*BUSS/KINS 2200 Methods of Teaching Sports Activities (3; F)
BUSS 2940 Principles of Management (3; F)
BUSS 2900 Accounting I (3; F)
BUSS 3980 Principles of Marketing (3; F)
BUSS 3110 Sport Facility and Event Management (3; Sp)
BUSS 3930 Business Law (4; F)
*BUSS/KINS 4500 Organization/Administration/Sport Mgmt./Kinesiology (3; Sp)
BUSS 4940W Ethics in Business (3; Sp)
*BUSS 4960 Consumer Behavior (3; OSp)
BUSS/COMM 4015 Sport Communication (3; OF)
BUSS 4985 Digital/E-Commerce Marketing (3; F)
BUSS/COMM 4110 Public Relations (3, ESp)
*BUSS 4200 Business Strategy/Policy (3; Sp)
*BUSS 4910 Business/Communication/Kinesiology Internship (3)

TOTAL PROGRAM

General Education 46
Sport Management Specialization 55
Unrestricted Electives 19
TOTAL 120

BUSINESS ADMINISTRATION MINOR

REQUIRED (12)

BUSS 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)

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

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL 21

CHEMISTRY

Simpson offers a Chemistry minor that allows students in majors such as psychology or liberal studies to add chemistry courses to their educational journey. Specifically, for those interested in pursuing teacher credentialing, a chemistry minor would provide the option for a Supplementary Authorization to teach chemistry in California. The requirement is 20 semester hours or 10 upper division hours in the subject area, which this minor provides. The Chemistry minor is not available to biology majors.

CHEMISTRY MINOR

REQUIRED (20)

CHEM 1510/1510L General Chemistry I (3+1; F)
*CHEM 1520/1520L General Chemistry II (3+1; Sp)
*CHEM 3110/3110L Organic Chemistry I (3+1; F)
*CHEM 3120/3120L Organic Chemistry II (3+1;Sp)
*BIOL 3550/3550L Biochemistry (3+1; Sp)

TOTAL 20

COMMUNICATION & DIGITAL MEDIA MAJOR

Simpson University Communication & Digital Media Department is a Christian Liberal Arts curriculum that prepares students for life and career. Communication majors develop a critical awareness of how effective communication

contributes positively to personal interactions, business relationships and the mass dissemination of information through media outlets. Communication creates, maintains, and transforms identities, communities, and organizations enabling people to flourish. 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. Communication students develop analytical skills and functional proficiency in comprehending, interpreting, writing, and speaking, allowing them to become critical thinkers and effective problems solvers in contemporary society.

Communication majors can choose from three specializations within the department:

1. Digital Media
2. Organizational Communication & Public Relations
3. Communication Generalist

The Communication major provides a broad and comprehensive view of communications. The Digital Media specialization provides professional competencies in digital graphic design, animation, web design and video production principles related to digital media. The Organizational Communication & Public Relations specialization gives a more focused emphasis in the Public Relations field.

No matter which communications specialization is chosen, students learn through experiential classroom experience, internships, applied research, and theory-based problem solving to create skills necessary in occupational and service applications. Professional opportunities abound and include a wide range of career choices such as media, law, political organizing and public affairs, marketing, advertising, public relations, consulting and many, many others.

COMMUNICATION STUDIES MAJOR

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course in the **Summit** section of the GE:

PHIL 3010 Philosophy and Critical Thought (3; Sp)

Take the following course under the **Expedition** section of the GE:

*COMM 4330 Communicating Cross-Culturally (3; EF)

MAJOR REQUIREMENTS (36)

COMMON COURSES (15)

*COMM 1270 Interpersonal Communication (3; OF)
*COMM 2090 Small Group Communication (3; EF)
*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; ESp)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4290 Advanced Public Communication (3; F)

PROFESSIONAL ELECTIVE (3)

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

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

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

GUIDED ELECTIVES (12)

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

**Course has prerequisites, check course descriptions for information about prerequisites.*

UNRESTRICTED ELECTIVES (38)

Consider taking additional Communication courses as electives.

TOTAL PROGRAM

General Education 46
Communication Generalist 36
Unrestricted Electives 38
TOTAL 120

ORGANIZATIONAL COMMUNICATION & PUBLIC RELATIONS
(SPECIALIZATION)

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course in the **Summit** section of the GE:
PHIL 3010 Philosophy and Critical Thought (3; Sp)
Take the following course in the **Expedition** section of the GE**:**
*COMM 4330 Communicating Cross-Culturally (3, EF)

SPECIALIZATION REQUIREMENTS (39)

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; ESp)
*COMM 4670 Comm, Leadership & Org (3; Sp)

METHODS ELECTIVE (3) Choose one of the following*:*

*COMM 3060 Argumentation and Debate (3; ESp)
*COMM 4130 Nonverbal Communication (3; OSp)

PROFESSTIONAL ELECTIVE (3) ***Choose at least one of the following:***

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

GUIDED ELECTIVES (12)
Consult with department chair or COMM advisor to select guided elective options.

UNRESTRICTED ELECTIVES (35)
Consider taking additional Communication courses as electives.

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM
General Education 46
Organizational Communication/Public Relations Spec. 39
Unrestricted Electives 35

TOTAL 120

DIGITAL MEDIA

(SPECIALIZATION)

General Education Courses (46)
See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:
Take the following course in the **Summit** section of the GE:
PHIL 3010 Philosophy and Critical Thought (3; Sp)
Take the following course in the **Expedition** section of the GE**:**
*COMM 4330 Communicating Cross-Culturally (3; EF)

SPECIALIZATION REQUIREMENTS (48)

COMMON COURSES (33 credits)
COMM 2100 Media and Culture (3; EF)
COMM 2270 Electronic Publishing (3: OF)
COMM 2300 Digital Photography (3; OF)
COMM 2330 Graphic Design (3; EF)
COMM 2360 Web Design (3; OSp)
COMM 3240 Communication Ethics (3: Sp)
COMM 3305 Convergent Media (3; Sp)
COMM 3320 Animation (3; OF)
COMM 422OW Communication Seminar (3; Sp)
COMM 4830 Interactive Design (3; ESp)
COMM 3380 Intro to Drones (3; OF)

MOVIE COURSE: (3) ***Choose one of the following:***
COMM 3310 Short Movie I (3; EF)
COMM 3315 Shor Movie II (3: ESP)

Choose one course: (3)

COMM 2210 Media Writing (3; OSP)
COMM 2230 Fundamentals of Journalism (3; F)
COMM 2231/3231 Newspaper Practicum (3)

PROFESSIONAL ELECTIVE (3) ***Choose at least one of the following:***
*COMM 4120 Comm Practicum (Varies)
*COMM 4920/4922 Field Experience (Varies)

SUPPORT COURSE: (3) ***Choose one of the following:***
COMM 3230 Communication Theory (3: F)
COMM 3250 Oral Interpretation/Storytelling (3; OF)
COMM 4005 Special Topics (3: TBA)
COMM 4110 Public Relations (3; ESP)
COMM 4670 Comm/Lead/Organization (3: SP
MATH 2830 Computer Programming (3: EF)

RESEARCH COURSE: (3) ***Choose one of the following:***
COMM 3060 Argumentation and Debate (3; ESP)
COMM 4130 Nonverbal Communication (3; OSP)
COMM 4290 Adv. Public Communication (3: F)

UNRESTRICTED ELECTIVES (31)

SAMPLE TOTAL PROGRAM:
General Education 46
Digital Media Specialization 48
Unrestricted Electives 26
TOTAL 120

COMMUNICATION MINOR

REQUIRED (6)

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

ELECTIVES (15; 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 for details.

TOTAL 21

DIGITAL MEDIA MINOR

REQUIRED (12)

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

Choose 3 (9 credits) total of 21 for minor.

Choose at least 2
COMM 2300 Digital Photography (3; OF)
COMM 2330 Graphic Design (3; EF)
COMM 2360 Web Design (3; OSp)
COMM 3320 Animation (3; OF)
COMM 4830 Interactive Design (3; ESp)
COMM 3310/3315 Making Short Movies I or II (3; TBA)

Choose at least 1
COMM 4110 Public Relations (3; ESp)
COMM 3250 Oral Interpretation and Storytelling (3; OF)
COMM 2900/4920/4922 Field Experience 2250/4120 Practicum (3)
COMM 4220W Communication Seminar (3: SP)

TOTAL 21

CROSS-CULTURAL STUDIES MINOR

The Cross-Cultural Studies minor includes the following 21 credits. Cross-Cultural Studies is another term for World Missions.

REQUIRED (21)

ANTH 3110 Cultural Anthropology (3)
BIBL 3031 Biblical Interpretation (3)
CCST 4020 Contemporary Issues in Missions (3)
CCST 4022 Issues in Missionary Life (3)
HIST 4010 History of World Mission (3)
RELI 3900 World Religions (3)
CCST 4900 and 4910 Cross-Cultural Preparation and Internship (3)

TOTAL 21

ELEMENTARY EDUCATION PROGRAM

Students seeking a California Preliminary Multiple Subject Teaching Credential should choose to **major in Liberal Studies.** Given the number of upper division units required for the major, students should seek advisement counseling each semester to ensure they remain on track to graduate on schedule.

EDUCATION MINOR & CREDENTIAL PROGRAM

Completion of the preliminary credential includes a post-Baccalaureate semester of student teaching. Multiple subject candidates may, with the Dean's approval, choose to do half of their student teaching anywhere in CA. Simpson University's Preliminary Teaching Credentials for Multiple Subject and Single Subject are fully accredited by the California Commission on Teacher Credentialing. 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.

REQUIRED (20)

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

TOTAL 20

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

*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 for information.*
+Must be completed before student teaching.
***These courses required Certificate of Clearance (fingerprinting), TB test, and 15 hours of observation in a school setting.*

ENGINEERING MAJOR

The Engineering (Bachelor of Science in Engineering) major is designed to give the student a strong, broad-based background in engineering, and prepare the student for employment graduate work in engineering. *Students must demonstrate algebra competency prior to enrolling in MATH 1830 Pre-Calculus.*

GENERAL EDUCATION COURSES (44)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following courses under **Basecamp** (note that the Basecamp section of the GE for BSE majors is 37 units):

*MATH 2610 Statistics (3; F/Sp)
ENGR 1000 Introduction to Engineering (3; F)
CHEM 1510 General Chemistry I + CHEM 1510L General Chemistry Lab I (3+1; F)
*PHYS 2510 University Physics I + PHYS 2510L University Physics I Lab (3+1; F)
*PHYS 2520 University Physics II + PHYS 2520L University Physics II Lab (3+1; SP)
ENGR 1950 Engineering Economic Analysis (2)

Take one course under **Expedition Trail #2** that also satisfies the cross-cultural requirement. (Note that the Expedition section of the GE for BSE majors is 4 units)

Take the following course under **Summit** in the GE:

MUSI 3690 Music in World Cultures (3)

REQUIRED PREREQUISITE

***#**MATH 1830 Precalculus (3; F)
#This course may be waived with department chair approval. If taken, the total credits will be 128.

MAJOR REQUIREMENTS (81)

CORE REQUIREMENTS (74)

*MATH 2430 Calculus I (4; Sp)
*MATH 2530 Calculus II (4; F)
*MATH 2630 Calculus III (3; Sp)
*MATH 3250 Linear Algebra (3; F)
*MATH 3930 Differential Equations (3; Sp)
ENGR 1060 Computer Aided Design & Modeling (3)
ENGR 1830 Computer Programming & Algorithms (4)
*ENGR 2150 Statics (3)
*ENGR 2250 Dynamics (3)
*ENGR 2400 Principles of Materials Science (4; F)
*ENGR 2510 Linear Circuits I (4)
*ENGR 2600 Manufacturing Processes (3; Sp)
*ENGR 2910 Sophomore Project (2)
ENGR/BUSS 2940 Principles of Management (3)
*ENGR 3210 Signals & Systems (3)
*ENGR 3410 Thermodynamics (3)
*ENGR 3530 Control Systems (3)
*ENGR 3620 Introduction to Robotics (3)
ENGR 3830 Principles of Engineering Design (3)
*ENGR 3910 Engineering Design & Junior Project (2)
*ENGR 4030 Quality Engineering (3)
*ENGR 4910 Capstone Design Project I (2)
*ENGR 4920 Capstone Design Project II (3)

Choose one from the following:

*ENGR 3930 Engineering Cooperative Experience (3)
*ENGR 3950 Engineering Internship (3)
*ENGR 3920 Undergraduate Engineering Research (3)

RESTRICTED ELECTIVES (7)

Choose from the following:

*ENGR 2520 Linear Circuits II (4)
*ENGR 2370 Logic Design (3)
*ENGR 3110 Electronics (3)
*ENGR 3850 Digital Systems Design (3)
*ENGR/BUSS 3945 Introduction to Data Analytics (4)
*ENGR 4420 Decision and Risk Analysis
*ENGR 4890 Special Topic in Engineering (1-3)
*BUSS 3810 Internet of Things (3)
*BUSS 4810 System Analysis & Design (4)
*BIOL 3150 Environmental Science (3; Sp)
*CHEM 1520 General Chemistry II + CHEM 1520L General Chemistry II Lab (3+1; Sp)
KINS 3300 Biomechanics (3; Sp)

TOTAL PROGRAM

General Education 44
Engineering Major 74
Restricted Electives 7
TOTAL 125

HISTORY MAJOR

The History major is designed for students interested in the richness and complexity of 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 (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under **Expedition** section of the GE:
HUMA 1450 World Civilizations I (3; F)

MAJOR REQUIREMENTS (37-39)

COMMON COURSES (9)

HIST 2360 The Historian's Craft (3; OSp)
*HIST 4700 Selected Topics in Historiography (3; Sp)
*HIST 4890W Senior Seminar (3; F)

SPECIALIZED COURSES (28-30)

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

HIST 3420 The Civil War Ear (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 European electives (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 Medieval Europe (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; F)
HIST 2340 U.S. History from 1877 (3; Sp)
HIST 2350 Selected Topics in History (3; TBA)
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; ESP)
HIST 3350 History of East Asia (3; TBA)
HIST 3370 History of Christianity (3; TBA)
HIST 3380 History of Sub-Saharan Africa (3; TBA)
HIST 3385 History of Islamic World (3; TBA)
HIST 4030 Old Testament History (3; TBA)
HIST 4310 History of Britain (3; TBA)
HIST 4701 Selected Topics in Historiography (II) (3; Sp)
HIST 4900 Internship (1-3)
Any HIST 3xxx or 4xxx course listed above under the U.S. and Europe requirements

**Course has prerequisites, check course descriptions for information about prerequisites*

UNRESTRICTED ELECTIVES (35-37)

TOTAL PROGRAM
General Education 46
History Major 37-39
Unrestricted Electives 35-37
TOTAL 120

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

KINESIOLOGY MAJOR

The Kinesiology (Bachelor of Science) major, Exercise Science specialization is designed to give students a strong, broad-

based background in knowledge, skills, and procedures essential to becoming fitness, exercise, or athletics professionals. Coursework includes emphasis in coaching, exercise prescription, teaching, psychology, and the scientific basis of movement.

The Kinesiology (Bachelor of Science) major, Applied Health specialization is intended for students who plan to attend graduate Allied Health programs such as Physical Therapy, Athletic Training or Occupational Therapy. Curriculum emphasis is on knowledge and skills in the sciences, psychology, and health and wellness in movement and rehabilitation.

Students at Simpson University also recognize their responsibilities as communicators of a Christian perspective and as empathetic practitioners in exercise and wellness to have an impact on improving health outcomes in our communities.

GENERAL EDUCATION COURSES (40)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following courses under the **Basecamp** section in the GE:
MATH 2610 Statistics (3; F/Sp)
BIOL 1310 Human Anatomy + BIOL 1310L Human Anatomy Lab (3+1)
Take the following course under the **Expedition** section in the GE:
PSYC 1600 Intro to Psychology (3; F)
Take the following course under the **Summit** section in the GE:
PSYC 3016 Lifespan Development (3; F)

EXERCISE SCIENCE

(SPECIALIZATION)

MAJOR REQUIREMENTS (61)

*BIOL 1320 Human Physiology + BIOL 1320L Human Physiology Lab (3+1)
*BIOL 2110 Nutrition (3; F)
CHEM 1300 OR College-Level Chemistry Course (4)
PHED 1230 First Aid/CPR (1; TBA)
PHED Activity or ODLE Skill Acquisition (1)
*KINS 2100 Intro to Kinesiology (3)
*KINS 2200 Methods Teaching Sports Activities (3; F)
PSYC 2625 Research Methods (3; SP)
*KINS 3000 Global Health Issues (3; F)
*KINS 3100 Exercise Physiology (3: F)
*KINS 3200 Measurement/Evaluation in Kinesiology (3; Sp)
*KINS 3210 Care/Prev. of Athletic Injury (3; F)
*KINS 3300 Biomechanics (3; Sp)
*KINS 4100 Exercise & Sports Psychology (3; F)
*KINS 4200 Exercise Prescription (3; F)
*KINS 4410 Movement Experiences/Children (3; F)
*KINS 4430 Applied Motor Development (3; Sp)
*KINS 4440 Health Education & Promotion (3; Sp)
*KINS 4460 Exercise & Nutrition for Special Populations (3; Sp)
*KINS 4500 Organization/Administration/Phys Ed (3; Sp)

*KINS 4600 Internship (3; F/Sp)

UNRESTRICTED ELECTIVES (19)

TOTAL PROGRAM
General Education 40
Exercise Science Specialization 61
Unrestricted Electives 19
TOTAL 120

APPLIED HEALTH

(SPECIALIZATION)

MAJOR REQUIREMENTS (56)

BIOL 1320 Human Physiology + BIOL 1320L Human Physiology Lab (3+1)
*BIOL 2110 Nutrition (3; F)
BIOL 2120 Medical Terminology (2; Sp)
CHEM 1510 General Chemistry I + CHEM 1510L General Chemistry I Lab (3+1; F)
*KINS 2100 Intro to Kinesiology (3)
*KINS 3000 Global Health Issues (3; F)
*KINS 3100 Exercise Physiology (3; F)
*KINS 3200 Measurement/Evaluation in Kinesiology (3; Sp)
*KINS 3210 Prev/Care of Athletic Injury (3; F)
*KINS 3300 Biomechanics (3; Sp)
*KINS 4100 Exercise & Sports Psychology (3; F)
*KINS 4200 Exercise Prescription (3; F)
*KINS 4430 Applied Motor Development (3; Sp)
*KINS 4460 Exercise & Nutrition for Special Populations (3; Sp)
*KINS 4500 Organization/Administration/Kinesiology (3; Sp)
*KINS 4300 Clinical Experience (3; F/Sp)
*MATH 1830 Precalculus (3; F)
PHED 1230 First Aid/CPR (1; TBA)
PSYC 2625 Research Methods (3; Sp)

RESTRICTED ELECTIVES (12)

Choose from any Science with Lab, MATH higher than Precalculus, ANTH-3110, PSYC 2xxx or higher, or KINS 2xxx or higher not already used in GE or Major.

Physical Therapy Suggested:
BIOL 1510 General Biology I + BIOL 1510L General Biology I Lab (3+1; F)
CHEM 1520 General Chemistry II + CHEM 1520L General Chemistry II Lab (3+1; Sp)
PHYS 2110 General Physics I + PHYS 2110L General Physics Lab I (3+1; F)
PHYS 2120 General Physics II + PHYS 2120L General Physics Lab II (3+1; Sp)
PSYC 3016 Lifespan Development (3; F)

Occupational Therapy Suggested:
PSYC 2040 Psychopathology (3; Sp)
PSYC 3016 Lifespan Development (3; F)
ANTH 3110 Cultural Anthropology (3; F)
PSYC 4680 Physiological Psychology (3; EF)

Athletic Training Suggested:
BIOL 1510 General Biology I + BIOL 1510L General Biology I Lab (3+1; F)
CHEM 1520 General Chemistry II + CHEM 1520L General Chemistry II Lab (3+1; Sp)
PHYS 2110 General Physics I + PHYS 2110L General Physics I Lab (3+1; F)
KINS 4600 Internship (3; F/Sp)

UNRESTRICTED ELECTIVES (12)

TOTAL PROGRAM
General Education 40
Applied Health Specialization 56
Restricted Electives 12
Unrestricted Electives 12
TOTAL 120

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 prepares students to satisfy the basic skills and subject matter requirements necessary for a Multiple Subject teaching credential.

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

The General Education requirements have several places where students may select from several options. In order to best prepare students in subject matter competency required for the California Multiple Subject Teaching Credential, the following courses are required:

EXCEPTIONS:
Take the following courses under **Basecamp** in the GE:
MATH 2400 Math Concepts for Teachers I (3; EF)
BIOLOGY 2520/2520L Introduction to Biology with Lab (3+1; F/Sp)
Take the following courses under the **Expedition** section in the GE:
HUMA 2440 Fine Arts in Western Culture (3; Sp)
HUMA 1450 World Civilizations I (3: F)
PSYC 1600 Introduction to Psychology (3: F/Sp)
PHYS 3200 Earth and Space Science (3; F)
One of the following:
POLS 2700 Introduction to Political Science (3; F)
POLS 2720 American Government (3; Sp)
One of the following:
LANG 2XXX or higher of any world language, or its equivalent
LING 4330 Communicating Cross-Culturally (3; F/Sp)*

LING 3350 Language Acquisition (3; Sp)

Take the following course under the **Summit** section in the GE:

PSYC 3016 Lifespan Development (3; F)

MAJOR REQUIREMENTS (70)

Common Courses (49)

ARTS 4100 Children's Art (1; Sp)
*BIOL 3510 Environmental Science (3; Sp)
*ENGL 2100 Introduction to Literature (3; EF)
*ENGL 3200W Advanced Composition (3)
*ENGL 3275 Grammar and Editing (3)
*ENGL 4220 Children's Literature (3; Sp)
GEOG 3210 World Regional Geography (3; EF)
HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
*HIST 3340 History of California (3; OSp)
HUMA 1460 World Civilizations II (3; Sp) *LING 4320 Language Learning (3; EF)
*MATH 2410 Math Concepts for Teachers II (3; OSp)
MUSI 1500 Introduction to Music (3; F)
*MUAP 3770 Children's Music (3; OSp)
*PHED 3110 Motor Learning & Performance (2; OSp)
*PHYS 1510/1510L Intro to Physics + Lab (3+1)

CREDENTIAL TRACK (20)

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

GENERAL TRACK GUIDED ELECTIVES (20)

Complete an additional 20 units worth of elective coursework.

**Course has prerequisites, check course descriptions for details.*
+ Must be completed before student teaching.
***These courses require Certificate of Clearance (fingerprinting), TB test, and 15 hours of observation in a school setting.*

For those interested in pursuing teacher credentialing, 20 semester hours or 10 upper division hours in the subject area would provide the option for a Supplementary Authorization to teach that subject in California, Kindergarten-9 grade.

UNRESTRICTED ELECTIVES (5)

TOTAL PROGRAM

General Education 46
Liberal Studies Major 69
Unrestricted Electives 5

TOTAL 120

MATHEMATICS SINGLE SUBJECT

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

The Math Single Subject (Math for Teachers) 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 School of Education section of this catalog.

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following courses under **Basecamp** in the GE:
*MATH 2610 Statistics
PHYS 2510/2510L University Physics I + Lab (3+1; F)

REQUIRED PREREQUISITE

***#**MATH 1830 Precalculus (3; F)

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

MAJOR REQUIREMENTS (56)

EDUC 2000 Intro to Education (3; Sp)
*EDUC 4020 Psychological Application in Ed (3)
*EDUC 4410 Language Arts in the Sec. Schools (4)
*EDUC 4470 Multicultural Instruction (3)
*EDUC 4250 Technology for Teaching & Learning (3)
*EDUC 4430 Curriculum & Instruction (4)
*MATH 2030 Discrete Mathematics (3)
MATH 3400 Math Concepts for Secondary Teachers I (4; EF)
*MATH 3410 Math Concepts for Secondary Teachers II (4; OSp)
*MATH 2430 Calculus I (4; Sp)
*MATH 2530 Calculus II (4; F)
*MATH 2630 Calculus III (3; Sp)
*MATH 3250 Linear Algebra (3; F)
*MATH 3930 Differential Equations (3; Sp)
*ENGR 1830 Computer Programming & Algorithms (4)
*PHYS 2520 University Physics II (4; Sp)

UNRESTRICTED ELECTIVES (18)

(***Note: Only 14 if Precalculus is taken, 17 if not taken*)

TOTAL PROGRAM

General Education 46
Mathematics Single Subject Major 56
Unrestricted Electives 18

TOTAL 120

MINISTRY MAJOR

This Major is no longer available to incoming students and is in teach-out status to current students. Please see the Biblical Studies Major Program as the replacement major program and consider a ministry minor. The Biblical Studies program meets minimum academic requirements for C&MA credentialing requirements.

MINISTRY MINOR

The Ministry Minor is designed to completement a Biblical Studies major. A student may want to consider the 3+2 (BA/MAML) program to gain ministry skills and a solid framework of Biblical and Theological Studies.

REQUIRED (21)

COM 4500 Preaching the Word (3; TBA)
YUTH 4330 Youth Culture and Issues (3; TBA)
THEO 3315 Spiritual Formation in Christian Tradition (3; TBA)
MINS 4500 Leadership in Ministry (3; TBA)
THEO 3615 Christian Theology (3; TBA)
CHED 3450 Family Life and Ministry (3; TBA)

Choose one of the following:

THEO 4000 Spiritual Formation (3; TBA)
CHED 3500 Small Groups (3; TBA)

TOTAL 21

MUSIC MAJOR

The Music major is designed to provide professional preparation for several musically related professions: worship leading, commercial music production and recording, and a broad musical basis for a wide variety of careers. 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 (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under the **Summit** section in the GE:
MUSI 3690 Music in World Cultures

MAJOR REQUIREMENTS (54-55)

COMMON COURSES (41 credits)

MUAP xxxx Performance Ensemble (8)
MUAP XXXX Private Instruction (8) (fee)
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
MUSI 1620 Music Theory I (3; F)
*MUSI 1630 Music Theory II (3; Sp)
MUSI 1720 Music Theory Lab I (2; F)
*MUSI 1730 Music Theory Lab II (2; Sp)
MUAP 3620 Songwriting & Pop Theory (3; OS)

MUSI 3640W Music History I (3; OF)
MUSI 3650 Music History II (3; ESp)
MUSI 3700 Music Technology (3; Sp)
MUSI 4620 Philosophy of Music and Worship (3; F)

PIANO PROFICIENCY (0)

Completion of Piano Proficiency Exam (0)

SELECT ONE AREA OF EMPHASIS (13-14):

COMMERCIAL MUSIC Emphasis (13)

MUAP xxxx Ensemble (2)
MUSI 4400 Recording Techniques (3)
MUAP 4490 Senior Project (3)
MUSI 4500 Music Internship (2)
MUSI xxxx Selected Topics in Music (3)

WORSHIP ARTS EMPHASIS (14)

MUAP xxxx Ensemble (2) *Recommended: chapel worship team (by audition)*
*MUAP 4020 Worship Service Project (1)
*MUSI 4500 Music Internship (2)
THEO 3615 Intro to Christian Theology (3)

Select 1 of the following for a total of (3 units)

BIBL 4230 Psalms (3)
OTES 4000 Wisdom Literature (3)

Select 3 of the following for a total of (3 units):

MUAP 1753 Class Guitar (1)
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)*

UNRESTRICTED ELECTIVES (3-8)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM

General Education 46
Music Major 41-55
Unrestricted Electives 19-33

TOTAL 120

MUSIC MINOR

REQUIRED (22)

MUSI 1600 Music Appreciation: Rock History (3; Sp)
MUSI 1620 Music Theory I (3; F)
*MUSI 1630 Music Theory II (3; Sp)
MUSI 1720 Music Theory Lab I (2; F)
*MUSI 1730 Music Theory Lab II (2; Sp)
MUAP xxxx Performance Ensembles (3)
MUAP xxxx Private Instruction (3; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of private instruction)*

Select 1 of the following (3 units):
MUSI 4620 Philosophy of Music and Worship (3; F)
MUSI 3700 Music Technology (3; Sp)
MUSI 3620 Songwriting & Pop Theory (3; OSp)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL 22

WORSHIP MUSIC MINOR

REQUIRED (22)

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 xxxx Performance Ensemble (3)
MUAP xxxx 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 for information about prerequisites.*

TOTAL 22

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 producing, recording, or music ministry. 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 (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under the **Summit** section in the GE:
MUSI 3690 Music in World Cultures

MAJOR REQUIREMENTS (41)

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

COMMON COURSES (41 credits)

MUAP xxxx Performance Ensemble (8)
MUAP XXXX Private Instruction (8) (fee)
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
MUSI 1620 Music Theory I (3; F)
*MUSI 1630 Music Theory II (3; Sp)
MUSI 1720 Music Theory Lab I (2; F)
*MUSI 1730 Music Theory Lab II (2; Sp)
MUAP 3620 Songwriting & Pop Theory (3; OS)
MUSI 3640W Music History I (3; OF)
MUSI 3650 Music History II (3; ESp)
MUSI 3700 Music Technology (3; Sp)
MUSI 4620 Philosophy of Music and Worship (3; F)

PIANO PROFICIENCY (0)

Completion of Piano Proficiency Exam (0)

UNRESTRICTED ELECTIVES (33)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM

General Education 46
Music – Liberal Arts Emphasis Major 41
Unrestricted Electives 33
TOTAL 120

NURSING MAJOR (BSN)

See the BETTY M. DEAN SCHOOL OF NURSING section of the catalog.

OUTDOOR ADVENTURE RECREATION MAJOR

The Outdoor Adventure Recreation major is designed to equip students as leaders who are competent in guiding groups in outdoor experiences, designing and facilitating recreational programs and stewarding our natural environment. The curriculum develops life skills in leadership, decision-making, problem-solving, and communication within the context of a Christian worldview. Hands-on learning and field experiences give students practical leadership experience. The program prepares students for careers in state and national park agencies, outdoor education, adventure-based outdoor programming, ecotourism and management of outdoor related businesses.

Outdoor Adventure Recreation is a program which intersects with and draws from various disciplines. To maximize these connections and allow students to link their passion for the outdoors to a variety of career paths, courses from psychology, business, kinesiology and biology are included as OAR major electives.

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 Adventure Recreation faculty, and the faculty member(s) must be able to clearly articulate the reasoning behind this decision.

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under the **Basecamp** section in the GE:

BIOL 2520/2520L Introduction to Biology + Lab (3+1)

Take one of the following courses under the **Expedition** section in the GE:

BIOL 3510 Environmental Science (3; Sp)
PHYS 3200 Earth and Space Science (3; F)

MAJOR REQUIREMENTS (39)

COMMON COURSES (24)

ODLE 1000 Intro to Outdoor Adventure Recreation (3; F)
ODLE 1005 Wilderness Journey Practicum (3; Sp)
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 3015 Environmental Education (3, F)
*ODLE 4950 Senior Seminar (3; Sp)

Choose at least three credits from the following (3-6):

ODLE 1010 Downhill Skiing (1; TBA)
ODLE 1015 Snowshoeing/Winter Camping (1; TBA)
ODLE 1020 Rock Climbing (1; TBA) Choose
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)

At least four of the following (12 credits):

ODLE 2010 Challenge Education (3; ESp).
ODLE 3005 Expedition Management (3; F)
ODLE 3040 Recreation and Camp Programming (3; TBA)
ODLE 3100 Solitude & ODLE (3; OF)

ODLE 3950 Special Topics (3; TBA)
ODLE 4000 Adm & Mngt of ODLE Prog (3; F)
BUSS 2940 Principles of Management (3; F)
BUSS 3980 Principles of Marketing (3; F)
PSYC 3016 Lifespan Development (3)
PSYC/SOCI 3110 Introduction to Social Work (3; F)
PSYC 3620 Counseling Skills (3; Sp)
KINS 2200 Methods of Teaching Sports Activities (3; F)

UNRESTRICTED ELECTIVES (25-26)

TOTAL PROGRAM
General Education 46
Outdoor Adventure Recreation Major 39
Unrestricted Electives 35
TOTAL 120

OUTDOOR ADVENTURE RECREATION MINOR

REQUIRED (15)
ODLE 1000 Intro to Outdoor Adventure Recreation (3; F)
ODLE 2005 Outdoor Living Skills (3; SP)
ODLE 2015 Group Processing and Program Design (3; F)
ODLE 3015 Environmental Education (3; OSp)
ODLE 3960 Survey of Leadership Theories (3; Sp)

Three credits from the following (3):
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)

Three credits from the following (3):
ODLE 2010 Challenge Education (3; ESp)
ODLE XXXX Ecotourism (3, TBA)
ODLE XXXX Natural Interpretation (3, TBA)
ODLE 3040 Camp Programming (3; TBA)
ODLE 3100 Solitude & Outdoor Leadership (3; OF)

ODLE 3950 Special Topics (3; TBA)

TOTAL 21

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 a general emphasis specialization or a criminal justice specialization with optional pre-law preparation and career guidance.

GENERAL EDUCATION COURSES (46)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under the **Basecamp** section in the GE:

*MATH 2610 Statistics (3)

Take the following course under the **Expedition** section in the GE:

POLS 2700 Intro to Political Science (3; F)

MAJOR REQUIREMENTS (39-40)

COMMON COURSES (30)

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

HIST 3XXX/4XXX One upper-division U.S. History elective
POLS 2010 Administration of Justice (3; EF)
POLS 2720 American Government (3; Sp)
POLS 2910 Selected Topics in Political Science (3; ESp)
POLS 3000 Political Thought (3; OSp)
POLS 3500 Research Methodology (3)
POLS 4010W Senior Seminar (3; F)

Choose two of the following (6)

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

Choose one of the following (3)

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

SELECT ONE OF THE TWO FOLLOWING SPECIALIZATIONS

POLITICAL SCIENCE GENERAL SPEICIALIZATION

GENERAL SPECIALIZATION (9-10)

***Choose three of the following*:**

BUSS 3930 Business Law (4; F)
HIST 3XXX/4XXX Additional upper-division U.S. History elective (3)
POLS 3720 Political Ethics (3; Sp)
POLS 3730 Public Policy (3)
*POLS 4005 Selected Topics in Political Science (3; ESp)
POLS 4200 U.S. Constitutional Law (3; EF)
POLS 4910 Internship (3)

CRIMINAL-JUSTICE SPECIALIZATION

CRIMINAL-JUSTICE SPECIALIZATION (9)

Choose three of the following:

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

UNRESTRICTED ELECTIVES (34-35)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM

General Education 46
Political Science Major 39-40
Unrestricted Electives 34-35

TOTAL 120

POLITICAL SCIENCE MINOR

REQUIRED (6)

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

ELECTIVES (15)

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

TOTAL 21

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 incorporate a basic general understanding of sociological systems and their impact on the individual and society. Students can choose a clinical school specialization or a social work specialization. The purpose of the major is to prepare students for graduate education or vocational opportunities with a mature, uniquely Christian approach. This major seeks to develop critical thinking, collaborative problem-solving skills, and an increased ability to empathize with others, benefiting students personally and professionally.

GENERAL EDUCATION COURSES (41)

See GENERAL EDUCATION section of the catalog for details.

EXCEPTIONS:

Take the following course under the **Basecamp** section in the GE:
MATH 2610 Statistics (3)

Take the following course under the **Expedition** section in the GE:
PSYC 1600 Intro to Psychology (3; F/Sp)

Take the following course under the **Summit** section in the GE:
*PSYC 3016 Lifespan Development (3; F/Sp)

MAJOR REQUIREMENTS (37)

COMMON COURSES (19)

PSYC 2040 Abnormal Psychology (3, Sp)
*PSYC 2625 Research Methods (3, Sp)
*PSYC 3005 Experiencing Psyc & Social Work (1; F/Sp)
PSYC 3080 Applied Psychology (3; F)
PSYC 3400 Multicultural Psychology (3; TBA)
*PSYC 3640 Theories of Personality (3; Sp)
*PSYC 4690W Senior Seminar (3; Sp)

CHOOSE ONE OF THE FOLLOWING SPECIALIZATIONS

CLINICAL SPECIALIZATION

CLINICAL SPECIALIZATION (18)

PSYC 3100 Psychological Testing (3; TBA)
PSYC 3600W Marriage and Family (3, TBA)
PSYC 3615 Statistics for Social Sciences (3; TBA)
PSYC 3720 Counseling Skills & Theories (3; TBA)
PSYC 4922 Field Experience (3; F)
PSYC 4923 Field Experience (3, Sp)

SOCIAL WORK SPECIALIZATION

SOCIAL WORK SPECIALIZATION (18)

SOCI 3110 Introduction to Social Work (3, F)
SOCI 3600W Marriage and Family (3, TBA)
PSYC 3720 Counseling Skills & Theories (3; TBA)
SOCI 4100 Human Sexuality (3, TBA)
SOCI 4922 Field Experience (3; F)
SOCI 4923 Field Experience (3; Sp)

UNRESTRICTED ELECTIVES (34-35)

**Course has prerequisites, check course descriptions for information about prerequisites.*

NOTE: At least one W course is required for graduation.

TOTAL PROGRAM

General Education 46
Psychology Major 37
Unrestricted Electives 37
TOTAL 120

PSYCHOLOGY MINOR

REQUIRED (6)

PSYC 1600 Intro to Psychology (3)
*PSYC 2040 Abnormal Psychology (3)

ELECTIVES (15)

Take an additional 15 PSYC credits; 12 of the 15 must be upper division units.

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL 21

SECONDARY EDUCATION PROGRAMS

Individuals desiring a **California Preliminary Single Subject Teaching Credential** should major in one of the following programs: Mathematics for Teachers, or Social Science for Teachers (see information about the programs in this section of this catalog). An Education Minor is recommended as it may shorten the credentialing process.

Simpson University's Preliminary Multiple Subject and Single Subject Teaching Credentials 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 SUBJECT (21 credits)

EDUC 2000 Intro to Education (3; OSp)
**+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)

*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 for information about prerequisites.*
+Must be completed before student teaching.
***These courses require Certificate of Clearance (fingerprinting), TB test, and 15 hours of observation in a school setting.*

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 (46)

See General Education section in this catalog.

EXCEPTIONS:

Take the following courses under the **Expedition** section in the GE:
HUMA 1450 World Civilizations I
HUMA 2440 Fine Arts in Western Culture (3; Sp)
BUSS 1950 Introduction to Economics (3; F,Sp)
POLS 2700 Intro to Political Science (3; F)
PSYC 1600 Intro to Psychology (3; F, Sp)

Choose one of the following options under **Trail #1** of the **Expedition** section in the GE:
LANG 2xxx or higher of any world language or its equivalent
LING 3350 Language Acquisition (3; Sp)

MAJOR REQUIREMENTS (48)

COMMON COURSES (33)

GEOG 3210 World Regional Geography (3; EF)
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; ESp)
*HIST 3340 History of California (3; ESp)
HIST 4320 Selected Topics in Historiography (3; Sp)
*HIST 4320W Senior Seminar (3; F)
HUMA 1460 World Civilizations II (3; Sp)
RELI 3200 World Religions (3; Sp)
POLS 2720 American Government (3; Sp)
SOCI 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 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 Medieval Europe (3; TBA)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM
General Education 46
Social Science Major 48
Unrestricted Electives 26
TOTAL 120

SOCIAL SCIENCE FOR TEACHERS SPECIALIZATION

The Social Science for Teachers (Social Science Single Subject) major is designed for students who wish to become teachers of social science through 12th grade in public or private schools.

GENERAL EDUCATION COURSES (46)
See General Education section in this catalog.

EXCEPTIONS:
Take the following courses under the **Expedition** section in the GE:
HUMA 1450 World Civilizations I
HUMA 2440 Fine Arts in Western Culture (3; Sp)
BUSS 1950 Introduction to Economics (3; F,Sp)
POLS 2700 Intro to Political Science (3; F)

PSYC 1600 Intro to Psychology (3; F, Sp)

Choose one of the following options under **Trail #1** of the **Expedition** section in the GE:

LANG 2xxx or higher of any world language or its equivalent

LING 3350 Language Acquisition (3; Sp)

MAJOR REQUIREMENTS (66)

COMMON COURSES (33)

GEOG 3210 World Regional Geography (3; ~~F~~ EF)
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; ESP)
*HIST 3340 History of California (3; ESP)
HIST 4320 Selected Topics in Historiography (3; SP)
*HIST 4320W Senior Seminar (3; F)
HUMA 1460 World Civilizations II (3; SP)
RELI 3200 World Religions (3; SP)
POLS 2720 American Government (3; Sp)
SOCI 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)

**Course has prerequisites, check course descriptions for information about prerequisites.*

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 for information about prerequisites.*
+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 Medieval Europe (3; TBA)

TOTAL PROGRAM
General Education 46
Social Science for Teachers Major 66
Unrestricted Electives 8
TOTAL 120

TESOL MINOR

Note: Students who complete all 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 offer many opportunities for short-term or long-term employment in the international marketplace.

REQUIRED (21)
*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 for information about prerequisites.*

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 & 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 (29)

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 (11)

Lab Science (BIOL, CHEM, or PHYS) (4)
Non-lab science (BIOL or PHYS) (3)
PHED 100 Fitness and Wellness (1)

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)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
*BIBL 3031 Biblical Interpretation (3)
*CORE 2000 Engaging Faith and Society (3)
*BIBL/THEO Electives (12)

ELECTIVES (9)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM

General Education 29
Biblical Studies 24
Electives 9
TOTAL 62

GENERAL STUDIES, ASSOCIATE OF ARTS

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 (32)

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 (11)

SCIENCES (9)

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

SOCIAL SCIENCES - *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 3200 Religions of the World (3; Sp)
SOCI 1800 Intro to Sociology (3; Sp)

BIBLICAL STUDIES (12 credits)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
BIBL 3031 Biblical Interpretation (3)

LEAD 2000 Experiential Leaning (0)
*CORE 2000 (3)

ELECTIVES (18)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL PROGRAM
General Education 32
Biblical Studies 12
Unrestricted Electives 18
TOTAL 62

ASSOCIATE OF SCIENCE IN ENGINEERING

The Associate of Science in Engineering is a three-year degree program designed to give students a solid foundation in both the liberal arts and engineering.

GENERAL EDUCATION REQUIREMENTS (54)

BASIC LITERACY (6)
*ENGL 1220 Principles of College Writing II (3)
COMM 1260 Oral Communication (3)

ARTS & HUMANITIES (9)
POLS 2720 American Government (3)
HUMA 1450 World Civilizations 1 (3)

One of the following: (3)
HUMA 1460 World Civilizations II (3)
ENGL 3220 World Literature (3)
MUSI 3690 Music in World Cultures (3)
HUMA 2440 Fine Arts in Western Culture (3)

SCIENCES & SOCIAL SCIENCES (19)

SCIENCES (15)
* CHEM 1510/1510L General Chemistry I + Lab (3+1; F)
* PHYS 2510/2510L University Physics I + Lab (3+1; F)
*PHYS 2520/2520L University Physics II + Lab (3+1; Sp)
*BIOL 3510 Environmental Science (3; Sp)

SOCIAL SCIENCE (4)
PHED 11OO Fitness and Wellness (1)

One of the following: (3)
ANTH 3110 Cultural Anthropology (3)
BUSS 1950 Intro to Economics (3)
LING 4330 Communicating Cross-Culturally (3)

PSYC 1600 Intro to Psychology (3)
RELI 3200 Religions of the World (3)
SOCI 1800 Intro to Sociology (3)

MATHEMATICS (11)
*MATH 2430 Calculus I (4; Sp)
*MATH 2530 Calculus II (4; F)
*MATH 3250 Linear Algebra (3; F)

BUSINESS/ECONOMICS (3)
BUSS 2930 Microeconomics (3)

BIBLICAL STUDIES/THEOLOGY (6)
BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)

MAJOR REQUIREMENTS (32-34)

ENGINEERING (GENERAL) (20)
ENGR 1830 Computer Programing & Algorithms (4)
ENGR 1000 Intro to Engineering (3; F)
ENGR 1060 Computer Aided Design & Modeling (3)
ENGR 2150 Statics (3)
*ENGR 2510 Linear Circuits I (4)
*MATH 3930 Differential Equations (3; Sp)

Choose one of the following Specializations:

MECHANICAL ENGINEERING (12)
*MATH 2630 Calculus III (3; F)
ENGR 2910 Sophomore Project (2)
*ENGR 2400 Principles of Materials Science (4)
*ENGR 2600 Manufacturing Processes (3)

ELECTRICAL ENGINEERING (14)
*MATH 2630 Calculus III (3; F)
*ENGR 2520 Linear Circuits II (4)
ENGR 2370 Logic Design (4)
ENGR 3000 Embedded Systems (3)

COMPUTER ENGINEERING (14)
*MATH 2030 Discrete Mathematics (3)
ENGR 2370 Logic Design (4)
ENGR 3000 Embedded Systems (3)
*ENGR 2840 Comp Program/Algorithms II (4)

ELECTIVES (2-4)
Suggested courses: CHEM 1520, BUSS 2940, LING 4330, ENGL 3360 or any other ENGR course.

**Course has prerequisites. Please see the course description for details.*

TOTAL PROGRAM
General Education 54
Major Requirements 32-34
Electives 2-4
TOTAL 90

CERTIFICATE PROGRAMS

BIBLE & 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)

Required (24)
BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
BIBL 3031 Biblical Interpretation (3)
THEO 3600 Christian Theology (3)
*BIBL/THEO Electives (9)
*CORE 2000 Engaging Faith and Society (3)

**Course has prerequisites, check course descriptions for information about prerequisites.*

TOTAL 24

TESOL CERTIFICATE

Many organizations, businesses, and schools who hire English teachers require a TESOL certificate. There is a great demand for qualified English teachers in the US and around the world, and this demand is growing each year. Whether you want to teach English in your hometown or internationally, a TESOL certificate will prepare you for many of these opportunities.

REQUIRED
*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 for information about prerequisites.*

TOTAL 21

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 Global Ed.

- 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. More information is available at https://www.cccuglobaled.org/mesp/

- Scholarship & Christianity in Oxford Summer Program is 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. SCIO also has a number of online program offerings. More information is available at https://www.cccuglobaled.org/scio/#overview

- The Uganda Studies Program enables students to study and live alongside Ugandans and other students from the continent. Through classes, internships, and living with Ugandan families or peers, USP@UCU provides opportunities for students to authentically engage people, culture, and contemporary realities in Uganda in ways that challenge them to be active participants in Christ's claim on all aspects of life. More information is available at https://www.ugandastudiesprogram.org.
  L.A. Film Studies Program at Olivet University is a faith-based, academic program, in-Los Angeles. Students who live in the Hollywood area, are introduced to the people and culture of the film and television industry and develop a community with like-minded peers, mentors, and alumni. More information is available at https://www.olivet.edu/lafsc.

- CMC Nashville Program is a fully immersive entertainment industry training ground. More information is available at https://www.cmcnashville.com.

COURSE DESCRIPTIONS

COLLEGE OF ARTS & SCIENCES
(TRADITIONAL UNDERGRADUTE 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. 181. Course descriptions for Degree Completion 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

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, Odd Spring) Examination of a variety of art forms to promote creativity and imagination in children through arts integration, art as curriculum, and arts enhanced curriculum utilizing the California Visual and Performing Arts standards and frameworks. Designed especially for students desiring multiple subject teaching credential.

B

BIBL 1300
Literature of the Old Testament (3, Fall & 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 & 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 3031
Biblical Interpretation (3, Fall & 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 3031)

BIBL 3031
Biblical Interpretation (3; TBA) 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.

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 3031)

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 3031)

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 3031)

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 & 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 & 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 3031)

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 3031)

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 3031)

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 3031)

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 3031) (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 3031. 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 3031)

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 3031)

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 3031)

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 3031)

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 3031, THEO 3600)

BIBL 4575
Capstone Biblical Research Project (2; TBA) An undergraduate capstone learning experience within biblical studies in which the student produces research and organizes the findings in such a manner so that the scholarship could be presented and/or taught to others. The product should demonstrate biblical research skills and a product for a portfolio for admission to a graduate school or for demonstrations of skills for employment. This requirement would be ideal preparation for a submission into the Simpson Student Research Symposium.

BILA 2210/ 2220

Greek I, II (3, Even Fall & 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 & 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 1310
Human Anatomy (3, Fall) A systematic approach to the study of human histology and gross anatomy. The course will include the dissection of mammalian organs and tissues. Three hours of lecture and four hours of lab per week. Does not satisfy t for the biology major. *Note: There is a lab fee for this course.*

BIOL 1310L
Human Anatomy Lab (1) Lab section of BIOL 1310. (Requisite: Take BIOL-1310L concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 1320
Human Physiology (3, 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 1510, or consent of department chair) (Requisite: Take BIOL-1310L concurrently - Must be taken at the same time as this course.)

BIOL 1320L
Human Physiology Lab (1) Lab section of BIOL 1320. (Requisite: Take BIOL-1320 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 1510
General Biology I **(3, 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. (Requisite: Take BIOL-1510L concurrently - Must be taken at the same time as this course.)

BIOL 1510L
General Biology I Lab (1) Lab section of BIOL 1510. (Requisite: Take BIOL-1510 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 1520
General Biology II (3, 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. (Requisite: Take BIOL-1520L concurrently - Must be taken at the same time as this course.)

BIOL 1520L
General Biology II Lab (1) Lab section of BIOL 1520. (Requisite: Take BIOL-1520 concurrently - Must be taken at the same time as this course.) *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. (*Prerequisite: CHEM 1300 or 1510*)

BIOL 2120
Medical Terminology (3; Spring) The analysis of the Greek and Latin components of medical and biological terms with the objective of developing skills in word recognition and word building. (Prerequisites: BIOL-1310)

BIOL 2310
Microbiology (3, 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) (Requisite: Take BIOL-2310L concurrently - Must be taken at the same time as this course.)

BIOL 2310L
Microbiology Lab (1) Lab section of BIOL 2310. (Requisite: Take BIOL-2310 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 2520
Introduction to Biology (3, Fall & 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. (Requisite: Take BIOL-2520L concurrently - Must be taken at the same time as this course.)

BIOL 2520L
Introduction to Biology Lab (1) Lab section of BIOL 2520. (Requisite: Take BIOL-2520 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 3100
Marine Biology (3, TBA) 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. This course satisfies the lab elective in the Biology major. Course is typically offered in Winter and/or Summer terms. (Prerequisite: BIOL 1520) (Requisite: Take BIOL-3100L concurrently - Must be taken at the same time as this course.)

BIOL 3100L
Marine Biology Lab (1) Lab section of BIOL 3100. (Requisite: Take BIOL-3100 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 3110
Cell and Molecular Biology (3, 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) (Requisite: Take BIOL-3110L concurrently - Must be taken at the same time as this course.)

BIOL 3110L
Cell and Molecular Biology Lab (1) Lab section of BIOL 3110. (Requisite: Take BIOL-3110 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 3120

Genetics (3, Spring) This course expands the biology major's understanding of the principles of heredity. Topics include Mendelian genetics, gene mapping, gene regulation, population genetics and quantitative genetics. Three hours of lecture and three hours of lab per week. (Prerequisite: BIOL 1510) (Requisite: Take BIOL-3120L concurrently - Must be taken at the same time as this course.)

BIOL 3120L
Genetics Lab (1) Lab section of BIOL 3120. (Requisite: Take BIOL-3120 concurrently - Must be taken at the same time as this course.) *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 and CHEM 1520) (Requisite: Take BIOL-3240L concurrently - Must be taken at the same time as this course.)

BIOL 3240L
Ecology Lab (1) Lab section of BIOL 3240. (Requisite: Take BIOL-32400 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 3400:
Field Biology (1-3, TBA) A field course examining the techniques and complexities of biological systems and biodiversity in an outdoor setting, locally, regionally, or internationally. Does not fulfill the general education lab science requirement. (No prerequisite.)

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. (Prerequisite: Completion of 30 units.) *Note: Course does not fulfill elective 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 3550
Biochemistry (3, 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) (Requisite: Take BIOL-3550L concurrently - Must be taken at the same time as this course.)

BIOL 3550L
Biochemistry Lab (1) Lab section of BIOL 3120. (Requisite: Take BIOL-3120 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 3600
Special Topics in Biology (1-4, TBA) 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, TBA 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 3120; completion of 30 units.)

BIOL 4310
Microbiology for Biology Majors (3, Fall) 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 3110, CHEM 2520; completion of 30 units.) (Requisite: Take BIOL-4310L concurrently - Must be taken at the same time as this course.)

BIOL 4310L
Microbiology for Biology Majors Lab (1) Lab section of BIOL 3120. (Requisite: Take BIOL-4310 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 4550W
Senior Seminar (3; TBA) A discussion-based and writing-based capstone experience for biology majors, covering topics chosen by the professor. (Prerequisite: 92 credits/senior standing)

BIOL 4730
Biology Internship (1-3; Fall, Spring, Summer) This upper division course consists of an internship experience where students work in a biological sciences environment completing work appropriate for an upper-division biology student. Faculty advisors will work with students throughout the semester to monitor student performance and progress. (Instructor's Consent Required)

BIOL 4740
Biology Research (1-3; TBA) An upper-division course designed to prepare students for graduate programs in biology. 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. Research is performed under the supervision of a full-time biology faculty member. Prerequisites: Junior standing and consent of faculty supervisor.)

BTEC 3700
Biotechnology: Ethics and the Regulatory Environment (3, TBA) 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.

BUSS 1300
Introduction to Sport Management (3, Fall) This course introduces the overarching subjects key to careers in sport administration and management including nature and scope of the industry, management and leadership concepts, sociological aspects, research, community organizations, interscholastic athletics, intercollegiate athletics, professional sport, sport marketing, international sport, sales and consumer behavior, communication, finance, legal considerations, and analytics.

BUSS-1830
Comp Programming & Algorithms (4, TBA) A study of basic programming concepts including an introduction to object-oriented programming. Students will develop, implement, and validate algorithms to solve typical scientific, educational, and business problems. (Prerequisites: MATH 1830 Precalculus or higher or BUSS 2610)

BUSS 1905
Personal Financial Decision-Making (3; Fall) The purpose of this course it to introduce the broad scope of financial planning as it relates to personal goals/values, as well as its role in the financial services industry. Topics include careers in financial planning, personal financial statements, time-value-of-money analysis, calculator/computer applications (EXCEL), risk management & insurance, social security, investments, retirement planning, income tax and estate planning.

BUSS 1910
Introduction to Computer Information Systems (3, Fall) Prepares students for computer-related courses and develops computer skills for personal or professional growth. Theory and practice are integrated through a combination of instructor-led lessons and mandatory, guided, self-paced practice exercises. Topics include hardware, word processing, math utilized in spreadsheets, presentation software, basic Internet use, electronic mail, and other business communications tools.

BUSS 1950
Introduction to Economics (3, Fall & 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 2100
Media and Culture (3, Even Fall) Provides a general foundation in media studies 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.

BUSS 2200
Methods of Teaching Sports Activities (3; Fall) Introduction to subject matter content, teaching methods, and technique related to the design and implementation of a high school physical education curriculum. The course focuses on the California physical education content standards of High School Course 1 and Course 2. Prerequisite: KINS 3100 Exercise Physiology.

BUSS 2236
Web Design and Development (3; OSp) Web Design and Development introduces students to design, creation and maintenance of web pages and websites. Students will evaluate quality from a user interface perspective and design perspective, learn about web standards and their importance in the workplace and perform introductory work on web design in a course project. Students will explore multiple tools available to them in the course.

BUSS 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.

BUSS 2910

Accounting II – Principles of Managerial Accounting (3, Spring) A continuation of BUSS 2900. Further consideration of principles and concepts of financial accounting, cost accounting, budgeting, and managerial concepts are introduced. (Prerequisite: BUSS 2900)

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. The 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 3100
Sport Event Management (3, Spring) The course encompasses the necessary foundations of event management, including conceptualization, staffing, budgeting, financing, promoting, securing, and managing. Upon completion of this course, students will understand the competencies necessary for managing and operating sport events through theory and application.

BUSS 3625
Cloud Computing (3; Fall) Learners will study the way in which cloud computing and technology has changed business practices. Learners will study the benefits and drawbacks in the areas of security, privacy, accessibility and determining when it is the best fit to use these systems. Students will study the origin of the cloud, cloud vendors, servers, serverless systems and what can be effectively performed in cloud computing.

BUSS 3810
Internet of Things (IoT) (3; Fall) Students will study the use of the internet of things (IoT) in business and home environments. Learners will identify and evaluate privacy and security, use in business, data collection and connectivity, machine to machine communication and the ever-growing importance of the internet. Students will evaluate the advancement in technology and efficiency made possible by IoT and examine the building blocks of the technology.

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 3945
Introduction to Data Analytics (3: Fall) The students identify the basic concepts of data analytics as applied in various contexts. After learning the basic concepts, students will learn how to differentiate between various topics such as statistical analysis, data mining, data intelligence, data analytics, and data science to describe which approach is most suitable given a certain problem. Finally, students will gain exposure to the various tools and programming languages that are relevant to data analytics, and how these tools yield critical analysis leading to improved decisions.

BUSS 3955
Foundations of Information Systems (3, Spring) Students will study the use of information systems to support the business activities of an organization. Students will study the fundamentals of hardware, software, database management, data communications, decision support systems, office automation, networks, expert systems, and systems analysis and design. Students will work toward the application of these topics in a self-chosen area of study to focus on real-world applicability.

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 4015
Sports Communication (3; TBD) This course will focus on writing and communicating in the Sports world with applied journalistic principles.

BUSS 4110
Public Relations (3, Even Sp) 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)

BUSS 4200
Business Strategy and Policy (3, Sp) 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 4500
Organization and Administration of Sport Management/Kinesiology (3; Sp) A study of possible administrative challenges in departments of physical education as well as departmental organization and facilities use.

BUSS 4710
Computer & Network Security (Cyber Security) (3; Sp) Students will identify types of malicious attacks and ways to identify them, as well as gain knowledge about protecting computer networks from attacks. Malware, social engineering, operating system vulnerabilities, privacy and email hacking will all be addressed. The course will primarily focus on web security and issues around firewalls, viruses, and intrusions.

BUSS 4810
System Analysis & Design (3; Sp) Students will identify the broad terms for describing methods and high-quality information systems that combine technology, data, and information to support business requirements. Students will address meeting client needs, software engineering techniques, and information systems life cycle.

BUSS 4910
Internship (3, FA and Sp) 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, Sp) 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 Sp) 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 Sp) 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 fieldwork in the retail environment will be required. (Prerequisite: Junior standing)

BUSS 4980
Marketing Research (3, Even FA) 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 Sp) 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 the cost benefits of different media and the new trends in the management of e-commerce and social media. (Prerequisite: BUSS 3980)

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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 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 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 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 (3, Fall, Spring) 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 and kinesiology – exercise science majors and cannot be used to fulfill requirements for the biology major. (Requisite: MATH 1520 or placement above; Take CHEM-1300L concurrently; must be taken at the same time as this course.)

CHEM 1300L
Introduction to Chemistry Lab (1) Lab section of CHEM 1300. (Requisite: Take CHEM 1300 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

CHEM 1510
General Chemistry I (3, Fall) The first half of a two-semester sequence, intended for the biology, engineering or kinesiology applied health major, covering the nature of atoms, molecules, and ions, chemical reactions, stoichiometry, electronic structure, periodicity, and chemical bonding. This course also introduces thermodynamics, equilibrium, precipitation, oxidation-reduction, and acid/base chemistry. Registration for this course is restricted to declared majors, or by consent of the instructor. (Prerequisite: MATH 1520 or placement above; Requisite: Take CHEM-1510L concurrently; must be taken at the same time as this course.)

CHEM 1510L
General Chemistry I Lab (1, Fall) Lab section of CHEM 1510. (Requisite: Take CHEM 1510 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

CHEM 1520
General Chemistry II (3, 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. (Prerequisite: CHEM 1510; Requisite: Take CHEM-1520L concurrently; must be taken at the same time as this course.)

CHEM 1520L
General Chemistry II Lab (1, Spring) Lab section of CHEM 1520. (Requisite: Take CHEM 1520 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

CHEM 3110
Organic Chemistry I (3, 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. (Prerequisite: CHEM 1520; Requisite: Take CHEM-1520L concurrently; must be taken at the same time as this course.)

CHEM 3110L
Organic Chemistry I Lab (1, Spring) Lab section of CHEM 3110. (Requisite: Take CHEM 3110 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

CHEM 3120
Organic Chemistry II (3, Spring) A continuation of CHEM 3110 covering the nomenclature, physical properties, spectroscopy, and chemistry of alkynes, alcohols, phenols, thiols, sulfides, ethers, epoxides, aromatic compounds, carbonyl compounds, and amines. (Prerequisite: CHEM 3110; Requisite: Take CHEM-3120L concurrently; must be taken at the same time as this course.)

CHEM 3120L
Organic Chemistry II Lab (1, Spring) Lab section of CHEM 3120. (Requisite: Take CHEM 3120 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

COMM 1260
Oral Communication (3, Fall & Spring) An introduction to the communication process beginning with skills in interpersonal communication and including effective techniques for the research, organization, and presentation of public speeches. A variety of student communication experiences will be provided.

COMM 1270
Interpersonal Communication (3, Odd Fall) This course focuses on communication skills in a dyadic setting. Models of communication, and communication as transaction, process and system will be examined. Variables such as self-awareness, perception, listening, symbol systems (verbal and nonverbal), channels and conflict management will be studied.

COMM 2090
Small Group Communication (3, Even Fall) An examination of the communication processes in interpersonal and small-group settings. This course emphasizes skills necessary for creative and constructive interaction in self-disclosure, conflict, problem-solving, and task-oriented settings.

COMM 2100

Media and Culture (3, Even Fall) Provides a general foundation in media studies 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
Media Writing (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, TBA) An introductory course that emphasizes article writing and touches on digital photography and layout design.

COMM 2231/3231
Newspaper Practicum (3, Fall & 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.

COMM 2300
Digital Photography (3, Odd Fall) Digital photography introduces the student to the ethics and legal issues of journalistic & digital photography. It addresses still photographic techniques of news, feature, and sports photography for newspaper, magazine, and internet reproduction and provides skills in how to tell stories and augment stories through visualization with photography.

COMM 2330
Graphic Design (3, Even Fall) A study of two-dimensional (2-D) design with emphasis on the visual communication design process. Topics include basic terminology and graphic design principles, introduction to the fundamentals of design that lead to the discovery and comprehension of the visual language. Form, balance, structure, rhythm, and harmony are studied in black and white and in color. Various media are used.

COMM 2360
Web Design & Development (3; Odd Spring) Web Design & Development introduces students to design, creation and maintenance of web pages and websites. Students will evaluate quality from both a user interface and design perspective, learn about Web standards and their importance in the workplace and perform introductory work on Web design in a course project. Students will explore multiple tools available to them in the course.

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, TBA) 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, Even 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, Odd 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
Electronic 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, Even Fall & Odd Spring) 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 3320
Animation (3, Odd Fall) This course will explore and examine concepts, characters, and storyboards for basic animation production. Emphasis on creating movement and expression utilizing traditional and/or electronically generated image sequences to communicate stories and messages.

COMM 3380
Introduction to Drones (3, Odd Fall) Students in this hands-on introductory course will receive a basic overview of drones, how they function and fly, while also learning to fly effectively without GPS. They will discuss how drones are currently being deployed for media use as well as commercial and public safety use. This course is designed to teach

students to fly drones legally with an emphasis on safety. It provides a starting point to using drones in multiple disciplines and careers.

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 4015
Sports Communication (3, Odd Fall) This upper division course will focus on writing and communicating in the Sports world with applied journalistic principles. (Prerequisite: COMM-2210 or 2230)

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 the 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, 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 4500

Preaching the Word (3, TBA) 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 regarding finding ways to manage themselves when responding to praise and criticism from congregants. (Pre-requisite: BIBL 3031)

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 4830
Interactive Design (3, Even Spring) Interactive Design is a project-based course that teaches digital communication skills in the context of professional animation and interaction design process, building entities that give prominence to participatory experience. Interactive Design develops three key skill areas: project management and collaboration; design; and professional interactive media authoring tools.

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 & 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 several pressing topics in the contemporary world. (Prerequisites: Sophomore-level standing, ENGL 1210)

E

For ED courses, see course descriptions in Graduate Studies: School of Education section.

EDUC 2000
Introduction to Education (3, Odd Spring) This course is designed to introduce the teaching profession to the undergraduate who is considering a career in teaching.

EDUC 2190
Field Experience for Teachers (1, Even 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 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 students with disabilities and/or learning differences and English language learners. Course requires 15 observational hours in a school setting.

EDUC 4250
Technology for Teaching and Learning (3, Summer, Fall, Spring) Fundamentals of computer literacy: operations,

terminology, and applications. This course is designed to give students hands-on experience with the infusion of educational technology into the elementary and secondary curriculum. Students will engage in a wide range of activities and projects designed to impart a practical understanding of the idea that teaching concepts and skills require expertise in various instructional methods and strategies appropriate for one's academic area. Students will gain firsthand experience in integrating technology into classroom activities to create learning environments that span academic disciplines and address the needs of the diverse learners in today's classrooms. Students receive a Chromebook with this course. This course meets the requirements for a preliminary teaching credential. (Prerequisite: Permission of the School of Education). Note: There is a technology fee for this course.

EDUC 4400
Language Arts in the Elementary School (4, Fall & 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 & 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 & 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. 15 observational hours in a school setting required. This course meets requirements for English Language Learner Instruction.

EDUC 4430
Curriculum and Instruction in the Secondary School (5, Fall & Spring) 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.

EDUC 4460
Multicultural Instruction for Elementary (3, Fall & Spring) In-depth study of theory and practice of second language acquisition, English language development and affective filter, specially designed academic instruction in English (SDAIE), Multi-Tiered Systems of Supports (MTSS), and integrated language development strategies for the content areas. This

course requires 15 observational/student support hours. This course satisfies the General Education cross-cultural requirement.

EDUC 4470
Multicultural Instruction for Secondary (3, Fall & Spring) In-depth study of theory and practice of second language acquisition, English language development and affective filter, specially designed academic instruction in English (SDAIE), Multi-Tiered Systems of Supports (MTTS), and integrated language development strategies for the content areas. This course requires 15 observational/student support hours. 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.

ENGL 1200
College Skills English (3, Fall) An introductory writing course designed to provide students challenged in their English proficiency with the skills needed to succeed in a university environment. Focus on grammar, mechanics, punctuation, and short compositions. Not for college credit.

ENGL 1210
Principles of College Writing I **(3, Fall & 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 & 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 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 2230
Fundamentals of Journalism (3, TBA) An introductory course that emphasizes article writing and also touches on digital photography and layout design. (Also, COMM 2230)

ENGL 2250
Introduction to Theater (3, TBA) 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 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 3220
World Literature (3, 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 Degree Completion programs.) *This course satisfies the General Education cross-cultural requirement.*

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 3362
Fiction Writing (3, TBA) 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, TBA) 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 4220
Children's Literature (3, Even Spring) An overview of literature intended primarily for children. Attention given to selection, interpretation, and teaching of children's literature. ENGL 2100 recommended as prerequisite.

ENGL 4930
Selected Topics in English (1-4, TBA) A course on a topic chosen by the English Department.

ENGR 1000
Introduction to Engineering (3; Fall) This course provides a solid foundation in fundamental skills needed for freshmen and transfer students to academically succeed and professionally prepare them for challenges within the disciplines of Engineering (specifically, mechanical, electrical, chemical, and civil) and related disciplines in Technology Management. The project-based assignments will provide students with opportunities to apply mathematics to solve basic engineering problems, acquire team-working skills, practice written and verbal communication skills, and enhance problem solving and design skills. Early understanding of these skills will assist students throughout their undergraduate experience.

ENGR 1060
Computer Aided Design and Modeling (3) An introduction to design tools and practices associated with the design and development of engineering systems. Solid modeling tools, including part modeling, assembly modeling and the reading and creation of layout drawings. An introduction to Rapid Prototyping and specialized graphic applications. The project portion of the course will focus on "reverse engineering". Reverse engineering will be used to examine the design of existing systems, their assembly, and the engineering principles that form the foundation for the product. Students will model these systems and suggest possible design changes that might lead to improvements in form, function, and/or assembly. Components: 2 hour class, 3 hour Laboratory/Activity. Prerequisites: ENGR 1000 and MATH 1830 or MATH 2430

ENGR 1830

Computer Programming & Algorithms (4) An introduction to structured programming with engineering/business applications. Fundamental programming concepts, algorithm development, and debugging. Students will develop algorithm/software to find solutions to engineering problems. Students write and document code to solve problems in data acquisition, modeling of physical systems, and optimization. Components: 2 hour class, 3 hour Laboratory/Activity. Prerequisites: MATH 1830 or high school math equivalent

ENGR 1950
Engineering Economic Analysis (2) Capital expenditure, economic life and replacement analysis based on net present value, periodic costs, internal and incremental rates of return. Coverage of compound interest, value flows, economic equivalencies, depreciation, taxes and inflation. Prerequisite: ENGR 1000

ENGR 2150
Statics (3; TBA) Deals with forces acting on rigid bodies at rest covering coplanar and noncoplanar forces, concurrent and non-concurrent forces, friction forces, centroid, and moments of inertia. Much time will be spent finding resultant forces for a variety of force systems, as well as analyzing forces acting on bodies to find the reacting forces supporting those bodies. Students will develop critical thinking skills necessary to formulate appropriate approaches to problem solutions. Prerequisites MATH 2530 and PHYS 2510

ENGR 2250
Dynamics (3) Kinematics and kinetics of particles and rigid bodies in translation; rotation and general plane motion; Newton's law, work-energy and impulse methods; linear and angular momentum; impacts; systems of particles and introduction to 3-D kinetics. Prerequisites: ENGR 2150

ENGR 2370
Logic Design (4; TBA) Covers the design and application of digital logic circuits, including combinational and sequential logic circuits. Topics include Boolean algebra, Karnaugh maps, decoders, encoders, and other topics relevant to digital logic design. 3 hours discussion, 3 hours laboratory per week. Prerequisite: ENGR 1830

ENGR 2400
Principles of Materials Science (4; TBA) Course concerns the science underlying the behavior of engineering materials, including the relation between atomic structure and mechanical, electrical, and magnetic properties in metals, ceramics, polymers, composite materials, and semiconductors. Phase diagrams, heat treatment, and corrosion mechanisms are also presented. Laboratory exercises are included to enhance course theory and to provide hands-on experience with materials measurement apparatus and analysis techniques. Two lectures and one laboratory per week. Additional course fee is required. Prerequisite: CHEM 1510

ENGR 2510
Linear Circuits I (4; TBA) DC and sinusoidal circuit analysis, including resistive, capacitive, and inductive circuit elements and independent sources. Ideal transformer. Thevenin and Norton circuit theorems and superposition. Phasors, impedance, resonance, and AC power. Three-phase AC Circuit analysis. 3 hours discussion, 3 hours lab. Prerequisite: MATH 2530. Co-requisite PHYS 2520 (may be taken concurrently.)

ENGR 2520
Linear Circuits II (4; TBA) Circuit analysis techniques for networks with both independent and dependent sources. Network topology. Natural and forced responses for RLC circuits. Complex frequency, poles, and zeros. Magnetically coupled circuits and two-port networks. Introduction to linear algebra, circuit simulation using PSPICE, and mathematical analysis using MATLAB. 4 hours discussion. (Prerequisite: ENGR 2510 Linear Circuits I)

ENGR 2600

Manufacturing Processes (3; TBA) Overview of materials such as metals, alloys, composites and ceramics. Iron and steel making. Primary manufacturing processes such as casting, forging, rolling and extrusion. Secondary processes such as bending, forming and drawing. Mechanics and economics of metal cutting. Special processes such as powder metallurgy. Polymer processing methods. Design and Manufacturing, Manufacturing systems. Overview of CAD/CAM/CNC/CIM and Additive manufacturing systems. Components: 2-hour lecture, 3-hour Laboratory/Activity. Prerequisite: ENGR 2150, ENGR 2400.

ENGR 2910
Sophomore Project (2) Engineering projects performed in small teams to meet the requirements of community-based clients, under the supervision of a faculty mentor. Course involves further introduction of students to tools and technologies for implementation of design and creative works. Progress reports and a final report and presentation are required. Prerequisite: ENGR 1000

ENGR 2940
Principles of Management (3) 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. The course will also cover decision-making, quality, and work teams.

ENGR 3000
Embedded Systems (3; TBA) Presents the concepts and techniques associated with developing low level Embedded Systems Applications, using both Assembly Language and C. Topics include microprocessor architecture concepts, instruction set architectures, Assembly Language programming, data representations, interrupt handling and execution modes, low level C programming, and the use of on-chip and external peripherals. Prerequisite: ENGR 2370

ENGR 3110
Electronics (3; TBA) Practical and theoretical study of fundamental components and circuits, including transistors, diodes, integrated circuits, power supplies, filters, amplifiers, control circuits and digital electronics. Analysis and design of linear amplifiers. Use of Opamps. Prerequisite: MATH 2530. 3 hours lecture/discussion per week.

ENGR 3210
Signals and Systems (3) Analysis and application of continuous-time linear systems, discrete-time linear systems, and methods of signal sampling and reconstruction. Applications of Fourier Series, Fourier Transform and Laplace Transform. Transfer functions, frequency response, and Bode plots. Exploration of digital signal processing using Matlab programming. Prerequisite: MATH 2630 and PHYS 2520

ENGR 3410
Thermodynamics (3) First and second laws of thermodynamics; thermodynamic properties of pure substances and applications of thermodynamic systems operating in steady state and transient processes; energy-systems analysis including conventional power cycles, refrigeration cycles and heat pump cycles. Prerequisite: CHEM 1510 and MATH 2630.

ENGR 3530
Control Systems (3) Modeling, characteristics, performance, and stability of feedback control systems including Nyquist stability. Design and analysis of continuous time-domain control systems using system modeling techniques and simulation software for control algorithms. Evaluation of control system performance and design criteria including feedback, stability, sensitivity, time, and frequency response. Bode plots, PID controllers, and lead-lag compensators. Introduction to similar topics in the discrete-time domains. Laboratory demonstrates the practical application of theoretical concepts. Components: Laboratory, Class. Prerequisites: ENGR 2510 and ENGR 3210.

ENGR 3620
Introduction to Robotics (3) Introduction to robotic manipulation, design, and control. Topics include planar and spatial kinematics, and motion planning; mechanism design for manipulators and mobile robots, multi-rigid-body dynamics, 3D graphic simulation; control design, actuators, and sensors; wireless networking, task modeling, human-machine interface, and embedded software. Weekly laboratories provide experience with servo drives, real-time control, and embedded software. Students apply the concepts in computer simulation and a physical system. 2 hours lecture, 2 hours activity. Prerequisites: ENGR 1830.

ENGR 3830
Principles of Engineering Design (3) This course will demonstrate application of a systems engineering approach to all of the elements of an engineering project. This includes: the consideration of the various stages of design (which include problem identification, concept generation, concept selection and design embodiment); the fundamentals of good design practice (including aesthetics, ergonomics, and safety); and effective teamwork, resource allocation, scheduling, and project management. Graphical, written and spoken language development in the context of academic and professional engineering. The students will produce a complete set of manufacturing drawings as a team exercise and develop their written skills by producing a comprehensive engineering report. * Prerequisites: ENGR 1000, ENGR 1060

ENGR 3850
Digital Systems Design (3; TBA) Extends the study of digital circuits to LSI and VLSI devices. Microcontrollers, architecture, bus organization and address decoding. Design concepts for microcontroller systems, including A/D and D/A conversion, serial communications, bus interfacing, interrupt processing, power regulations, timers, pulse width modulation, programmable I/O ports, and error control coding. 2 hours lecture, 3 hours laboratory. This course requires the use of a laptop computer and appropriate software. Prerequisite(s): ENGR 2370, ENGR 2510

ENGR 3910
Engineering Design and Junior Project (2) An exploration of design methodology and practice under the supervision of a team of faculty. Progress reports including a final report and presentation are required. For this course, the scope of the project typically includes problem definition, development of requirements, and preliminary design work. The course also involves further introduction of students to tools and technologies for implementation of design and creative works. Students work in groups of 3-5 students. Progress reports, a final report and a public seminar are required. Hours: lecture 1 and project work. Prerequisites: ENGR 2910 or permission from instructor.

ENGR 3920
Undergraduate Engineering Research (3) A single research period of engineering related full-time research experience of at least 10 weeks during the summer break. Undergraduate research experience involves students in an original research project. Using one or a variety of methods, students will collect original data and contribute to problem solving in Engineering. As a first research experience, emphasis will be placed on the process of scientific/applied research, including formulation of a research plan, data collection, assessment of data quality, and interpretation based on available data. Students are required to present their results to a diverse audience. **Prerequisites:** Junior standing and permission of department chair. Must be taken before taking ENGR 4910 Capstone Design I

ENGR 3930
Engineering Cooperative Experience (3) Work experience in industry under the direction of the Faculty and the University Internship Program. During the co-op, the student is expected to work for an industry for a semester and a summer. On completion of the coop experience, a written report prepared under the direction of a faculty member is required. **Components:** Field Studies. **Prerequisites:** Junior standing and permission from the Chair. Must be taken before taking ENGR 4910 Capstone Design I

ENGR 3945

Introduction to Data Analytics (4) Students identify the basic concepts of data analytics as applied in various contexts. After learning the basic concepts, students will learn how to differentiate between various topics such as statistical analysis, data mining, data intelligence, data analytics, and data science to describe which approach is most suitable given a certain problem. Finally, students will gain exposure to the various tools and programming languages that are relevant to data analytics, and how these tools yield critical analysis leading to improved decisions.

ENGR 3950
Engineering Internship (3) Work experience in industry under the direction of the Faculty and Internship Program. This program is designed to cover the summer work experience. The internship is designed to provide experiential learning to the student during the summer period. Minimum duration of 300 hours of work under the direct supervision of an on-site engineering supervisor. On completion of the internship, a written report prepared under the direction of a faculty member is required. You may take this course more than once for a maximum of 3.0 units. **Prerequisites:** Junior Standing. Must be taken before taking ENGR 4910 Capstone Design I

ENGR 4030
Quality Engineering (3) Modern quality management philosophies, Statistical Process Control methods and tools for problem solving and ongoing process improvement in manufacturing and business environments. Acceptance sampling procedures and standards, experimental design including Taguchi techniques, quality audits. Economic aspects of quality decisions, basic concepts in reliability analysis. Basics of ISO 9000/9001 quality management system. The statistical approach to methods and procedures associated with quality assurance in manufacturing processes. Components: Laboratory, Class. Prerequisite: ENGR 2610

ENGR 4420
Decision and Risk Analysis (3; TBA) A study of the various types of real-life assessment necessary for realizing a large-scale engineering project, including reliability, probability of risk, decision analysis, and cost-benefit analysis. Application of the basic principles of probability theory and statistics in decision-making and an overview of the art of decision making under uncertainty. Budgeting and financing of engineering projects, public policy, economics, and cost-benefit analysis of engineering projects. Prerequisites: ENGR 1950, MATH 2610

ENGR 4890
Special Topic in Engineering (1-3 Credits) An in-depth study of a current topic of interest to the engineering profession. The topic to be covered will be identified in the course title. Components: Lecture and/or Discussion and/or Laboratory. **Prerequisite(s):** To be determined when the course is offered.

ENGR 4910
Capstone Design Project I (2) Design methods applied to engineering systems in team-based projects, primarily from industry. Rigorous application of design processes and methods. Project definition, planning, and management. Consideration of real-life technical, economic, social, aesthetic, environmental and other constraints. Consideration of several related topics such as creativity, analysis, synthesis, project management, scheduling, time management, engineering ethics, communication, personality types, product safety and liability, copyrights and patents, design for manufacture, economics, and robust engineering. Integration of technical and management knowledge in an open-ended design environment. Oral and written presentation of capstone design results. Initial stage of the capstone design project to be continued in ENGR 4920. Meets Writing graduation requirement. 1 hour lecture, 3 hours supervision. Prerequisites: ENGR 3920 or ENGR 3930 or ENGR 3950 and Senior Standing

ENGR 4920
Capstone Design Project II (3) Continuation of the capstone design project from ENGR 4910 including fabrication, testing, and evaluation of a working prototype. Impact of engineering solutions in global, economic, environmental, and societal context. Ethical and professional responsibilities in engineering including continuing self-education and career

development. Must be taken the semester immediately following ENGR 4910. Oral and written presentation of capstone design results.2 hours lecture, 3 hours supervision. Prerequisites: ENGR 4910, Senior Standing

EXLN 3000
Personal Life Coaching (1; TBA) 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.

EXLN 4000
Ministry Life Coaching (1; TBA) 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.

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, Even 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 Christianity (3, TBA) An overview of the history and inner development of Christianity. 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 3031) (Also BIBL 4030)

HIST 4200
Medieval Europe (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 4700/4701
Selected Topics in Historiography (3, Spring) A seminar 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) Take 4701 if taking a second Selected Topics for elective credit.

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 & 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 and interpretation 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.

K

KINS 2100
Introduction to Kinesiology (3; Fall) An introduction to the foundations of kinesiology and human movement including career opportunities in areas of health and fitness, teaching and coaching. Additional emphasis will be placed on basic anatomy and physiology of movement.

KINS 2200
Methods of Teaching Sports Activities (3; Fall) Introduction to subject matter content, teaching methods, and technique related to the design and implementation of a high school physical education curriculum. Course focuses on the California physical education content standards of High School Course 1 and Course 2.

KINS 3000
Global Health Issues (3; Fall) Students will get an overview of the determinants of health and how health status is measured with a global perspective. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective, doable, sustainable, and fair ways. Special attention will be paid throughout the course to health systems issues. The course will cover key concepts and frameworks but be practical in orientation.

KINS 3100

Exercise Physiology (3; Fall) Physiological principles of exercise. Topics include the response and adaptations of the neuromuscular systems, bioenergetics, and the endocrine, cardiovascular and pulmonary systems to exercise. Prerequisites: BIOL 1310 Human Anatomy, BIOL 1320 Human Physiology.

KINS 3200
Measurement and Evaluation in Kinesiology (3; Spring) Designed to develop an understanding of measurement and evaluation concepts; application relevant to assessment in the psychomotor, cognitive, and affective domains; activities include collection and computer analysis of data. Prerequisites: BIOL 1310 Human Anatomy

KINS 3210
Prevention and Care of Athletic Injury (3; Fall) 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. (Prerequisite: BIOL 1310 Human Anatomy)

KINS 3300
Biomechanics (3; Spring) Anatomical and mechanical bases of human movement with application to more skillful and safe performance. Qualitative and quantitative methods of analysis are introduced. Prerequisites: BIOL 1310 Human Anatomy, BIOL 1320 Human Physiology and any MATH course.

KINS 4100
Exercise & Sport Psychology (3; Fall) This course examines the foundations of psycho-social principles, theories, and research related to sport and exercise behavior. Select topics include motivation, goal setting, stress, anxiety, group dynamics, leadership, injury, and exercise adherence. Students learn how to integrate this knowledge into their given discipline. Prerequisite: PSYC-1600 Introduction to Psychology

KINS 4200
Exercise Prescription (3; Fall) Introduction to the essential principles and skills of exercise testing and prescription. Students acquire knowledge of and skill in risk factor and health status identification, fitness appraisal, and exercise prescription for low to moderate risk individuals and individuals with controlled diseases. Students demonstrate the ability to incorporate suitable and innovative activities that will improve an individual's functional capacity. In addition, advanced concepts of strength, flexibility and body composition are discussed. Prerequisite: BIOL 1310 Human Anatomy

KINS 4410
Movement Experiences for Children (3; Fall) A study of the physical needs of elementary school age children. Emphasis is on physical growth and development, basic movement skills, and the designing of movement programs for children.

KINS 4430
Applied Motor Development (3; Spring) An advanced study of the physical growth and development of humans and how it interacts with and influences motor learning and performance. Prerequisite: PSYCH 3016 Lifespan Development

KINS 4440
Health Education & Promotion (3; Spring) Foundation in the history, philosophy, theory, and ethics of health education. Emphasis on the roles and responsibilities of health education specialists, the settings where they are employed, and the ethics of the profession. Prerequisites KINS-2100 Introduction to Kinesiology

KINS 4460
Exercise & Nutrition for Special Populations (3; Spring) A study of anatomical and physiological differences of special populations and related variations to exercise testing, precautions, prescription, and nutrition. Emphasis will be on pregnant, elderly, youth, obese, cardiac, and other disease populations. Prerequisites: KINS- 4200 Exercise Prescription.

KINS 4500
Organization and Administration of Kinesiology (3; Spring) A study of possible administrative challenges in departments of physical education as well as departmental organization and facilities use. Prerequisite: Prerequisite KINS 2100 Introduction to Kinesiology

KINS 4600
Kinesiology Internship (3; Fall / Spring/Summer) This course helps students to apply their knowledge, skills, and abilities in a practical setting. Students use an integrated approach to the assessment, development, implementation, and management of exercise and fitness programs under the direction of an approved exercise science professional. . Requires 150 clock hours of internship experience. Prerequisite: KINS-3100 Exercise Physiology

KINS 4300
Clinical Experience (3; Fall / Spring/Summer) This course helps students to apply their knowledge, skills, and abilities in a practical clinical setting. Students use an integrated approach to the assessment, development, implementation, and management of exercise and fitness programs under the direction of an approved exercise science professional. Requires 150 clock hours of internship experience Prerequisite: KINS-3100 Exercise Physiology

L

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
Experiential Leaning (**0, Fall & Spring)** is a one term/non-credit earning graduation requirement for all traditional undergraduate requirement for all traditional undergraduate students. The purpose of this experience is to have students engage with the local community in a meaningful way, and through that experience, learn more about themselves. This experience can either take the form of volunteerism/service or the form of an externship/job shadow.

LEAD 3010
Student Leadership Seminar (1, Fall & 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, Odd Fall) An introduction to the theory and practice of language acquisition as applied to learning a world language (WL). The course explores second and foreign language acquisition theory including an introduction to strategies that best facilitate effective second and foreign language acquisition. The course will also involve a self-guided learning experience in the language of student choice. Students will learn through experience how to assess WL proficiency levels, set goals in the WL, and use WL instructional and self-help strategies to meet WL learning goals.

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 & 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 (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 1520
Intermediate Algebra (3, Fall, Spring) After a quick review of elementary algebra, the course continues in the study of first- and second-degree equations, inequalities, exponential and logarithmic functions, and solutions of systems of equations and inequalities. Problem-solving skills will be emphasized, and topics relevant to college math courses will be presented. (Prerequisite: 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; high school Algebra II or its equivalent; or placement by exam)

MATH 2030
Discrete Mathematics (3, TBA) 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 2400
Math Concepts for Teachers I **(3, Even 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 demonstrated algebra competency)

MATH 2410

Math Concepts for Teachers II (3, Odd Spring) A study of geometric figures, measurement, algebra and functions, mappings, statistics, and probability. A conceptual approach is supplemented with laboratory activities. (Prerequisite: MATH 1520 or demonstrated algebra competency)

MATH 2430
Calculus I (4) 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; or placement by exam)

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)

MATH 2610
Statistics (3, Fall & Spring) An examination of the fundamentals of statistical theory, with an emphasis on the use and interpretation of elementary descriptive and inferential statistics. (Prerequisite: MATH 1520 or demonstrated algebra competency)

MATH 2630
Calculus III (3) A study of vectors, partial derivatives, multiple integrals, optimization, and line and surface integrals. Graphics software and graphing calculators may be used to illustrate the application of calculus to real-life problems. (Prerequisite: MATH 2530)

MATH 2730
Linear Algebra (3, Fall) 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 3930
Differential Equations (3, 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)

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 3205
Personal Health of the Leader (3; TBA) 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 one's prayer life.

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 3600
Ministry Internship I (2, Fall & 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 & 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 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.

MINS 4900
Evangelism and Community Engagement (3; TBA) Sharing the good news of Jesus as individuals and sharing the good news in the context of church ministry united 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.

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 to 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 & 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 to 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 & 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 to those students with two years' experience in large ensembles. *Note: This course is a Performance Ensemble.*

MUAP 1721/3721
Vocal Ensemble (1, Fall & 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 to those students with two years' experience in small ensembles. Must be enrolled in Chorale.

MUAP 1722/3722
Simpson Symphonic Choir (1, Fall & 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 & 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 to 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 to 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 & 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 & MINORS
Juries, studio class and recital performance required.

PRIVATE INSTRUCTION FOR NON-MUSIC MAJORS & 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 & 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 & 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 & 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 people who will teach music as specialists or in a 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. May choose from a variety of sections such as **Gospel Choir, Jazz Ensemble, Worship Team, Pep/Marching Band, Pop/Rock Ensemble, K-Pop Dance & Music.** Course may be repeated.

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 & Spring) Required of all applied majors, optional for others. One-half hour of music will be performed in public and graded by the 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 & 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 for 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 & 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 & Spring) Supervised music ministry in conjunction with a local church, working alongside a minister of music or other pastoral staff member. Duties should include 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 that 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 an opportunity for developing basic skills in the utilization of musical materials. (Prerequisite: MUSI 2620 or instructor consent)

N

For NURS course descriptions, see p. 218.

NTES 3000
Gospels and Johannine Literature (3; TBA) 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.

NTES 3005
Greek I. (3; TBA) 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.

NTES 4000
Acts and Epistles (3; TBA) 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.

NTES 4005
Greek II (3; TBA) 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.

O

ODLE 1000
Introduction to Outdoor Adventure Recreation (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, Spring) 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 the 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. 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. The 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 several 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 several 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 training 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 Adventure Recreation (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 XXXX

Ecotourism (3, Winter): This course will most often be offered as a travel course allowing students to learn experientially about ecotourism through adventures in international locations renowned for and reliant upon tourism. Students will learn practices that conserve the local ecosystem while honoring and empowering the hosting community.

Natural Interpretation (3, Even Fall): This course will equip students to teach in place-based education. Students will learn to connect visitors to Important natural, cultural and historical resources at parks, historical sites and in nature.

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 developing a personal philosophy for individual and group instruction and understanding 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 Adventure Recreation 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 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, 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
Recreational and 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 using 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 Adventure Recreation (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." Various leadership theories are explored with special emphasis given to 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 Adventure Recreation 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 4950
Senior Seminar (3, Spring) This course is designed to prepare the student to transition from student to professional in 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)

OTES 3000
Pentateuch (3; TBA) 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.

OTES 3005
Kings & Prophets (3; TBA) 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.

OTES 4000
Wisdom Literature (3; TBA) This is an intermediate-level overview of the historical and poetic books of the Old Testament and 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.

P

PHED 1100
Fitness and Wellness (1, Fall & 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.) (Pass/Fail)*

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, TBA) This class incorporates all elements of fitness. Students will increase their cardiorespiratory endurance, build strength, and 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 various injuries, including burns, wounds, head and spinal trauma, temperature-related emergencies; and many 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 training 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) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

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.) (Pass/Fail)

PHED 1600
Table Tennis (1, TBA) 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.) (Pass/Fail)

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.) (Pass/Fail)

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, Even Fall) Includes an introduction to critical thought techniques emphasizing 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.

PHYS 1510
Introduction to Physics (3) 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 placement above; Requisite: Take PHYS-1510L concurrently; must be taken at the same time as this course.)

PHYS 1510L
Introduction to Physics Lab (1, Fall) Lab section of PHYS 1510. (Requisite: Take PHYS 1510 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

PHYS 2110
General Physics I (3, Fall) The first of a two-semester sequence, providing a general introduction to physics for biology and kinesiology majors. Covers mechanics, heat and sound, electricity and magnetism, light, and atomic and molecular physics. (Prerequisite: MATH 1830; Requisite: Take PHYS-2110L concurrently; must be taken at the same time as this course.)

PHYS 2110L

General Physics I Lab (1, Fall) Lab section of PHYS 2110. (Requisite: Take PHYS 2110 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

PHYS 2120
General Physics II (3, Fall) The second of a two-semester sequence, providing a general introduction to physics for biology and kinesiology majors. Covers mechanics, heat and sound, electricity and magnetism, light, and atomic and molecular physics. (Prerequisite: PHYS 2110; Requisite: Take PHYS-2120L concurrently; must be taken at the same time as this course.)

PHYS 2120L
General Physics II Lab (1, Fall) Lab section of PHYS 2120. (Requisite: Take PHYS 2120 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

PHYS 2510
University Physics I (4; Spring) A calculus-based introductory physics course that covers kinematics and Newton's laws of motion; conservation laws for momentum, energy, and angular momentum; torques and static equilibrium; simple harmonic motion. (Prerequisite: Math 2530 - may be taken in the same semester; Requisite: Take PHYS-2120L concurrently; must be taken at the same time as this course.)

PHYS 2510L
University Physics I Lab (1, Fall) Lab section of PHYS 2510. (Requisite: Take PHYS 2510 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

PHYS 2520
University Physics II (4; Fall) Continuation of PHYS 2510 covering electric fields and forces, electric potential, resistors, capacitors, and DC circuits; magnetic fields and forces, electromagnetic induction and inductors, electromagnetic waves, and Maxwell's equations; and geometrical and physical optics. (Prerequisite PHYS 2510; Requisite: Take PHYS-2120L concurrently; must be taken at the same time as this course.)

PHYS 2520L
University Physics II Lab (1, Fall) Lab section of PHYS 2520. (Requisite: Take PHYS 2520 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

PHYS 3200
Earth and Space Science (3, Fall & Spring) 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. Emphasis will be placed on reconciling the current understanding of geology and cosmology with the biblical account. (Prerequisite: Completion of 30 units.)

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, Even 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 in political science. The topic is selected from relevant areas of interest and will give students an opportunity to gain breadth in 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, Odd Spring) 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 3500
Research Methodology (3) Some people may be under the impression that Political Scientists simply engage in argumentative discussions about contemporary politics with one another, much like in talk shows. Political Science, however, is driven primarily by curiosity, a desire to comprehend how the (political) world works. Rather than giving easy answers, students should learn to ask the right questions about particular events or processes in order to come to some preliminary understanding of them. In this course, you will be confronted with the basic approach to political inquiry: that is, how to ask questions, and how to go about answering them. You will learn about the two logics of political inquiry, quantitative and qualitative. You will pursue research projects both in a group setting and individually. In the end, you should have an idea of how to write a research paper. But more importantly, I hope that you will have gained new insight on how to approach and understand the world as a whole.

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 Spring) 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) This course provides a more specific evaluation and analysis of issues within the criminal justice system and may include theories of the nature and causes of crime, specific issues in search or investigation or efforts of the criminal justice system to predict, prevent, modify, and correct behavior.

POLS 4005
Selected Topics in Political Science (3, Even Spring) This course exposes upper-level students to specific areas of study in 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 take part 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 & 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, TBA) 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

Abnormal Psychology (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; Fall) 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, TBA) 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 3005
Experiencing Psychology and Social Work (1, Fall & 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 supply 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 3016
Lifespan Development (3; Fall & Spring) 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 3080
Applied Psychology (3; Fall) This course will focus on applying the principles of research and psychological theory into real life situations. Students will learn the most valid/ impactful psychological theories and learn how to use them to improve their own life as well as other institutions they care about. This class will have both personal and professional implications.

PSYC 3100
Psychological Testing (3, 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, TBA) 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 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 3600W
Marriage and Family (3, TBA) 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 3615
Statistics for Social Sciences (3; TBA) 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 3720
Counseling Skills & Theories (3, Fall) 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, TBA) 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 3900
Psychology Teaching Assistantship (1; TBA) Students enrolled in this course will be taught how to instruct students taking Foundations in Psychology and Social Work (PSYC 3500). This will include training in, and execution of, teaching students how to author papers within the discipline of psychology, grade assignments, and facilitate small group learning activities. As part of this course, students will take part 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; and instructor consent)

PSYC 4100
Human Sexuality (3, TBA) 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 4410W
Selected Topics in Psychology (3, TBA) This course exposes upper-level students to specific areas of study in psychology. Students will be exposed to primary sources of information related to the selected topic. Students are expected to make periodic presentations on 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 4680
Physiological Psychology (3, TBA) This course examines the physiological basis of human behavior. The role of sensation, central and peripheral nervous system functions, and glandular and muscular responses in the total organization of behavior will be assessed. (Prerequisite: PSYC 1600 or SOCI 1800)

PSYC 4690W Senior Seminar (3, TBA) 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 and 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 a career in a human services field. Must be taken in sequence beginning with the fall semester. 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 to enroll in PSYC 4923.) (Also, SOCI 4922/4923)

PSYC 4930/4931
Research Experience (3-3, TBA) An upper-division course designed to prepare students for graduate programs in psychology. Requirements may include 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 members and group meetings with other students conducting research. (Prerequisite: Consent of faculty supervisor; PSYC 4930 is a prerequisite for PSYC 4931) Students must pass 4930/4931 with a 'C' or better.)

R

RELI 3200
World Religions (3; TBA) 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.

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) 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 3600W
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, 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 & 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. A seminar course is included, which is phenomenological in exploring the student's development and identity within a career in a human services field. Must be taken in sequence beginning with the fall semester. 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 to enroll in SOCI 4923.) (Also, PSYC 4922/4923)

T

TESL 3000
TESOL Theory (3, Even 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, Odd 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 Fall) 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 a chance to teach in an ESL environment and must show the ability to plan and execute appropriate lesson plans, assess ESL students' response to lessons and adjust their instruction accordingly. Students will be expected to apply the knowledge gained in earlier 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)

CORE 2000
Engaging Faith and Society (3, Fall & 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 3250
Events in Church History (3; TBA) This entry-level course offers students a sweeping overview of church history. It focuses on major events such as the Council of Nicaea, 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.

THEO 3600
Christian Theology (3, Fall & 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 3031)

THEO 3615
Intro to Christian Theology (3; TBA) 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.

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, 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 4300
Sin, Salvation, and the Mission of God (3; TBA) This course focuses on the nature of sin and its impact on humanity (Hamartiology), on God's design for saving humankind (Soteriological core concepts including justification, sanctification, and glorification and adoption into the family of God), and the mission of God (redemption available for all humankind) emphasizing the Great Commission.

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 3031, 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 to communicate the gospel and disciple new believers. (Prerequisites: BIBL-1300, BIBL-1310, BIBL-2220, and THEO 3600)

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 3031)

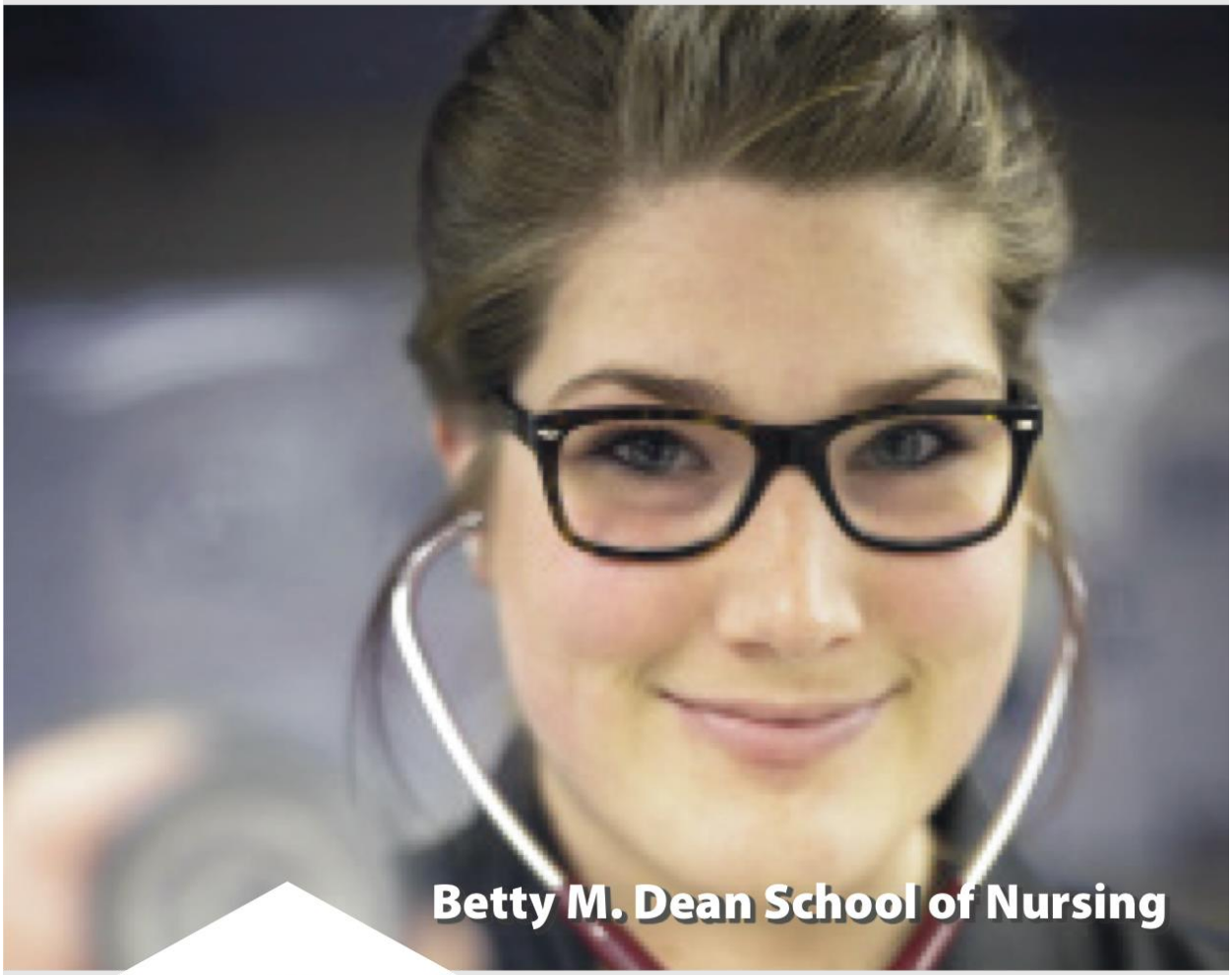
Y

YUTH 3110
Youth Ministry I (3, Fall) Exploration of philosophies and models of youth ministry and 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 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 3720)



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

ACADEMIC CALENDAR

FALL 2024

Aug. 23-25	Friday – Sunday	New Student Orientation
Aug. 25	Sunday	Last Day for Registration
Aug. 26	Monday	School of Nursing New Student Orientation
Aug. 26	Monday	Classes Begin
Aug. 30	Friday	Opening Academic Convocation (10:20am - 11:20am)
Sept. 3	Monday	Last Day to Add Classes
Sept. 6	Friday	Last Day to Drop Classes
Sept. 20	Friday	Chapel by Major
Sept. 23-27	Monday - Friday	Global Impact Week
Oct. 18	Friday	Mid-Term Grades Due
Oct. 30	Wednesday	Day of Shalom (Day Classes Cancelled)
Nov. 1	Friday	Last Day to Withdraw from Classes
Nov. 11	Monday	Veteran's Day (Day Classes Cancelled)
Nov. 25 - 29	Monday - Friday	Thanksgiving Vacation (Offices Closed Thursday & Friday)
Dec. 9 - 13	Monday - Friday	Finals Week
Dec. 12	Thursday	Nursing Pinning Ceremony
Dec. 14 - Jan. 12	Saturday – Sunday	Winter Break
Dec. 18	Wednesday	Grades Due (Noon)

WINTER 2024 – 2025

Dec. 16	Monday	Classes Begin (Online)
Dec. 16	Monday	Last Day to Register for Winter Term Course (non-travel)
Dec. 18	Wednesday	Last Day to Drop
Jan. 1	Wednesday	Last Day to Withdraw
Jan. 12	Sunday	Last Day of Course
Jan. 13	Monday	Grades Due (Noon)

SPRING 2025

Jan. 12	Sunday	New Student Orientation
Jan. 12	Sunday	Last Day for Registration
Jan. 13	Monday	Classes Begin
Jan. 20	Monday	MLK Day (Day Classes Cancelled)
Jan. 20	Monday	Last Day to Add Classes
Jan. 24	Friday	Last Day to Drop Classes
Feb. 7	Friday	Chapel by Major
Feb. 17	Monday	President's Day (Day Classes Cancelled)
Mar. 7	Friday	Mid-Term Grades Due
Mar. 10- 14	Monday-Friday	Spring Break
Mar. 21	Friday	Last Day to Withdraw from Classes
Apr. 9	Wednesday	Simpson Student Research Symposium (No Classes)
Apr. 18	Friday	Good Friday (Easter Weekend) (Offices Closed)
Apr. 20	Sunday	Easter

Apr. 25	Friday	Awards Chapel (10:20am - 11:20am)
Apr. 25	Friday	Blessing of the Hands Ceremony (Nursing)
Apr. 28 - May 2	Monday-Friday	Finals Week
May 1	Thursday	Nursing Pinning Ceremony
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement
May 7	Wednesday	Grades Due (Noon)

MAY & SUMMER COURSES 2025

May 12 – June 6	May Term (Tentative)
May 12 – August 15	TUG Summer Term
July 19 – 20	Redhawk Summer

GENERAL INFORMATION

Simpson University's Betty M. Dean School of Nursing offers students a quality Christian education embracing a faith-based nursing curriculum in which caring is at the core of nursing. Through innovative teaching and committed faculty, nursing students engage in informative discussions, small classroom settings, and invaluable hands-on learning experiences in state-of-the-art simulation labs to promote student achievement of the program learning outcomes.

OVERVIEW: PRE-LICENSURE NURSING (BSN)

Simpson University nursing program offers a traditional Bachelor of Science in Nursing track, preparing entry-level professional nurses to effectively serve the health needs of the individual, community, society, and world to integrate Christian caring into nursing practice.

Upon completion of the nursing program, graduates will be eligible to take the NCLEX-RN state-licensing exam. Graduates are also eligible to apply for the California Public Health Nurse (PHN) certificate upon passing NCLEX-RN exam.

OVERVIEW: POST-LICENSURE NURSING (RN-BSN)

The Betty M. Dean School of Nursing offers an accelerated Registered Nurse to Bachelor of Science in Nursing track (RN – BSN) catering to working registered nurses (currently licensed in the U.S.) who want to develop professional skills.

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. See CAMPUS MAP for more detailed information.

ACADEMIC CALENDAR

The traditional undergraduate program (BSN) follows the academic calendar for the School of Traditional Undergraduate Studies. See the Academic Calendar at the beginning of this section for specific information.

CAMPUS LIFE

The traditional undergraduate program follows the same campus-life guidelines as the School of Traditional Undergraduate Studies. See Campus Life section. Student-life guidelines for the RN-BSN Track can be found within the corresponding section of the course catalog. on p. 21

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 as directed by the Admissions office in collaboration with the nursing program. Students will be informed of their admission status by the dean for the School of Nursing 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 the semester.

Two grade point average (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 requirement. 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 1430, 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 within the corresponding section of the course catalog.

FINANCIAL INFORMATION
The traditional undergraduate (TUG) program for the Bachelor of Science in Nursing (BSN) degree follows the same fee schedule and financial aid guidelines as the School of Traditional Undergraduate Studies.

Financial information pertaining to the RN-BSN Track can be found within the corresponding section of the course catalog.

ACADEMIC POLICIES & PROCEDURES

The traditional undergraduate (TUG) program for the Bachelor of Science in Nursing (BSN) degree 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 within the corresponding section of the course catalog.

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

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. If 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 (52 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)

HUMA 1460 World Civilizations II (3)

SCIENCES (19)

*+BIOL 1310 Human Anatomy + BIOL 1310L Human Anatomy Lab (3+1)
*+BIOL 1320 Human Physiology + BIOL 1320L Human Physiology Lab (3+1)
*+BIOL 2110 Nutrition (3)
*+BIOL 2310 Microbiology + BIOL 2310L Microbiology Lab (3+1)
+CHEM 1300 Introduction to Chemistry + CHEM 1300L Introduction to Chemistry Lab (3+1)

SOCIAL SCIENCES (9)

*ANTH 3110 Cultural Anthropology (3)
*+PSYC 1600 Intro to Psychology (3)
*+ PSYC 3016 Lifespan Development (3)

FOUNDATIONAL STUDIES REQUIREMENTS (9)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
*+ CORE 2000 Engaging Faith and Society (3)
LEAD 2000 Experiential Learning (0)

+ 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) OBJ
*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 for information about prerequisites.*

TOTAL PROGRAM
General Education 52
Nursing Major 68
TOTAL 120

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 3110
Cultural Anthropology (3) 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) 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) 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.

BIOL 1310
Human Anatomy (3, Fall) A systematic approach to the study of human histology and gross anatomy. The course will include the dissection of mammalian organs and tissues. Three hours of lecture and four hours of lab per week. Does not satisfy t for the biology major. *Note: There is a lab fee for this course.*

BIOL 1310L
Human Anatomy Lab (1) Lab section of BIOL 1310. (Requisite: Take BIOL-1310L concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 1320
Human Physiology (3, 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 1510, or consent of department chair) (Requisite: Take BIOL-1310L concurrently - Must be taken at the same time as this course.)

BIOL 1320L
Human Physiology Lab (1) Lab section of BIOL 1320. (Requisite: Take BIOL-1320 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

BIOL 2110
Nutrition (3) 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 (3, 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) (Requisite: Take BIOL-2310L concurrently - Must be taken at the same time as this course.)

BIOL 2310L
Microbiology Lab (1) Lab section of BIOL 2310. (Requisite: Take BIOL-2310 concurrently - Must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

C

CHEM 1300

Introduction to Chemistry (3, Fall, Spring) 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 and kinesiology – exercise science majors and cannot be used to fulfill requirements for the biology major. (Requisite: MATH 1520 or placement above; Take CHEM-1300L concurrently; must be taken at the same time as this course.)

CHEM 1300L
Introduction to Chemistry Lab (1) Lab section of CHEM 1300. (Requisite: Take CHEM 1300 concurrently; must be taken at the same time as this course.) *Note: There is a lab fee for this course.*

COMM 1260
Oral Communication (3) 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
Engaging Faith and Society (3) 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 in several pressing topics in the contemporary world. This section is confusing and may need revision from the Theology department 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, ENGL 1210)

E

ENGL 1210
Principles of College Writing I (3) 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) 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 1460
World Civilizations II (3) 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
Experiential Learning (0) is a one term non-credit earning graduation requirement for all traditional undergraduate

students. The purpose of this experience is to have students engage with the local community in a meaningful way, and through that experience, learn more about themselves. This experience can either take the form of volunteerism/service or the form of an externship/job shadow.

M

MATH 2610
Statistics (3) An examination of the fundamentals of statistical theory, with an emphasis on the use and interpretation of elementary descriptive and inferential statistics. (Prerequisite: MATH 1520 or demonstrated algebra competency) (Also BUSS 2610)

N

NURS 2310
Foundations of Nursing and Professional Seminar (5) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The focus of the course 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) The nursing elective is an intensive clinical experience providing application of nursing content from all previous courses. Students will 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) The focus of the course is on critical care nursing concepts. Emphasis is placed on refining skills in problem-solving and clinical reasoning 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) 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) The focus of the course 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) The focus of the course 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) 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) 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) 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) 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.

RN-BSN TRACK INFORMATION

ACADEMIC CALENDAR
(RN-BSN TRACK)

FALL 2024
Aug. 26 Classes begin
Dec. 15 Classes end
***Commencement for Spring, Summer, and Fall Graduates will be at the end of Spring Semester

SPRING 2025
Jan. 13 Classes begin
May 6 Classes end
May 2 Baccalaureate (7 p.m.)
May 3 Commencement for Fall, Spring and Summer graduates

SUMMER 2025
May 12 – August 24 Summer Term

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

ADMISSIONS INFORMATION (RN-BSN TRACK)

APPLICATION PROCEDURE

FOLLOWING PROCESS IS REQUIRED:

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 11 or newer, or the latest Mac OS
b. Minimum 8 GB of RAM (16 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 365 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 to describe how they will work for success in the program. 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. 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 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.

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 several 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).

Regarding 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, (e.g., seminars, business, church, other military training). Credit for examinations (e.g., AP, IB or CLEP) is only available to students currently enrolled at Simpson University.

ACADEMIC ADVISING

Academic advising for all students is facilitated 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 (e.g., 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 SYSTEM

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

Letter Grade Point Average:

A 4.0	C 2.0
A- 3.7	C- 1.7
B+ 3.3	D+ 1.3
B 3.0	D. 1.0
B- 2.7	D- .07
C+ 2.3	F 0.00

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 posting 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.

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 I'm hoping someone in the Registrar can verify this section and process. I am unfamiliar with how

registration is facilitated for these students.... 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 hold, 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 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.

If the refund date has passed, and the student is forced to withdraw by an emergency out of his or her control (e.g., 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 & CREDIT

For students who have missed more than 20 percent of a course (4 hours) for any reason, credit may be withheld (an "F" will be recorded as the grade) at the discretion of the professor and the dean for the School of Nursing. 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 (e.g., 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 because of non-attendance may be ineligible for financial aid. Students must contact the instructor and the dean for the School of Nursing if they miss or are late for 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 into 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.

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:

Warning GPA	*Probation GPA*	*Disqualification GPA*
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 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 because 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

All students seeking to complete a degree must apply for graduation to be eligible to receive their degree, diploma, and participate in Commencement. Candidates for degrees must submit the online Application for Graduation, along with a $150 graduation fee, to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether the student chooses to participate in commencement or receive their regalia.)* It is the responsibility of the student to ensure a grad plan has been approved and archived on Student Planning by the academic advisor prior to submitting the application for graduation. Please do not submit applications if more than 55 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

	OPEN	CLOSES
SU24	September 18, 2023	February 2, 2024 (Closed)
FA24	November 6, 2023	March 8, 2024 (Closed)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025

FA25	November 4, 2024	March 7, 2025
SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

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 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 in Nursing (BSN) 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.
3. Completion of all 84 required general education credits as outlined in the section titled "General Academic Requirements."
4. 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

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 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 (i.e., 6 months). The graduation process above must still be followed.

If 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 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 to graduate with distinction.

BACCALAUREATE SERVICE
A baccalaureate service will be held on the Friday evening prior to May 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 to participate in a commencement ceremony. Graduating students are strongly encouraged to participate in the commencement ceremony.

OTHER POLICIES & 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 11 or newer, or the latest Mac OS
2. Minimum 8 GB of Ram (16 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. Firefox, 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. Please see www.simpsonu.ecampus.com for information about bookstore services and products.

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 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 or director (TUG, Degree Completion, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by the 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 for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period, set by the dean for 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 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, 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, 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, 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, it 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.

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.

HEARING 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 team member(s).

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 Student Success Center provides academic coaching, tutoring (when available), test proctoring, and disability accommodations.

The Student Success Center also provides career services, personal counseling, and support.

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. RN-BSN students are subject to the TUG Student Handbook, which includes a more complete code of conduct for students. The handbook can be found at www.simpsonu.edu/studenthandbook. The following section provides examples of the Simpson University community guidelines.

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.

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 ID cards are issued at enrollment and may be used to check out books from the library at Simpson University. If your card is lost, there may be a fee to receive a new card.

BOOKSTORE
Please see www.SimpsonU.Ecampus.com for information about bookstore services and products.

CLASS VISITORS
Permission may be granted to visit classes only to people considering entrance into the program. The Dean for the School of Nursing 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-DISCRIMINATION STATEMENT
Simpson University does not discriminate based on 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
RN-BSN TRACK

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 Christianity 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 Christianity 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

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. The focus will include 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 regarding 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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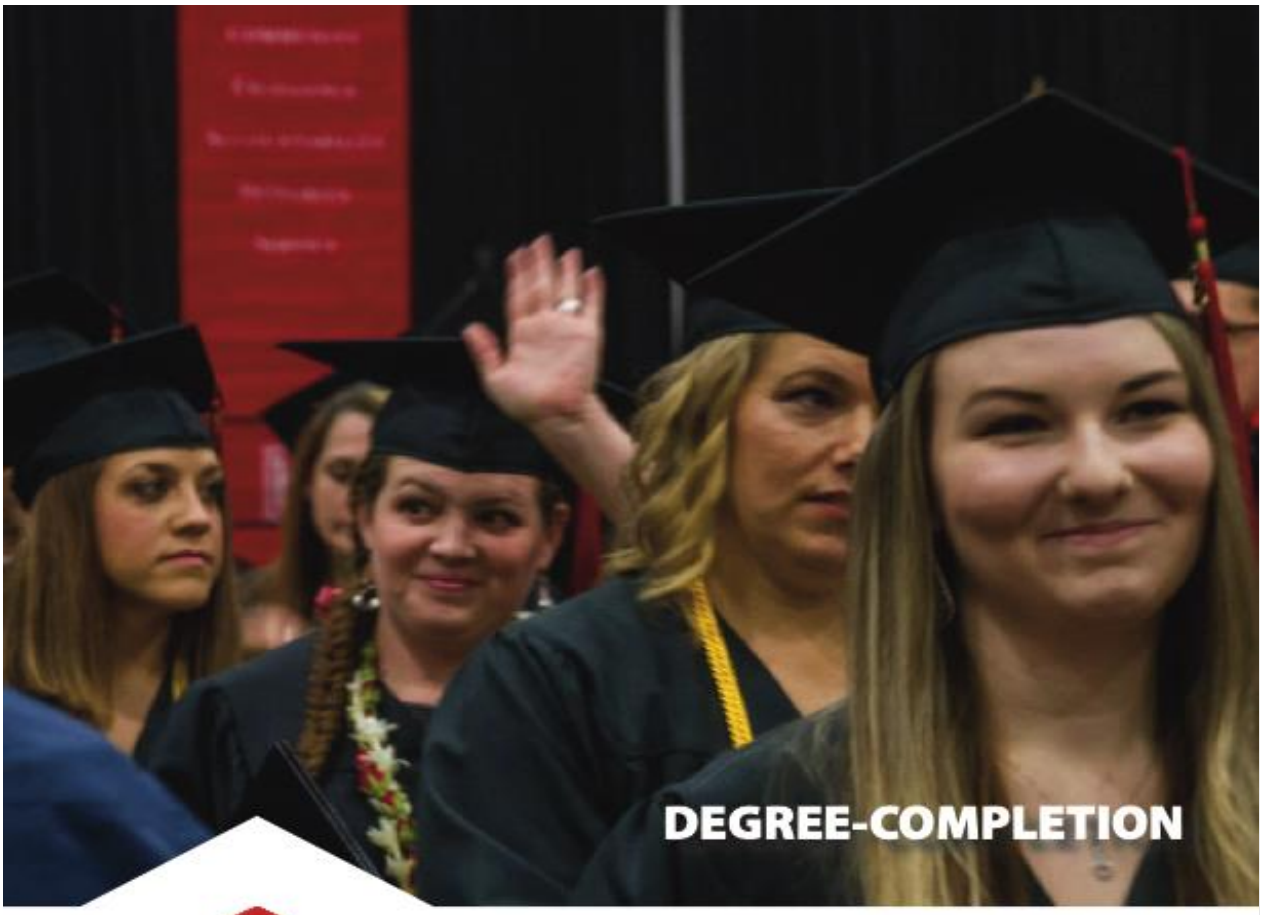
PHIL 3500
Christianity and World Religions (3) This course introduces the history and central beliefs of Christianity and other world religions with emphasis on the ethical implications of each religion for modern society and understanding divergent worldviews.



Academic Calendar

Campus Location and Map

General Information

ADULT STUDIES: DEGREE COMPLETION PROGRAMS

ACADEMIC CALENDAR

(Fall, Spring, & Summer
In-Person and Online Bachelor's Programs)

FALL 2024

Aug. 20 - 26	New Student Orientation
Aug. 26 – Oct. 13	Term 1
Aug. 26	Last Day to Add
Aug. 30	Last Day to Drop
Oct. 21 – Dec. 15	Term 2
Oct. 25	Last Day to Drop
Nov. 25 – Nov. 29	Thanksgiving Break

SPRING 2025

Jan. 7 – 13	New Student Orientation
Jan. 13 – Mar. 2	Term 1
Jan. 13	Last Day to Add
Jan. 17	Last Day to Drop
Mar. 17- May 4	Term 2
Mar 21	Last Day to Drop
May 2	Baccalaureate
May 3	Commencement for Fall, Spring, and Summer Graduates

SUMMER 2025

May 6 – 12	New Student Orientation
May 12 – June 29	Term 1
May 12	Last Day to Add
May 16	Last Day to Drop
July 7 – Aug. 24	Term 2
July 11	Last Day to Drop

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

CAMPUS LOCATION & MAP

DIRECTIONS TO CAMPUS

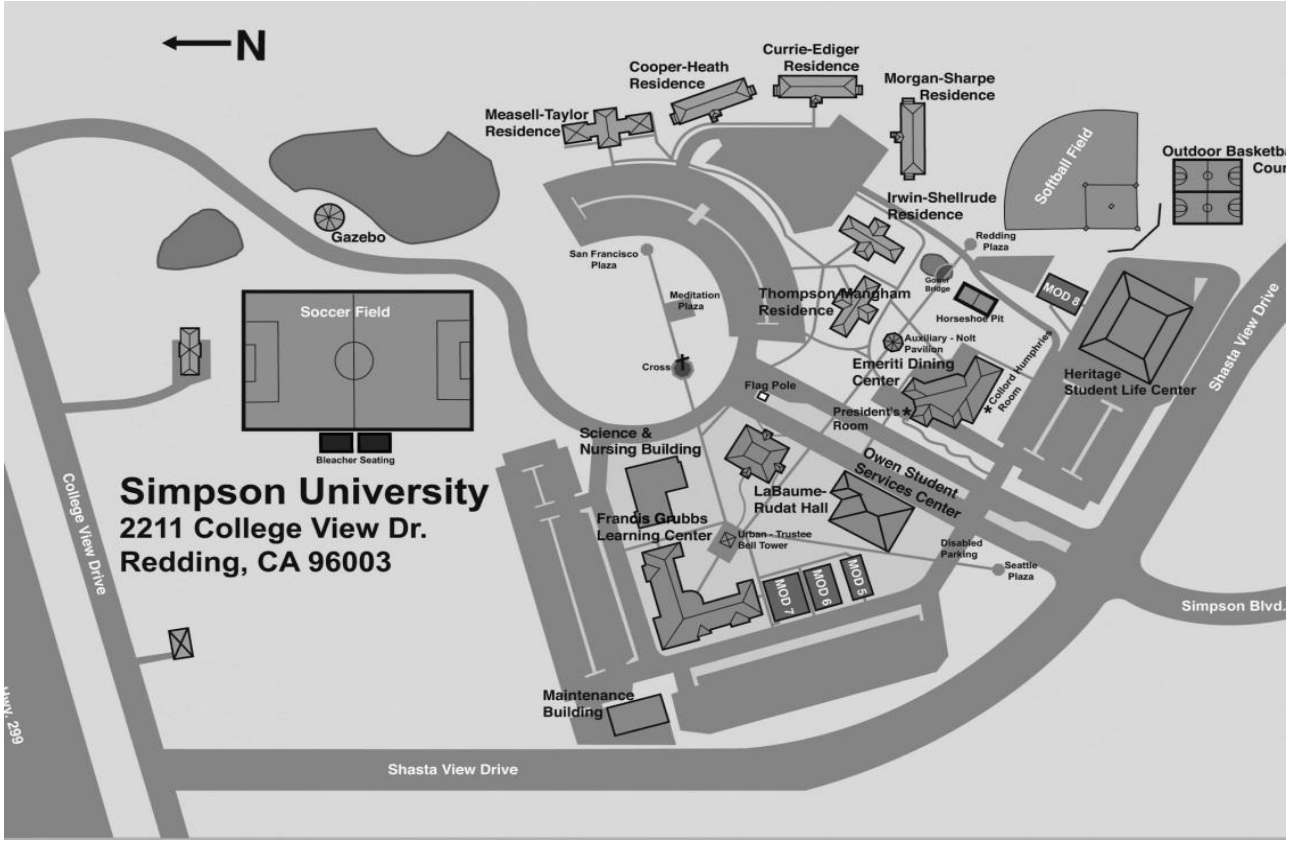
The campus is on College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be accessed from its south entrance along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

DEGREE COMPLETION OFFICES

The offices for the Degree Completion department are located in the Owen Student Services Center, Suite 202.



PROGRAM OVERVIEW

Simpson University offers undergraduate degrees in the Degree Completion programs for students who meet the requirements and have a minimum number of required transfer credits from another institution. Bachelor's degrees are offered in various disciplines that prepare graduates to pursue career goals and fulfill personal ambitions.

The Degree Completion program is for students seeking to finish a bachelor's degree. It is designed for adult learners with at least 30 credits of post-secondary work experience in an evening or online format. See Admissions Requirements below.

Major degree requirements of 36 credits can be completed in 12 months. Working with admissions staff and the registrar's office, the Degree Completion Academic Advisor creates an education plan for each student that considers 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 Degree Completion program.

To earn a bachelor's degree from Simpson University's Degree Completion 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 30 transferable semester credits from another school and meet all other admissions requirements to be eligible to enroll in the Degree Completion program.

MISSION
The Degree Completion program 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

GENERAL REQUIREMENTS:

- Completed a minimum of 30 transferable* semester credits of general education.
- Completed a transferable* course in College Level English Composition to begin Major Courses
- Completed a transferable course in Intermediate Algebra or above to begin major Courses.
- Earned a 2.50 overall GPA or higher on all previous college work.
- Two years post-secondary work experience

TECHNOLOGY REQUIREMENTS:

- Complete and sign a technology survey form.
- Sign a statement that the student meets the following minimum technology requirements:
- Access to a computer with Windows 11
- Minimum 8 GB of Ram (16 GB recommended)
- High-speed internet (Ethernet or Wi-Fi) connection, suitable for downloading course content and participating in Microsoft Teams Meetings.
- Webcam with microphone and video-recording software
- Speakers
- Access to a scanner
- Printer

- Microsoft Office 365
- Adobe Reader (Version 2020.006.20042 or newer)
- Google Chrome, Firefox, or Safari web browser

*See Transfer Credit Policy in the Academic Policies and Procedures section of this catalog.

Students enrolled as traditional undergraduate (TUG) students who wish to transfer into the Degree Completion program must meet all admissions requirements.

Former TUG students who are accepted into the Degree Completion program must have earned a grade of C- or higher in any course to have those credits count toward their general education requirements in the Degree Completion 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.

EXCEPTIONS TO ADMISSIONS REQUIREMENT

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 Degree Completion 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 Degree Completion program. The applicant will be provided with detailed information about what should be addressed in the letter by their admissions counselor. The Degree Completion Admissions Committee will review the student's complete application package, including the formal letter, and will decide. Admissions decisions of the Admissions Committee are final and are not subject to appeal.

Other requests for exceptions will be reviewed by the Degree Completion Admissions Committee.

APPLICATION PROCEDURE

1. Complete an application online and submit the non-refundable application fee
2. Have official transcripts from all post-secondary schools sent to the Registrar's office.
3. Complete all required pre-registration forms online. Students will not be enrolled until these forms are completed.

RE-ADMIT PROCEDURE

Students seeking to re-enroll in the Degree Completion program after an absence of three 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 Degree Completion program after an absence of three or fewer semesters should contact the Degree Completion academic advisor to work out a degree completion plan.

Students who wish to reapply to the Degree Completion program after being academically disqualified must follow the procedures found on p. 267 "Academic Disqualification."

Students reapplying to or re-entering the Degree Completion program after an absence of any length are not guaranteed they will meet student financial aid requirements.

NEW STUDENT ORIENTATION

All Degree Completion students are expected to participate in an Online Orientation before they can begin their program. Information about the date of the Online Orientation will be emailed to the student by the Office of Degree Completion.

INTERNATIONAL STUDENTS
The Degree Completion 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. To be considered for any degree program, a prospective student must provide proof of a valid immigration status.

PROGRAM DESCRIPTION

The Degree Completion program at Simpson University has designed several degrees and concentrations that make it possible for the non-traditional 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 Degree Completion program are prepared to apply to one of the graduate programs offered in a Master of Arts in Counseling Psychology, the School of Education, Tozer Seminary, or at another institution. Majors and concentrations offered in the program are also relevant for preparing students for career advancement or to engage in meaningful work in a field of service.

ON-CAMPUS PROGRAMS

LIBERAL STUDIES & PSYCHOLOGY
Degrees in Liberal Studies and Psychology are offered on-campus in the evening, along with an online component. Students taking a degree that meets on-campus progress through their 12 required major courses by taking two classes each term. Students complete one 7-week on-campus plus one seven online course term simultaneously. There are two terms in a semester with a one-week break in between terms. This way, students complete four courses (12-semester credits) each semester.

Face to face classes meet one night a week for three hours, from 6:00 to 9:00 pm. Because of the accelerated nature of courses in the Degree Completion program, students must attend all class meetings and be able to devote about 20-25 hours a week outside of class to study and completing course requirements that include online course work. 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.

ONLINE PROGRAMS

BUSINESS ADMINISTRATION, PSYCHOLOGY, HUMAN SERIVICES (SOCIAL WELFARE), & CRIMINAL JUSTICE
Degrees in Business Administration, Psychology, Social Welfare, and Criminal Justice programs are all offered in an online format. Because of the accelerated nature of courses in the Degree Completion program, students must be active participants throughout each online course and be able to devote about 20-25 hours a week outside of class to study and complete course requirements. Students taking a degree that meets online progress through their 12 required major courses by taking two courses in each term. Students complete two online seven-week courses in a term. There are two terms in a semester with a one-week break in between terms. In this way, students complete 4 courses (12 semester credits), each semester.

ACADEMIC ADVISING

Academic advising is available to all students through the Degree Completion 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 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

The Degree Completion 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. Before enrolling students should begin to plan for how they will budget the time and resources that are necessary to be successful. Students should expect to spend around 20-25 hours weekly to complete readings, discussions, and assignments for each class.

REGISTRATION

When the student has met all admissions requirements, this information is provided to the Degree Completion Academic Advisor who will either register the student for classes or require an advising session to create a program plan. Students will then 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. All official transcripts must be on file in the Registrar's office to be registered for all subsequent semesters.

ACADEMIC POLICIES & 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 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 do not 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 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 Degree Completion 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 Degree Completion office.

VOLUNTARY COURSE DROP

A request to be removed from a course received by the Degree Completion 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 the Degree Completion program must make an appointment with the academic advisor and complete a Change of Program Request form.

WITHDRAWAL

Students requesting to be removed from a course before the start of the third week for a 7-week course will be withdrawn from the course (refer to tuition refund policies for information on refunds). 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 start of the third week of a 7-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 for information about how to request an exception.

ADMINISTRATIVE DROP

Failure to attend the first-class meeting (in-person program), or to complete the online check-in assignment during the first week of the online course, will result in being administratively 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 Degree Completion 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 their Academic Advisor 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. (See Attendance Policy 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 because 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 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.

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 Degree Completion program. Please see Admissions Policy.).

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 several 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).

Regarding 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 requirements. 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 Degree Completion Academic Advisor.

PRIOR LEARING 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 a Degree Completion degree.

ACADEMIC GRADING

The following system for assigning grade-points is used in the Degree Completion program. 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 Degree Completion programs.

A 4.0	C 2.0
A- 3.7	C- 1.7
B+ 3.3	D+ 1.3
B 3.0	D 1.0
B- 2.7	D- .07
C+ 2.3	F 0.0

Letter Grade Percentage:

A. 94% - 100%	C 74% - 76%
A- 90% - 93%	C- 70% - 73%
B+ 87% - 89%	D+ 67% - 69%
B 84% - 86%	D 64% - 66%
B- 80% - 83%	D- 60% - 63%
C+ 77% - 79%	F 0% - 59%

If a student wishes to appeal a grade earned in a course, he/she must follow the Appeal of a Grade Policy and Procedures.

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 Degree Completion 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 Degree Completion 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.

STUDENT EDUCATIONAL PLANS

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 customized schedule, several 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 12 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 customized schedule created. The Academic Advisor will make every effort to create a customized 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 major coursework and graduate within one year when the student requests a change in schedule or when they fail a course and must retake it. 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 Degree Completion 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 to be eligible to graduate. Students who fall below that requirement will be notified and given the opportunity to adjust 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 Degree Completion 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, 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 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 Degree Completion 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 Degree Completion 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 Degree Completion Academic Advisor or the Dean to identify barriers to success and create a plan for maintaining an acceptable 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 can 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 Degree Completion Admissions Committee, of no fewer than 1,000 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 Degree Completion Admissions Committee who will render a decision. (See Degree Completion Admissions Committee Policy and Procedures.)

If readmitted, any outstanding general education credits must be completed before being allowed to resume taking major coursework. Students returning to the Degree Completion 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 Degree Completion 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.

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 of this catalog for information about financial aid eligibility and student academic status.

GRADUATION

GENERAL REQUIREMENTS

The following requirements must be met or completed to earn the Bachelor of Arts degree in the Degree Completion 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 Degree Completion major. Up to 6 comparable upper division credits may be accepted in transfer from an accredited college or university.
    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

All students seeking to complete a degree must apply for graduation to be eligible to receive their degree, diploma, and participate in Commencement. Candidates for degrees must submit the online Application for Graduation, along with a $150 graduation fee, to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether the student chooses to participate in commencement or receive their regalia.)* It is the responsibility of the student to ensure a grad plan has been approved and archived on Student Planning by the academic advisor prior to submitting the application for graduation. Please do not submit applications if more than 55 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

Graduation Application Deadlines:

	OPEN	CLOSES
SU24	September 18, 2023	February 2, 2024 (Closed)
FA24	November 6, 2023	March 8, 2024 (Still Open)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025
FA25	November 4, 2024	March 7, 2025
SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

APPLICABLE CATALOG

The requirements for graduation as published in the catalog that is in effect at the time the student enrolls in the Degree Completion 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 Degree Completion Admissions Committee for an extension of time to complete their general education requirements. See the Policy and Procedures for the Degree Completion Admissions Committee.

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.

SECOND BACHELOR'S DEGREE

After being awarded a bachelor's degree from Simpson University (traditional undergraduate or Degree Completion), a student may earn a second bachelor's degree through the Degree Completion 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 Degree Completion 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 the following criteria:

1. **Residency Requirement**: Have earned 24 or more credits in their major taken at Simpson University
2. **Distribution Requirement**: Have earned 12 or more credits in Liberal Arts/Sciences (transfer credits satisfy this requirement for Degree Completion students)
3. **Academic Requirement:** Be in the top twenty percent (20%) of students AND have earned a minimum GPA of 3.2 or higher.

4. **Leadership and Scholarship**: Demonstrate leadership and/or scholarship at school, church or faith community, or in the larger community (see below).

During the Fall semester, the chapter councilor 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 and Degree Completion Academic Advisor. Students who meet the eligibility requirements will be given an invitation to join. (Students who join will pay the required membership fees.) An induction ceremony will be held once a year.

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 to graduate with distinction.

COMMENCEMENT PARTICIPATION

Students must complete all degree requirements to participate in a commencement ceremony. Graduating students are strongly encouraged to take part 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 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 (Degree Completion, traditional undergraduate, and graduate) are invited, but not required, to attend.

POLICY ON STUDENT CONDUCT

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 Degree Completion program are expected to always conduct themselves 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 in 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 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 Degree Completion 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 have 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 the 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 Degree Completion 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 Degree Completion 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 Degree Completion 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 Degree Completion 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 Degree Completions 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 Degree Completion program.

Students are required to familiarize themselves with the entire policy found in this catalog and to acquire the skills needed to avoid any intentional or unintentional mistakes. The procedures that will be followed if/when a Degree

Completion 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 Degree Completion Student Conduct Expectations are described below.

The procedure outlined in the following section titled Committees, Councils, and Procedures applies to Degree Completion students and replaces any other related policy found in this catalog.

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, Degree Completion, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by the school following a defined hearing process.

COMMITTEES & PROCEDURES

The Degree Completion program has established the following committees and councils to be responsible for addressing issues that are important to the effective functioning of the Degree Completion program. Activities of the Committees of the Degree Completion 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 Degree Completion programs, and to (c) protect the academic integrity of the Degree 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 Degree Completion. Other policies concerning student life requirements may be found in the Degree Completion Student Handbook.

DEGREE COMPLETION ADMISSIONS COMMITTEE

DESCRIPTION:

The function of the Degree Completion Admissions Committee is to review applications for admission or readmission into the Degree Completion program when the GPA of the applicant is below the required minimum.

MEMBERSHIP: (Minimum of 3)

- Dean of Adult Studies - Committee Chair
- One or more full-time faculty members(s) from the Traditional Undergraduate program who also teaches part-time in the Degree Completion program.
- Part-time faculty member in the Degree Completion program
- Degree Completion Academic Advisor
- Degree Completion Admissions Associate Director or Counselor
- Another member of the SU community whose role or expertise is relevant to the issue being reviewed
- Degree Completion Administrative Support Specialist as a non-voting member to takes minutes and record the meeting proceedings

The Dean 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 Degree Completion program 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 the required timeframes, in order to ensure they have 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 and the Student Conduct Expectations in this catalog).

REVIEW OF APPLICATIONS – GENERAL INFORMATION

A primary function of the Degree Completion Admissions Committee is to review applications for admission that present an exception to the normal admissions requirements. For example, the 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 to be sure they have included all the required information in their application packet.

REQUEST FOR WAIVER OF WAIT PERIOD – TUG TO DEGREE COMPLETION APPLICANT

A current TUG student who meets all the admissions requirements for the Degree Completion 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 Degree Completion, 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 a Degree Completion 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 Degree Completion 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 Degree Completion 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 Degree Completions admissions counselor in the Enrollment department who will communicate the decision to the student. If the student wants to appeal against 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. NOTE: An appeal 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. Instructors 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 Canvas 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 Dean of Adult Studies.
    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 legitimated 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 Dean does not believe 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 Dean of Adult Studies, 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 Dean of Adult Studies email address or in hard copy delivered to the Degree Completion office.
4. The Dean of Adult Studies 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 Dean of Adult Studies will render a decision which will be communicated to the student via the student's SU email address.
   a. If the Dean 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 Dean of Adult Studies, she/he must make the request to the Provost, in writing, within 3 calendar days after the Dean communicates their decision to the student. The decision of the Provost is final.

ACADEMIC DISHONESTY

PROCEDURES: ADDRESSING ACADEMIC DISHONESTY OR SERIOUS CONDUCT ISSUES

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:

- Make a written referral of the student and send it to the Dean 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. 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.
- Notify the student that a referral to the Degree Completion programs is being made. Provide a copy of the written referral to the student.

The Dean of Adult Studies will investigate the nature of the referral and to see if the student has any previous referrals or incidences of academic dishonesty noted in his or her student file or records within 7 business days of receiving the referral. The Dean 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 incident is under review.

The Dean of Adults students will rule on the referral, which can include:

- Issue a letter of warning to the student.
- Create a remediation plan for the student to help the student address and resolve honesty or conduct issues.
- Dismiss the student from SU.

The Dean of Adult Studies will communicate to the student and instructor the ruling. If the student wants to pursue the appeal process after the decision of the Dean of Adult Studies, she/he must make the request to the Provost, in writing, within 3 calendar days after the Dean communicates their decision to the student. The decision of the Provost is final.

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 Degree Completion 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 Degree Completion program who wish to appeal a grade. That process is outlined in detail above. The process 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 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 Degree Completion program may not serve as a teaching assistant to any instructor and/or for any course in the Degree Completion program. Students in the Degree Completion program may not assist an instructor in any course in the Degree Completion program with any assignment, project, exam or quiz, grading, collecting or returning student work, or notifying any other Degree Completion 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 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.

DEGREE COMPLETION STUDENT LIFE

STUDENT SUPPORT SERVICES

Simpson University provides a variety of student services for non-traditional adult students that are designed to help students make the most of their university experience. The unique needs and schedules of students in the Degree Completion 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.

STUDENT SUCCESS CENTER

The Student Success Center provides academic coaching, TRIO, career counseling, veteran's assistance, tutoring, test proctoring, and disability accommodations. Students wishing to take advantage of any of these services should contact the SSC at 530-226-4780 to learn more.

PERSONAL COUNSELING

North American Mental Health Services (namhs.com) provides personal counseling to Simpson students at a minimal cost. Visit or call the Student Success Center learn more.

LIBRARY SERVICES

Students in all programs 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://simpsonu.libguides.com/home.

BOOKSTORE

Please see www.simpsonu.ecampus.com for information about bookstore services and products.

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.

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 Degree Completion program 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.

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.

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 Degree Completion 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, Degree Completion, 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 always mindful of their surroundings. 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.

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 Degree Completion program are provided by Campus Safety. All vehicles parked on campus are required to display the proper parking permit, regardless of frequency of class or number of credits registered for. 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 available from the IT department 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.

CLASS VISITORS
Permission may be granted to visit a class in the program only to people considering entrance into the program and only with the prior express permission of the director and the instructor of the course. No other visitors (including family members) are permitted to attend any Degree Completion class. Pets are not allowed in class.

PROGRAMS OF STUDY

GENERAL INFORMATION

Each major in the Degree Completion program is designed to provide students with knowledge inherent to the discipline and taught within the context of the Christian worldview. Two majors are approved to be offered through the evening, in-person degree-completion program: Liberal Studies and Psychology. Each of these majors requires 36 upper-division credits, which must be completed at Simpson University.

Business Administration, Psychology, Liberal Studies and Social Welfare 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.

DEGREE COMPLETION PROGRAM REQUIREMENTS

GENERAL ACADEMIC CREDIT REQUIREMENTS
36 specific general education credits (see specific general education requirements below)
27 credits from academic disciplines
21 unrestricted general education elective credits
36 major credits (Completed in Degree Completion Program at Simpson University)

TOTAL 120

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: ACADEMIC ELECTIVES (27 semester credits)
Intermediate Algebra

Additional courses from any of the four liberal arts groups:

- English/Communication
- Humanities
- Natural Sciences/Math
- Social Science

CATEGORY VI: GENERAL EDUCATION ELECTIVES
(21 semester credits)

Additional baccalaureate-level courses are 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 the Degree Completion program must have earned a minimum of 30 transferable semester credits. They will need to complete the balance of 60 credits and meet the Math and English entrance requirements before taking courses in their major. 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 ADMINISTRATION (Online)

The Business Administration 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 (4 each semester). Please see below for information about the concentrations.

REQUIRED COURSES:

HUMA 3500 Professional & Career Development
PHIL 3500 Christianity and World Religions
MNGT 3120 Intro to Mgt. And Org Behavior
MNGT 4120 Emotional and Social Intelligence in the Workplace
MNGT 4920 Principles of Marketing
MNGT 4900 Human Resources Management
MNGT 3500 Managerial Accounting
MNGT 4050 Productions and Operations Management
MNGT 4950 Ethics in the Practice of Leadership

CONCENTRATIONS:

SMALL BUSINESS & ENTREPRENEURSHIP
MNGT 4115 Entrepreneurship
MNGT 4110 Digital & E-Commerce Marketing
MNGT 4100 Strategies for Small Businesses

ORGANIZATIONAL LEADERSHIP
MNGT 4046 Seminar in Strategy, Policy & Ethics
MNGT 4210 Critical Thinking & Decision Making
MNGT 4220 Org Systems & Systems Thinking

LIBERAL STUDIES (Combination In-Person/Online)

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-6) credential and the broad curriculum is designed to support students to satisfy the basic skills and subject matter requirements for a Multiple Subject teaching credential. The degree also prepares students to pursue other careers or graduate study in a variety of disciplines.

REQUIRED COURSES:

HUMA 3500 Career and Professional Development
COMM 4000 Foundations in Communication
HUMA 3440 Fine Arts in Western Culture
PHIL 3500 Christianity and World Religions
LING 4325 Linguistics
HIST 4350 World History
MATH 3000 Foundational Math
NSCI 3350 Life Science
PSYC 3026 Child Development
HIST 3345 California and US History
NSCI 3340 Earth and Physical Science
ENGL 3322 American and World Literature

PSYCHOLOGY (Online & Combination In-Person/Online)

Psychology majors are 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.

REQUIRED COURSES:

HUMA 3500 Career and Professional Development
PSYC 3085 Applied Psychology
PSYC 3018 Lifespan Development
PSYC 3605W Marriage & Family
PHIL 3500 Christianity & World Religions
PSYC 3610 Statistics for Behavioral Science
PSYC 3690 Research Methods
PSYC 4640 Abnormal Psychology
PSYC 3400 Multicultural Psychology
PSYC 3645 Theories of Personality

PSYC 3105 Psychological Testing
PSYC 4710 Counseling Skills & Theories

HUMAN SERVICE (Social Welfare) (Online)

The Social Welfare program prepares students for positions in a variety of human service careers. The program integrates theory and practice, instills an understanding of the relationship between human services and Christian faith, and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian worldview. Upon completion of the major, students will be prepared to seek entry-level employment in the human services professions or pursue advanced study.

REQUIRED COURSES:

SOCW 3000 Introduction to Helping Professions
SOCW 3100 Human Behavior & the Social Environment
SOCW 3500 Urban Society and the Welfare State
SOCW 3600 Social Problems and Public Policy
PHIL 3500 Christianity and World Religions
SOCW 4000 Foundations of Human Services/Social Work Practice
SOCW 4300 Cultural Competency in Human Services/Social Work
PSYC 4640 Abnormal Psychology
SOCW 3200 Theory & Practice with Families
SOCW 4100 Theory & Practice with Groups
SOCW 4200 Becoming a Change Agent (Macro Practice)
SOCW 4600 Intro to Social Science Research

CRIMINAL JUSTICE (Online)

The Criminal Justice program prepares students to work or advance in the criminal justice system, particularly in law enforcement, the courts, and corrections. The program provides students with a holistic overview of the field of criminal justice in theory and practice, emphasizing critical thinking, the ability to effectively communicate in written and oral form, and the integration of faith with the academic study and professional practice of Criminal Justice. The curriculum for the Criminal Justice program is pending WASC approval.

COURSE DESCRIPTIONS

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 and interpretation 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, political, intellectual, and religious factors. Emphasis on the role of art in the imagination and the Christian life.

HUMA 4950
Ethics in the Practice of Leadership (3) This course seeks to help the student identify and understand the 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 4325

Linguistics (3) This course introduces language as it pertains to the field of education. Includes discussions of phonology, morphology, syntax, semantics & pragmatics, language structure, acquisition and bilingualism, brain & language, and sociolinguistics. The concepts covered will also prepare students to take the language arts portion of the CSET test.

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 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 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 4100
Strategies for Small Business (3) Students will learn the financial aspects of small business entrepreneurship and the forms of ownership. The focus includes (1) developing financial statements; (2) forecasting definitions and formulas; (3) depreciation and amortization; (4) application financial techniques such as capital budgeting and working capital management; (5) use of financial statements for horizontal, vertical and ratio analysis; and (6) basic math formulas for readers with limited mathematical backgrounds. Practical applications will include the time value of money and computerized spreadsheet primer using Microsoft Excel. Students will learn a variety of essential small business and funding topics.

MNGT 4110
Digital and E-Commerce Marketing (3) Students learn about established and emerging online technologies and trends in the digital and electronic commerce marketplace. They will learn various revenue models and how to market on the Web. Furthermore, students learn the functioning of online auctions and how organizations deal with various online legal and ethical issues. Students will learn about important security issues, such as spam and phishing, their role in organized crime and terrorism, identity theft, and online payment fraud. Finally, students learn how to plan for electronic commerce in an evolving global marketplace.

MNGT 4115
Entrepreneurship (3) This course examines the main terms, concepts, and elements of the small business, venture capitalist, and entrepreneurial process. Utilizing adaptive learning tools, students learn the art, science, and process of designing, starting, and managing a small business. Students assume the roles of financial analysts, marketers, and business owners. They think critically to develop plans to survive in the evolving business world. The course involves developing a business, analyzing 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.

MNGT 4120
Emotional and Social Intelligence in the Workplace (3) This course focuses on emotional intelligence (EI) and emotional and social intelligence (ESI) theories in relation to understanding, developing, and leveraging EI in the workplace. It highlights methods that are used to create positive and productive worksite conditions and support individual employees' success. Using strategies presented through both the ability and emotional-social competence models, students are taught leadership skills necessary in today's diverse organizational environment.

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 system thinking perspective in the following areas: analyzing complex challenges, facilitating organizational learning, describing, and solving problems, leading innovation, and guiding change.

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.

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 3018
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.

PSYC 3085
Applied Psychology (3) This course will focus on applying the principles of research and psychological theory into real life situations. Students will learn the most valid/ impactful psychological theories and learn how to use them to improve their own life as well as other institutions they care about. This class will have both personal and professional implications.

PSYC 3105
Psychological Testing (3) This course provides students with a broad understanding of the clinical uses of psychological 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 considerations. Students will be presented with accepted methods of documentation and report writing, as well as tests, including an introduction to the major types of psychometric instruments and understanding test results.

PSYC 3400
Multicultural Psychology (3) This 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 self and other. As such, course topics will receive attention on both the academic and personal level.

PSYC 3610
Statistics for Behavioral Sciences (3) An examination of the fundamentals of statistical theory and practice in behavioral sciences. Emphasis is on the use and interpretation of elementary descriptive and inferential statistics in psychology.

PSYC 3605W

Marriage & Family (3) 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.

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 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 nature, cause, and classification of psychological behavioral disorders. A study of abnormal behavior, emphasizing its definition, identification, etiology, treatment, and prognosis.

PSYC 4710
Counseling Skills & 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

SOCW 3000
Introduction to Helping Professions (3) A series of videos, guest speakers, and discussions designed to expose students to the clients, social agencies, and social problems with which they are involved in human services. Beginning with a definition, theory, and value base of a servant model of helping, students explore several fields of human services where helping professionals are employed, as well as micro and macro methods of helping. The course introduces values and ethics as a basis for the understanding the pillars and standards of the helping profession, as well as application to the Christian faith.

SOCW 3100
Human Behavior and the Social Environment (3) Human Behavior and the Social Environment is a course designed to provide students with an understanding of the relationships between the environments in which individuals live and grow and their behaviors. It enables the student to explore the interrelationship of biological, psychological, social/cultural, and spiritual systems to discover how they affect human growth, development, and behavior throughout the life cycle. The variety of social systems in which people live and how these systems impact the individual's health and well-being by encouraging or deterring personal development are investigated. Course content is designed to help students integrate the various explanatory schemes, understand diversity, and consider their implications for practice in the human services fields.

SOCW 3200

Theory and Practice with Families (3) An introduction to relationships, marriage, and family as social institutions which are part of American culture and society. Using a systems theory approach, students study families across the lifespan, from different cultural, ethnic, and religious perspectives. Global perspectives on family life will be included.

SOCW 3500
Urban Society and the Welfare State (3) As the United States has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state welcomed by some, resisted by others. This course promotes understanding of the policies that direct the societal response to human need, social and economic justice, and oppression. Included will be a discussion on the prison state, which has grown with urbanization. Students will understand the Christian roots of social welfare programs as well.

SOCW 3600
Social Problems and Public Policy (3) This is an introductory course to social welfare policies and programs designed to assist beginning human service workers with acquiring basic analytical skills to critically assess human services/social welfare policies and programs. This course acquaints students with the major social problems that have emerged in recent years and familiarizes them with the social policies that have been devised in an attempt to alleviate or remedy those problems. In doing so it seeks to stimulate concern about the justice and equity of such policies on individuals and groups in our society. Each student will complete a comprehensive policy paper on federal or state law.

SOCW 4000
Foundations of Human Services/Social Work Practice (3) This course introduces the basic concepts of generalist and ecological approaches to human services practice and familiarizes the students with specific models, theories, and techniques. Students learn the skills and build knowledge upon which professional relationships are founded. It provides advanced practice training in case management and interviewing. It reinforces an understanding and awareness of diversity in all its aspects, including spirituality. Generalist practice incorporates the ethics, principles, and values of human services/social work practice as well as the knowledge base to support strategies used in improving clients' life situations.

SOCW 4100
Working with Groups (3) Students experience the group process by forming small groups. The class then uses this experience, along with readings, experiential exercises, and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment, and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.

SOCW 4200
Becoming a Change Agent (3) This course builds on the methods, models, and theories of both micro and macro human services/social work practice and focuses on several theoretical bases for change in individuals, groups, organizations, policies and communities. The course is designed to engage students in the change process as well as to help them assess the need for and analyze the experience of change. Students will use the texts, complete written assignments, and be involved in experiential learning. Students will have the opportunity to create their own non-profits, Board of Directors, and fundraisers. Using a task group process and generalist social work methods, students take on the role of change agents, using themselves to systematically identify, explore and plan a demographic community needs assessment (CNA). Class lectures and reading assignments inform the students' understanding of change agent practice, community development, social planning, social action, organizational development, social administration, social research, and social policy.

SOCW 4300
Cultural Competency in Human Services/Social Work Practice (3) Cultural competence in the field of human services requires that individuals are aware of and sensitive to the breadth of diversity found in the world. This course offers

students an opportunity to obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political beliefs, religion, immigration status, and mental or physical disability. Students also gain an understanding of themselves through a cultural autobiography and other course assignments. An underlying theme in the class is that the "story" of others needs to be understood.

SOCW 4600

Introduction to Social Science Research (3) This course is intended to familiarize students with the method and process of conducting social science research, including the identification of problems, review of literature, collection and analysis of data, and presentation of findings. The major focus of this course is to integrate the theoretical and practical knowledge for students to understand and engage in research. In addition, students will engage in a project which will culminate in final research mini proposal.

Academic Calendar
Campus Location and Map
General Information
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Academic Policies & Procedures
Programs of Study
Course Descriptions

GRADUATE STUDIES: SCHOOL OF EDUCATION

ACADEMIC CALENDAR

FALL 2024

Aug. 8	Thursday	Student Teaching & Intern Orientation
Aug. 12-16	Mon-Fri	Student Teaching & Intern Extended Orientation
Aug. 15	Thursday	New Student Orientation for Credentialing Students
Aug. 19	Monday	Student Teaching Phase I Begins
Aug. 19	Monday	Intern Clinical Practice Begins
Aug. 26	Monday	Graduate Education Classes Begin
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 Students
Dec. 13	Friday	Student Teaching Phase 2 Ends
Dec. 13	Friday	Graduate Education Classes Ends

SPRING 2025

Jan. 6	Monday	Student Teaching Phase 1 Begins
Jan. 6	Monday	Intern Clinical Practice Begins
Jan. 13	Monday	Graduate Education Classes Begins
March 7	Friday	Student Teaching Phase 1 Ends
March 10	Monday	Student Teaching Phase 2 Begins
Apr. 9	Wednesday	Student Research Symposium
Apr. 24	Thursday	New Student Orientation for Credentialing Students
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement for Spring, Summer, and Fall Graduates
May 5	Friday	Graduate Education classes Ends
May 9	Friday	Student Teaching Phase 2 Ends
TBD	TBD	Teacher Credentialing Medallion Ceremony

SUMMER COURSES 2025

May 12 – August 15

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

CAMPUS LOCATION & MAP

DIRECTIONS TO CAMPUS

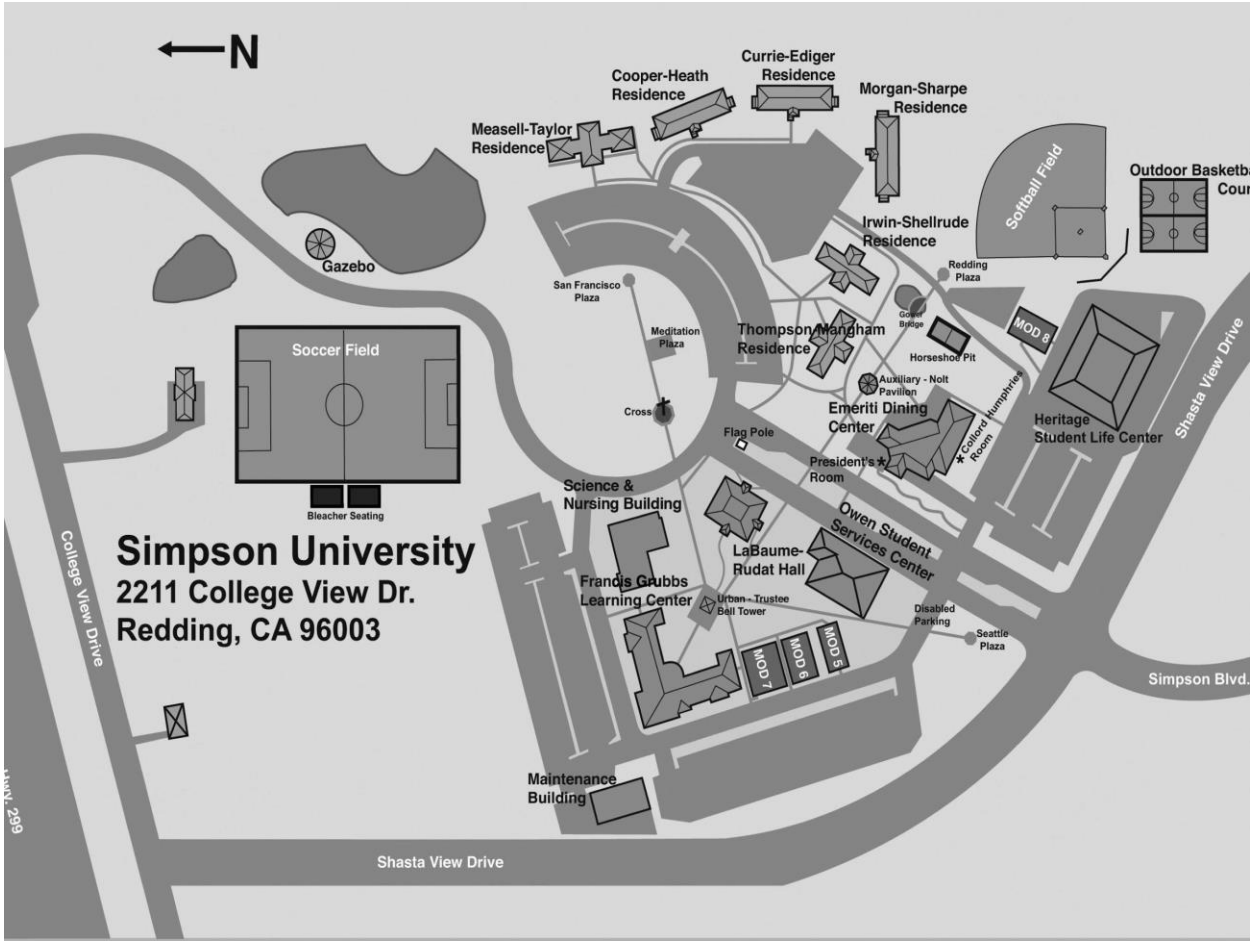
The campus is on College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be accessed from its south entrance along 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, Suite 101.



GENERAL INFORMATION

The School of Education (SOE) offers California Teaching Credential Programs, and a Master of Arts in Education. The California Teaching Credentials are accredited by the California Commission on Teacher Credentialing. Simpson University is accredited by the WASC Senior College and University Commission (WSCUC).

Mission, Vision, Values
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. The School of Education aligns with Simpson University's overarching identity, vision, and mission, which emphasize a Christ-centered learning environment dedicated to global service and faith-infused education. Simpson University, affiliated with the Christian and Missionary Alliance, prioritizes preparing students for service worldwide, specifically in California public schools.

Philosophy of Teaching
The School of Education upholds a research and evidenced-based theory of teaching and learning. Central to this approach is Howard Gardner's Theory of Multiple Intelligences. This foundation serves as the cornerstone for developing instructional strategies that cater to the individual strengths and preferences of learners. With this foundation, our candidates are equipped with the knowledge and skills needed to design lessons that embrace diversity, utilizing a range of teaching methodologies and approaches to engage all students effectively.

In essence, the SOE's emphasis on Gardner's theory empowers our candidates to create inclusive learning environments where every student can thrive. By recognizing and valuing the uniqueness of each learner, the SOE program fosters a culture of equity, accessibility, and excellence in education. Through this approach, the SOE not only prepares its students to be effective teachers but also cultivates a transformative impact on educational thinking and practices, shaping the future of teaching and learning.

In line with our commitment to excellence, SOE has seamlessly integrated the Teacher Performance Expectations (TPEs) into our teacher credentialing program, adopting them as our Program Learning Outcomes (PLOs). This strategic move ensures that our candidates are prepared to effectively teach all California public school students, as the TPEs serve as guiding principles throughout coursework and clinical practice experiences. Through the lens of a Christian worldview, this framework provides a comprehensive educational experience comprised of theoretical knowledge and practical skills to develop highly effective educators, rooted in the theory of teaching and learning that is research and evidence based. To prepare our candidates to teach all students in California public schools, the adopted California State Standards and curriculum frameworks serve as a foundational aspect throughout the SOE program. Along with this framework, the faculty and staff aim to embody and instill our Institutional Learning Outcomes in both personal and professional realms. This combined structure sets our SOE apart and reflects a core value that teaching is more than just a job—it's a calling.

Institutional Learning Outcomes (ILO)
Our goal is to develop skilled educators with strong moral standards, rooted in Christian values. Our vision is built on the five ILOs that underpin Simpson University's mission:

1. **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.

2. **Effective Communication**
   To communicate effectively with different individuals and audiences in speaking, writing, and technology.

3. **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 world view.

4. **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.

5. **Servant Leadership**
   To serve God, humanity, and creation through one's personal giftedness and professional development in accordance with God's direction and call.

Program Learning Outcomes (PLO)
The Teacher Performance Expectations (TPEs), aligned to the California Standards for the Teaching Profession (CSTP), have been adopted as the Program Learning Outcomes for our credentialing programs. This direct alignment with state requirements, as outlined by the Commission on Teacher Credentialing, ensures that our candidates are equipped with the knowledge, skills, and dispositions necessary to effectively teach all California Public school students, and provides the SOE with a framework for guiding and assessing program effectiveness. This structure supports the evaluation of candidates in various settings, including classroom instruction, curriculum development, assessment practices, and professional collaboration. It also ensures a seamless transition from School of Education (SOE) courses to clinical practice to Induction, preparing our candidates to become highly effective teachers for all California public school students.

Program Learning Objectives/Teacher Performance Expectations

1. **Engaging and Supporting All Students in Learning**
   Teachers create an inclusive and supportive learning environment where all students feel valued and engaged in their learning process.

2. **Creating and Maintaining Effective Environments for Student Learning**
   Teachers establish and maintain a positive and conducive learning environment that promotes student engagement, safety, and well-being.

3. **Understanding and Organizing Subject Matter for Student Learning**
   Teachers demonstrate a deep understanding of the subject matter they teach and effectively organize it to facilitate student learning and comprehension.

4. **Planning Instruction and Designing Learning Experiences for All Students**
   Teachers develop well-structured lesson plans and design learning experiences that cater to the diverse needs and abilities of all students.

5. **Assessing Student Learning**
   Teachers use a variety of assessment methods to monitor student progress, identify learning needs, and adjust instruction accordingly to support student learning.

6. **Developing as a Professional Educator**
   Teachers engage in continuous professional growth and development, reflecting on their practice, seeking feedback, and implementing strategies to enhance their effectiveness as educators.

7. **Affective Literacy Instructions for All Students (9/24 Implementation)**
   Teachers demonstrate a knowledge base for teaching literacy skills, grounded in a comprehensive understanding of the science of reading and the science of language learning for multilingual students, students with reading or language disabilities, and all other students.

Enhancing Teaching Excellence: The SOE Program's Systematic Approach
The SOE program integrates the Teaching Cycle of Plan, Teach & Assess, Reflect, and Apply to enhance our candidates' ability to effectively plan, deliver, and evaluate their teaching practices. Through iterative engagement in these stages, candidates continuously improve their teaching practices, fostering a culture of learning and growth. Additionally, this cycle prepares candidates for CalTPA assessments. The credentialing program also incorporates a Simpson Academic Rubric for Educators, which identifies five critical levels of development and highlights three overarching themes and questions fostering an ongoing and dynamic process of growth in knowledge, skills and reflection among candidates:

1.	Culture of Learning	To what extent are all students engaged in the lesson from start to finish?
2.	Essential Content	To what extent are all students working with content aligned appropriate standards for their subject and grade?
3.	Academic Ownership	To what extent are all students responsible for doing the thinking in this classroom?

Our teacher preparation programs prioritize meaningful engagement with the world to positively impact students and communities, equipping students to navigate change effectively for challenges in California public schools and beyond. Our curriculum integrates evidence-based practices such as Universal Design for Learning (UDL), Restorative Justice, Multi-Tiered Systems of Support (MTSS), and Cognitive Coaching, ensuring readiness to address the diverse needs of California's student population irrespective of race, ethnicity, gender, or socio-economic status, ensuring that our candidates excel providing best first instruction, targeted supplemental instruction, and intervention support for students below grade level standards in literacy. The SOE program operates under the belief that the development of pre-

service teachers is a continual and dynamic process, fostering ongoing growth and development through tailored activities led by course instructors who deliver current information, facilitate discussions, encourage reflection, and offer guided practice opportunities for new teaching concepts.

PURPOSE

The graduate degree 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 & CREDENTIALS OFFERED

CALIFORNIA PRELIMINARY TEACHING CREDENTIAL

- Multiple Subject
- Single Subject
- Intern Pathway Program Options Available

MASTER OF ARTS IN EDUCATION

COMBINATION PROGRAM

***MASTER OF ARTS IN EDUCATION w/ PRELIMINARY TEACHING 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

APPLICATION PROCEDURE
(FOR ALL APPLICANTS)

1. Complete an application online and pay the non-refundable online application fee (if applicable).
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 2.5 (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 two reference forms from individuals unrelated to you who can describe your work with children and/or adolescents or from a current supervisor or employer.
2. Submit a Statement of Purpose
3. Satisfy Basic Skills Requirement.
4. Satisfy Subject Matter Requirement. If this requirement has not been met, the candidate must submit verification of registration for the next scheduled CSET examination. This requirement must be met prior to the Traditional Student Teaching semester or admission to the Intern Pathway Program.
5. Apply for a Certificate of Clearance with the California Commission on Teaching Credentialing (CTC) or hold a valid Commission issued document that requires finger printing. A 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.
6. Provide verification of TB clearance.
7. Interview with the School of Education

MASTER OF ARTS IN EDUCATION APPLICANTS

1. Submit two reference forms from individuals unrelated to you who can comment on your ability to perform at the graduate level.
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. Applicants will have a personal interview with the School of Education as a step in the application process.

ADMISSIONS 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 based on 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 fee (if applicable).
2. Submit official documentation or transcripts that reflect the completion of a regionally 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. 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 degree. The credits must have been granted by a regionally 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 of Education. 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

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 15 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. Students desiring to take more than 12 credits per semester may do so only with approval of the advisor and the Dean of Education. For purposes of qualifying for financial aid, other definitions of full-time graduate study may apply. Please check with the Student Financial Services Office.

CLASS ATTENDANCE
Students are expected to attend classes regularly. Any amount of class time missed negatively impacts the student's ability to benefit from the intensive learning that takes place in each 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 administratively withdrawn from the 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 during a course may be administratively dropped and are in danger of failing the course.

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 administration of the School of Education Graduate program.

ONLINE STUDY COURSES
Simpson's School of Education Graduate program offers several courses in the online format. These courses are semester length and require weekly participation.

INDEPENDENT / DIRECTED STUDY COURSES
On occasion, a student may need to complete a graduate studies course that is not scheduled at the time needed. With

permission of the instructor and Dean. The student may take courses through learning mediums outside the traditional classroom, such as independent study or directed study.

REPEATING COURSES / ACADEMIC WARNING

Students who earn a grade below "B- "in any course within the program of study must repeat and pass that course. Courses in which a grade of "B- "and higher is received may not be repeated. 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 the course, only the grade earned for the course when it is retaken is used to calculate the student's GPA.

Students receiving a grade of "F" in any course will be placed on academic warning and will meet with the dean, program director 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 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.

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 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 full semester length. Refer to the Add/Drop/Withdraw schedule for any courses that are not semester length to determine last date to withdraw.
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.

STUDENT-INITIATED MEDICAL/HARDSHIP WITHDRAWAL POLICY

A student may withdraw from classes after the start of a semester or term for medical reasons if all the following conditions and requirements are met. A withdrawal for medical reasons is total or none; a student is not allowed to withdraw from some courses but not others (rare exceptions may be made by written appeal to the provost. In such cases, required documentation must demonstrate how a student's particular situation impacted some, but not all, courses.

There is no monetary refund for a partial withdrawal.). Written medical documentation from a licensed physician/psychiatrist/other health care provider approved by the University is absolutely required and will be taken into consideration along with other factors/information in evaluating the requested withdrawal. All required documentation should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing.

The student is responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the University catalog's Tuition and Fees Refund Policy. However, in the event of a severe or life-threatening medical condition to the student or an immediate family member, the student may appeal in writing to the provost for consideration above and beyond the normal refund policy. All appeals will be reviewed within 30 days of receipt and the student will be notified of the refund determination in writing. The student cannot resume study in a subsequent term until a licensed physician/psychiatrist/other health care provider approved by the University provides written documentation that the student is "now healthy enough to resume University study." The student must then reapply in accordance with the University's readmission policy, as outlined in the University Catalog. Part 1 and Part 2 of the *Student-Initiated Medical/Hardship Withdrawal Form During Term* must be submitted to the registrar's office for processing. This form is available at the School of Education office.

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 towards the Research 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. 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.

ACADEMIC GRADING

The following system of grading is used for graduate studies:

A	100%	to 95%
A-	<95%	to 90%
B+	<90%	to 87%
B	<87%	to 83%
B-	<83%	to 80%
C+	<80%	to 77%
C	<77%	to 73%
C-	<73%	to 70%
D+	<70%	to 67%
D	<67%	to 63%
D-	<63%	to 60%
F	<60%	to 0%

INCOMPLETE COURSES

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 approval of the dean and /or program director and the registrar. Students must attend the majority of the class meetings throughout the course in order to be eligible to request an incomplete grade. 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. Any course not completed within the provided timeframe will convert to an F.

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. If a student is unable to keep up with coursework, they will be encouraged to take a temporary withdrawal from the program until their personal circumstances permit them to focus on their graduate studies.

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 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 apply for graduation via Self Service: Student Planning along with a graduation fee. You must submit your application prior to the deadline. 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 degree.

1. All coursework completed with a B- or higher.
2. 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.
3. Filing of an Application for Graduation, advisor-approved graduation plan, and graduation fee via Self Service: Student Planning and payment of graduation fee.
4. 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 & 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 THE STUDENT'S 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.

RESEARCH & PROFESSIONAL EMPHASES EVALUATION
Assessment of students should align itself with course learning outcomes and should be clear to students.

SOURCE MATERIAL APPRIOATE TO COURSE OBJECTIVES
Attention to these sources may come in the form of required texts, required readings, supplementary readings, or required research.

HOURS OF STUDY
Expectation of three hours of student study for each hour in class.

RESEARCH ELEMENT
Students should have an opportunity to examine, compare, analyze and critique primary research relevant to the course's topic. Preparation of students to be critical consumers of research.

FAMILY EDUCATION RIGHTS & 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 to the university. A fee will be charged for transcripts.

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.

GRADE APPEAL POLICY

INTRODUCTION
The assessment of the quality of a student's academic performance is one of the major professional responsibilities of university faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Simpson University and the integrity of the degrees conferred by this university that the professional judgments of faculty members are not subject to pressures or other interference from any source. Moreover, amending an academic record is rarely done, except in cases where an administrative error was made in the initial grade recorded.

However, it is also necessary that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.

Therefore, a student may appeal a final grade that they have been issued in a course based upon one or more of the following factors:

- An error was made in the grade computation.

- Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade.

- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

PROCEDURE:

1. Formal grade appeals must be initiated by the student within four weeks after the date grades were due for the course(s) in question. (Note: The initial grade remains in force unless overturned by appeal).

2. The first step to resolve differences between an instructor and student concerning a grade must be an informal discussion with the instructor. If the instructor of record will not be available within the four-week period, the department chair or his/her designee may act in lieu of the instructor of record for the purpose of grade appeals.

3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department in which the course is offered a written appeal that includes the following:

   a. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.

   b. A description of the outcome of the informal discussion process.

   c. Any relevant documents the student would like to have reviewed as part of the appeal process.

   d. A copy of the course syllabus and assignment descriptions.

   e. The department chair may request additional materials from the student. After receiving a copy of the appeal materials from the department chair, the instructor has 14 calendar days to respond in writing to the appeal. The department chair will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 7 calendar days after receiving the instructor's response.

2. If there is no mutually agreed-upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has 7 calendar days to submit his or her written appeal to the provost. After reviewing the documentation and, at his/her discretion, interviewing the student and faculty member, the provost shall decide:

   a. That the grade was not assigned errantly or capriciously and shall stand as assigned.
   b. That the grade was assigned errantly or capriciously and should be changed. The provost shall then, as a result of his/her consideration, assign a grade different from the grade decided to be capricious. The provost shall then authorize the Registrar to make the grade change and such a decision shall be final.
   c. The provost's decision is final.

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 1: 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 2: 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 dean or director 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 dean or director 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 dean or director 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 dean or director and the student a written response to the complaint.

Upon receipt of the student's written complaint and the faculty's response, the dean or director 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 dean or director 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 dean or director shall attempt to mediate and resolve the issues involved in the academic grievance.

STEP 3: NOTICE OF REQUEST FOR ARBITRATION HEARING OF ACADEMICE GRIEVANCEE

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 dean or director, 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 dean or director 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 dean or director 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 4: 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, dean or director, 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, dean or director, arbitration panel, student, and faculty involved on a "need-to-know" basis.

STEP 5: 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

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

Students are expected to practice the highest levels of academic honesty throughout their tenure as students in all programs at Simpson University. The submission of all course assignments must represent the original work produced by that student for that course. The program faculty provides a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism.

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 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, 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, 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.

ACADEMIC SUSPENSION

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

ACADEMIC 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, 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.

APPEAL 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.

APPEAL 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 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.

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.

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 Student 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 SSC at 530- 226-4780 to schedule an appointment.

In addition to academic support, Student Services provides internship/career services and personal counseling.

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 always mindful of their surroundings. 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://simpsonu.libguides.com/home.

BOOKSTORE

Please see www.simpsonu.ecampus.com for information about bookstore services and products.

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

CALIFORNIA PRELIMINARY TEACHING CREDENTIAL

At Simpson University, there are two pathways towards obtaining a Preliminary Teaching Credential:

TRADITIONAL STUDENT TEACHING

The Traditional student teaching pathway is offered on campus and involves successfully completing coursework before proceeding to clinical practice during the final semester of the program. All student teaching placements will be in WASC-accredited public schools. Students enrolled in this pathway will be assigned a Simpson University Supervisor and a Master Teacher.

INTERN PATHWAY PROGRAM

Simpson University's Intern Pathway Program allows teacher candidates to earn income as a classroom teacher while also earning their California Preliminary Teaching Credential. The Intern Pathway Program candidate must first qualify for eligibility (see eligibility requirements below). During the internship the candidate simultaneously works as a classroom teacher while completing required coursework. Students enrolled in the Intern Pathway Program are employed by a district as a full-time teacher under a university intern credential. Students enrolled in this pathway will be assigned a Simpson University Supervisor and a Peer Support Provider. (Note: Students must find their own employment in a public school or charter school to be an intern.)

The credential programs offered by Simpson University are state approved programs and subject to revision at any time by state or federal law. The University and the School of Education reserves the right to modify the credentialing requirements stated in this catalog when directed to do so by the Commission on Teacher Credentialing.

Since credential legislation and regulations are subject to change, it is the student's responsibility to contact the School of Education about current regulations. Students are subject to any changes the state may impose until the student is fully credentialed.

ELEMENTARY (MULTIPLE SUBJECT) OR SECONDARY (SINGLE SUBJECT)

The multiple and single-subject teaching programs are designed to prepare teachers for public and private. 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.

Prior to being recommended to the CA Commission of Teacher credentialing for a Multiple or Single Subject Preliminary Teaching Credential by the credential analyst students 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 2.5. Candidates with less than a 2.5 may use the GPA petition process.
3. **Satisfy Basic Skills Requirement**
4. **Satisfy Subject Matter Requirement**
5. **U.S. Constitution:** Complete a course (two semester units or 3 quarter units) in the provisions and principles of the U.S Constitution or pass an examination given by a regional accredited college or university.
6. **Health Clearance:** Tuberculin clearance is required prior to admission and must stay valid while in program.
7. Hold a Commission issued document that requires finger printing. This document must remain valid while in the program.
8. RICA: Candidates for a Multiple Subject Credential must pass the Reading Instruction Competency Assessment (RICA) test before they can apply for their credential.
9. CalTPA Cycle 1 & Cycle 2: Candidates for a Multiple Subject and Single Subject Credential must pass Cycle 1 & 2 of the California Teacher Performance Assessments before they can apply for their credential.

CALIFORNIA PRELIMINARY CREDENTIAL COURSEWORK REQUIREMENTS

TRADITIONAL STUDENT TEACHING

PRE-CLINICAL PRACTICE COURSEWORK

+ED 5250/ EDUC 4250 - Technology for Teaching and Learning (3)
+ED 6010 / EDUC 4020 - Psychological Applications in Education (3) (Course requires 15 hours of classroom observation)
+ED 5460/ EDUC 4460 - Multicultural Instruction (3)-Multiple Subj. (Course requires 15 hours of classroom observation)
+ED 5470/ EDUC 4470 - Multicultural Instruction (3)-Single Subj. (Course requires 15 hours of classroom observation)
+ED 5400 / EDUC 4400- Language Arts (4)-Multiple Subj. (Course requires 15 hours of classroom observation)
+ED 5410 / EDUC 4410- Language Arts (4)-Single Subj. (Course requires 15 hours of classroom observation)
+ED 5420 / EDUC 4420- Curriculum & Instruction (4)-Multiple Subj. (Course requires 15 hours of classroom observation)
+ED 5430 EDUC 4430- Curriculum & Instruction (4)-Single Subj. (Course requires 15 hours of classroom observation)
ED 6000 Philosophical Foundations of Education (3) *Course can be taken prior to or during clinical practice semester.*
+Must be completed before student teaching.

CLINICAL PRACTICE & COURSES TAKEN DURING THE CLINICAL PRACTICE SEMESTER
Subject Matter Requirement must be met before progressing to the clinical practice semester.
ED 5601 Special Education (1)
ED 5602 Teacher Education Development (.5)
ED 5660 Induction Preparation (.5)
ED 5440 & ED 5441 Student Teaching (10)-Multiple Subj.
ED 5450 & ED 5451 Student Teaching (10)-Single Subj.

TOTAL 32

INTERN PATHWAY PROGRAM

ELIGIBILITY REQUIREMENTS
To be eligible for the Intern Pathway Program, all candidates must meet Commission and University requirements:
1. Candidate meets of 120 pre-service hours (see below).
2. Posted Bachelor's degree from a regionally accredited university.
3. Cumulative Grade Point Averages of at least 2.5 for admission; Maintain 3.0 GPA or better to continue as an intern
4. Pass Basic Skills Requirement
5. Certify Subject Matter Competence has been met
6. Complete U.S. Constitution requirement
7. Hold a Commission issued document that requires finger printing.
8. Each Internship has additional unique requirements. See Education Advisor for requirements.

120 PRE-SERVICE HOURS REQUIREMENT
Intern candidates must have 120 pre-service hours which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

Pre-Service hours may be met via previous coursework. Those not meeting pre-service criteria will need to take the following course along with other credentialing coursework as determined during the interview or advisement appointment.

ED 5101 Intern Pathway Preparation (2) *This course fulfills 30 Pre-Service hours.*

PROGRAM COURSES
ED 5250/ EDUC 4250 - Technology for Teaching and Learning (3)
ED 6010 / EDUC 4020 - Psychological Applications in Education (3)
ED 5460/ EDUC 4460 - Multicultural Instruction (3)-Multiple Subject
ED 5470/ EDUC 4470 - Multicultural Instruction (3)-Single Subject
ED 5400 / EDUC 4400- Language Arts (4)-Multiple Subject

ED 5410 / EDUC 4410- Language Arts (4)-Single Subject
ED 5420 / EDUC 4420- Curriculum & Instruction (4)-Multiple Subject
ED 5430 EDUC 4430- Curriculum & Instruction (4)-Single Subject
ED 6000 Philosophical Foundations of Education (3)
ED 5601 – Special Education (1)
ED 5602 - Teacher Education Development (.5)
ED 5660 - Induction Preparation (.5)
ED 5603 - Advanced Teacher Education Development (1)
ED 5670 - Intern Development (3)
ED 5671 - Intern Development Support I (1)
ED 5672 - Intern Development Support II (1)

INTERN CLINICAL PRACTICE PATHWAYS

INTERN CLINICAL PRACTICE 2-YEAR PATHWAY
ED 5442/52 - Intern Clinical Practice Pathway 2A (3)
ED 5443/53 - Intern Clinical Practice Pathway 2B (3)
ED 5444/54 - Intern Clinical Practice Pathway 2C (3)
ED 5445/55 - Intern Clinical Practice Pathway 2D (3)

INTERN CLINICAL PRACTICE 1-YEAR PATHWAY
ED 5446/56 - Intern Clinical Practice Pathway 1A (4)
ED 5447/57 - Intern Clinical Practice Pathway 1B (4)

TOTAL 34 - 38

Candidates' entry level status determines the coursework and clinical practice timeline needed for completion of the Intern Pathway Program. Timeline and required courses will be determined at the time of advisement.

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 continuing 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.

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. This program has a combination of face-to-face and online courses, however, the program can be completed fully online.

Students who wish to enroll in a master's degree program will need to satisfy the following course 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)

RESEARCH OPTIONS (6 credits)

Select one of the following options:

Option 1

Elective Courses (6 credits of graduate-level education courses)

Option 2

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 (9-12):

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

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. All requirements of the combination program must be satisfied prior to receiving a Master of Arts Degree.

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 (4)
+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 (3)
+ED 6010 Psychological Applications in Education (3)

+Must be completed before student teaching.

OTHER REQUIRED COURSES (16 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)
ED 6050 Research and Writing (3)

RESEARCH OPTIONS (6 credits)
Select one of the following options:
Option 1
Elective Courses (6 credits of graduate-level courses)
Option 2
ED 6344 Pedagogy and Assessment, Year 1 (6)
ED 6345 Pedagogy and Assessment, Year 2 (6)

TOTAL 54

COURSE DESCRIPTIONS

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 5101**
Intern Pathway Preparation (2) – Intern Pre-requisite Course: The course provides foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, and human development, and content specific to teaching English Learners. This course fulfills 30 pre-service hours towards the Intern Pathway Program requirements.

ED 5250
Technology for Teaching and Learning (3; Fall, Spring, Summer) Fundamentals of computer literacy: operations, terminology, and applications. This course is designed to give students hands-on experience with the infusion of educational technology into the elementary and secondary curriculum. Students will engage in a wide range of activities and projects designed to impart a practical understanding of the idea that teaching concepts and skills require expertise in various instructional methods and strategies appropriate for one's academic area. Students will gain firsthand experience in integrating technology into classroom activities to create learning environments that span

academic disciplines and address the needs of the diverse learners in today's classrooms. This course meets the requirements for a preliminary teaching credential.

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. This course provides candidates with academic skills for taking the Reading Instruction Competency Assessment (RICA). 15 observational hours in a school setting required.

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 (4) The scope and function of the elementary school, TK-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. 15 observational hours in a school setting required.

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. 15 observational hours in a school setting required.

ED 5430
Curriculum and Instruction in the Secondary School (4) 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 observational hours of supervised field experience in a school setting required.

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.

***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. (Prerequisites: ED 5250, 6010, 5400, 5420, 5460, 5610 and approval by the School 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 experience with English Language (Prerequisites: ED 5250, 6010, 5410, 5430, 5470, 5610 and approval by the School of Education).

ED 5446 / ED 5447
Intern Clinical Practice: Elementary 1A/1B (8) One Year Pathway. Courses reflect two semester length Intern teaching experiences in the school setting under the guidance of a Peer Support Provider and University Supervisor. Support includes experience with English Language Learners.

ED 5456 / ED 5457
Intern Clinical Practice: Secondary 1A/1B (8) One Year Pathway. Courses reflect two semester length Intern teaching experiences in the school setting under the guidance of a Peer Support Provider and University Supervisor. Support includes experience with English Language Learners.

ED 5442 / ED 5443 / ED 5444 / ED 5445
Intern Clinical Practice: Elementary 2A, 2B, 2C, 2D (12) Two Year Pathway. Courses reflect four semester length Intern teaching experiences in the school setting under the guidance of a Peer Support Provider and University Supervisor. Support includes experience with English Language Learners.

ED 5452 / ED 5453 / ED 5454 / ED 5455
Intern Clinical Practice: Secondary 2A, 2B, 2C, 2D (12) Two Year Pathway. Courses reflect four semester length Intern teaching experiences in the school setting under the guidance of a Peer Support Provider and University Supervisor. Support includes experience with English Language Learners.

ED 5460
Multicultural Instruction for Elementary (3; F/SP) In-depth study of theory and practice of second language acquisition, English language development and affective filter, specially designed academic instruction in English (SDAIE), Multi-Tiered Systems of Supports (MTSS), and integrated language development strategies for the content areas. This course requires 15 observational /student support hours of supervised field experience.

ED 5470
Multicultural Instruction for Secondary (3; F/Sp) In-depth study of theory and practice of second language acquisition, English language development and affective filter, specially designed academic instruction in English (SDAIE), Multi-Tiered Systems of Supports (MTTS), and integrated language development strategies for the content areas. This course requires 15 observational/student support hours.

***ED 5601**
Special Education (1) Course provides the pre-service classroom teacher with an understanding of the characteristics and needs of the exceptional student. Course covers a basic overview of legislation and procedures involving special

education students, and introduces a variety of instructional approaches, modifications and accommodations that will assist the general educator in meeting the needs of students with disabilities. (Co-requisites: Student Teaching or Intern Clinical Practice courses).

***ED 5602**
Teacher Education Development (.5) Course covers a wide range of topics including health issues, safety, and Best Practices, such as, ULD, MTSS and Restorative Practices. The course prepares candidates for CalTPA Cycle 1 & Cycle 2 assessments. (Co-requisites: Student Teaching or Intern Clinical Practice courses).

ED 5603
Advanced Teacher Education Development (1) Course provides an in-depth review and application of the Teacher Performance Expectations with specific support of items noted in the candidate's Professional Development Plan. Multiple subject candidates will have specific instruction in child development and teaching methods for the TK-12 classroom. (Co-requisites: Intern Clinical Practice courses).

***ED 5660**
Induction Preparation (.5) Candidates reflect on their Teaching Performance Assessment and identify areas of focus for their induction plan. Co-requisites: Student Teaching or Intern Clinical Practice courses).

ED 5670
Intern Development (3) Course provides coaching, modeling of lessons, assistance with course planning and problem-solving regarding students, on site situations, parent conferences, report cards, curriculum, as well as the development of effective teaching methodologies. This course will provide support specific to their Professional Development Plan. Multiple subject candidates will have specific instruction in child development and teaching methods for the TK-12 classroom. (Co-requisites: Intern Clinical Practice courses).

ED 5671
Intern Development Support I (1) This course supports candidates who are continuing to work on a University Intern credential. Candidates will use their experience in Clinical Practice to demonstrate teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are guided as they work through the Teaching Performance Assessment via class meetings, materials, and ongoing support from faculty and peers.

ED 5672
Intern Development Support II (1) This course supports candidates who are continuing to work on a University Intern credential. Candidates will use their experience in Clinical Practice to demonstrate teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are guided as they work through the Teaching Performance Assessment via class meetings, materials, and ongoing support from faculty and peers.

ED 6000
Philosophical Foundations of Education (3) 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 students with disabilities and/or learning differences and English language learners. Course requires 15 observational hours in a school setting.

ED 6050
Research and Writing (3) A general introduction to the principles and practices governing formal, scholarly investigation. 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 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

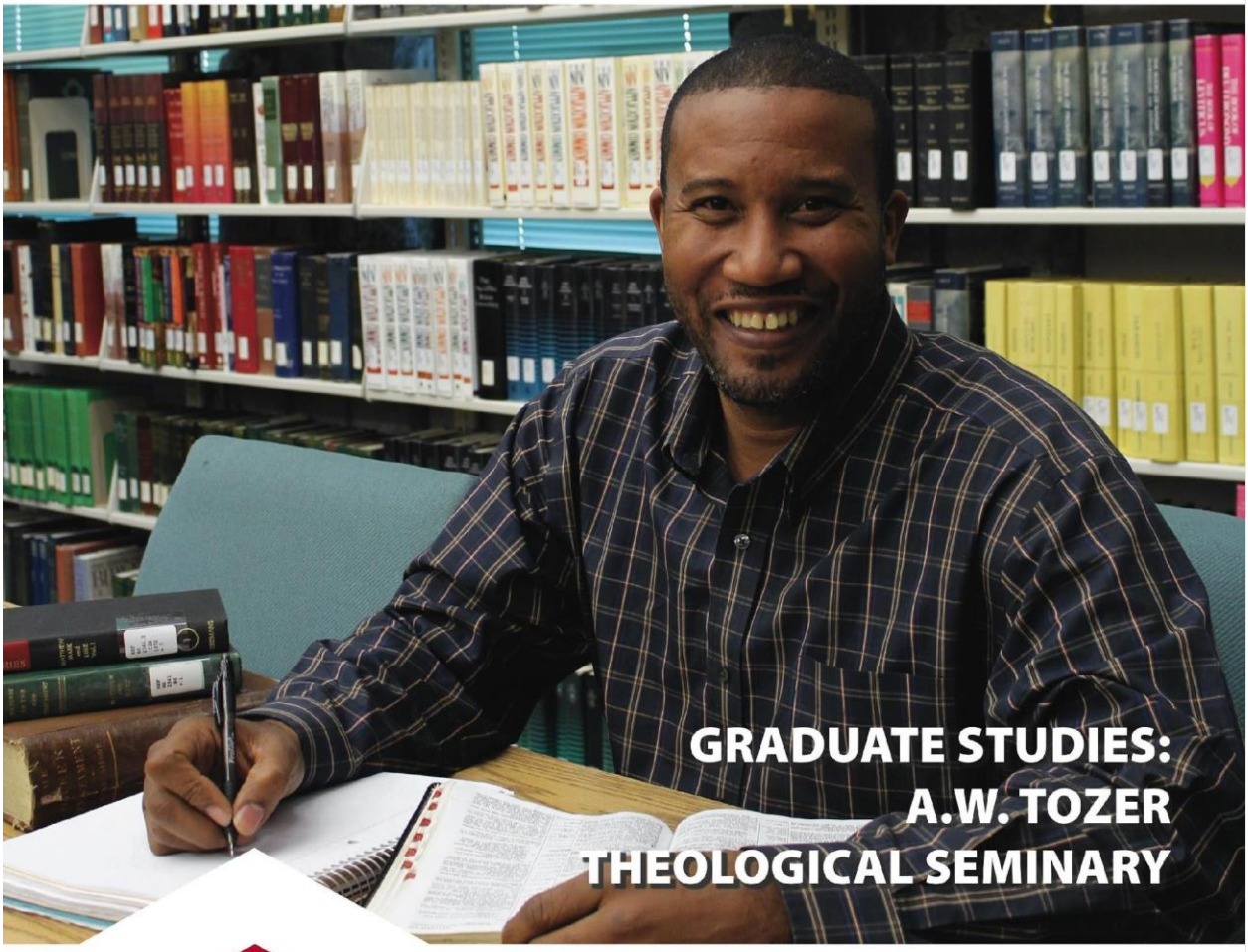
Leadership in Communication, Public Relations and Politics (3) Presents interactive strategies for developing effective communications and public relations. A variety of communication techniques are explored. The power of the spoken word, the art of listening, nonverbal communication, personality differences, 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 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 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.



Academic Calendar
General Information
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GRADUATE STUDIES: A.W. TOZER THEOLOGICAL SEMINARY

ACADEMIC CALENDAR

FALL 2024

Aug. 23-25	Friday – Sunday	New Student Orientation
Aug. 25	Sunday	Last Day for Registration
Aug. 26	Monday	School of Nursing New Student Orientation
Aug. 26	Monday	Classes Begin
Aug. 30	Friday	Opening Academic Convocation (10:20am - 11:20am)
Sept. 3	Monday	Last Day to Add Classes
Sept. 6	Friday	Last Day to Drop Classes
Sept. 20	Friday	Chapel by Major
Sept. 23-27	Monday - Friday	Global Impact Week
Oct. 18	Friday	Mid-Term Grades Due
Oct. 30	Wednesday	Day of Shalom (Day Classes Cancelled)
Nov. 1	Friday	Last Day to Withdraw from Classes
Nov. 11	Monday	Veteran's Day (Day Classes Cancelled)
Nov. 25 - 29	Monday - Friday	Thanksgiving Vacation (Offices Closed Thursday & Friday)
Dec. 9 - 13	Monday - Friday	Finals Week
Dec. 12	Thursday	Nursing Pinning Ceremony
Dec. 14 - Jan. 12	Saturday – Sunday	Winter Break
Dec. 18	Wednesday	Grades Due (Noon)

WINTER 2024 – 2025

Dec. 16	Monday	Classes Begin (Online)
Dec. 16	Monday	Last Day to Register for Winter Term Course (non-travel)
Dec. 18	Wednesday	Last Day to Drop
Jan. 1	Wednesday	Last Day to Withdraw
Jan. 12	Sunday	Last Day of Course
Jan. 13	Monday	Grades Due (Noon)

SPRING 2025

Jan. 12	Sunday	New Student Orientation
Jan. 12	Sunday	Last Day for Registration
Jan. 13	Monday	Classes Begin
Jan. 20	Monday	MLK Day (Day Classes Cancelled)
Jan. 20	Monday	Last Day to Add Classes
Jan. 24	Friday	Last Day to Drop Classes
Feb. 7	Friday	Chapel by Major
Feb. 17	Monday	President's Day (Day Classes Cancelled)
Mar. 7	Friday	Mid-Term Grades Due
Mar. 10- 14	Monday-Friday	Spring Break
Mar. 21	Friday	Last Day to Withdraw from Classes
Apr. 9	Wednesday	Simpson Student Research Symposium (No Classes)
Apr. 18	Friday	Good Friday (Easter Weekend) (Offices Closed)
Apr. 20	Sunday	Easter
Apr. 25	Friday	Awards Chapel (10:20am - 11:20am)
Apr. 25	Friday	Blessing of the Hands Ceremony (Nursing)
Apr. 28 - May 2	Monday-Friday	Finals Week

May 1	Thursday	Nursing Pinning Ceremony
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement
May 7	Wednesday	Grades Due (Noon)

MAY & SUMMER COURSES 2025

May 12 – June 6	May Term (Tentative)
May 12 – August 15	TUG Summer Term
July 19 – 20	Redhawk Summer

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

GENERAL INFORMATION

"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 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 20 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 evangelism. He is licensed with the Central Pacific District of the C&MA and is ordained via his home church in Idaho and that ordination is sustained by the C&MA. He 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 ensure 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, during 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:

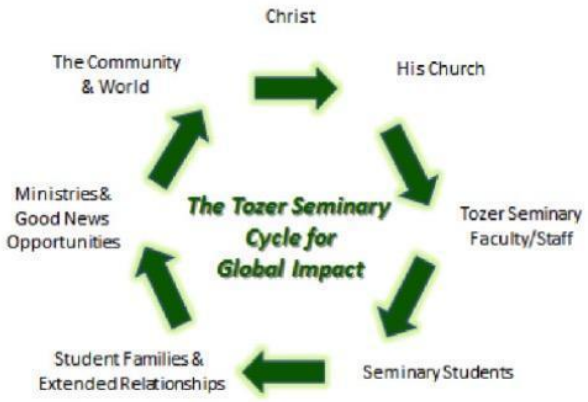
- Rod Anderson, Ed.D., Church Planting & New Testament
- Patrick Blewett, D.Min., Ph.D., Education and Ministry
- Christian Braun, Ph.D., Anthropology and Cross-Cultural Studies
- David Dummer, D.Miss., Missiology and Cross-Cultural Studies
- Bill Giovannetti, D.Min., Biblical Studies and Evangelism
- Rod Lewis, D.M.A., Worship
- Thomas Middlebrook, Ph.D., Old Testament
- Tom Mount, Ph.D., Theology
- Tim Orr, Ph.D., Church History
- Cornelius Quek, D.Min., Ministry and World View Development
- Michael Schill, Psy.D., Counseling
- Craig Smith, Ph.D., New Testament
- Bill Such, Ph.D., Biblical Studies and International Community Development
- Gary Tangeman, D.Min., Pastoral Ministry
- David Yip, D.Min, Ph.D., Chinese Ministry Education

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 to ensure 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. Note this this list does not include specialty adjuncts for foreign language students (Hispanic, Chinese, Vietnamese, etc.).

ORGANIZATIONAL PHILOSOPHY

Organizationally, we see our seminary experience as part of a cycle for global impact. The 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 commission. 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) 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 and/or signature assignments
- Theological perspective is compared to one's understanding of C&MA Statement of Faith
- 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 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.

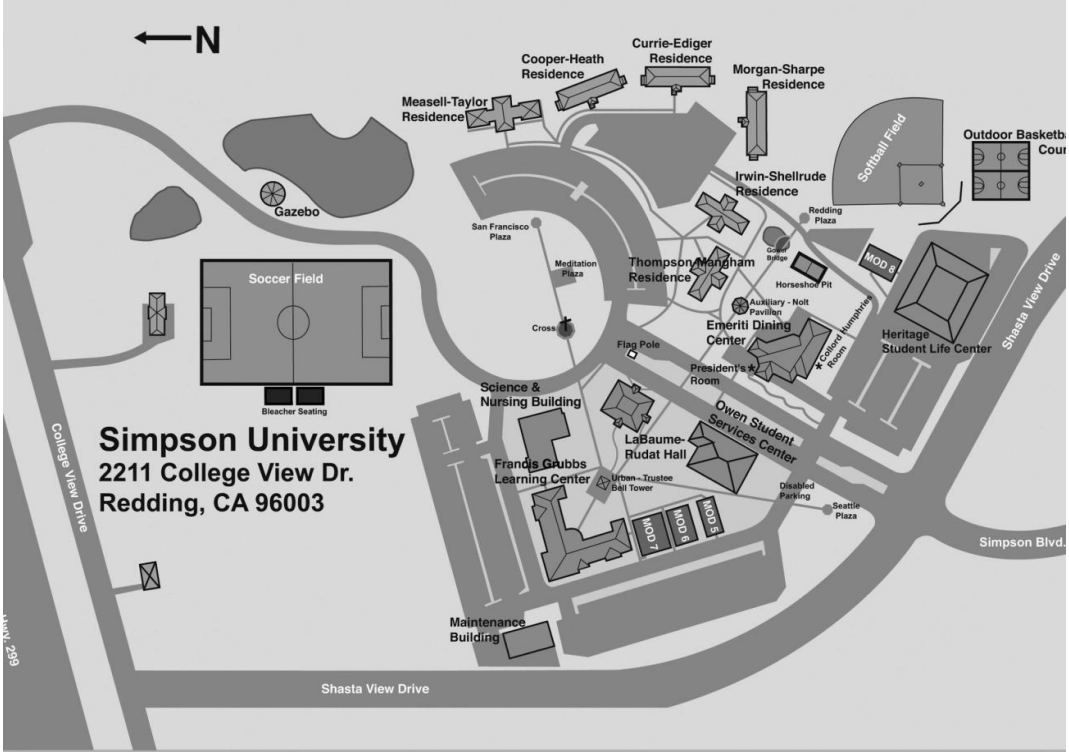
CAMPUS LOCATION & MAP

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 ground 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. A third site is under development in Southern California at: New Life Christian Fellowship, 11000 First Ave., Whittier, CA 90603.

ADMISSIONS INFORMATION

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 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. To be considered for admission to any degree program, a prospective student must provide proof of a valid immigration status.

SPECIAL PROVISION FOR ADMISSIONS & 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.

STUDENTS ENTERING WITH ADVANCED STANDING (PRIOR EDUCATION IN BIBLE, THEOLOGY, & 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.

ENTERING 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**.**

STUDENTS ENTERING 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 can 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 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 & 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 (optional).
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 Canvas. 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 Simpson portal password, and information about registering on Colleague. 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. Most of this new student orientation (NSO) is available online via the Canvas platform.

NAME & 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 Canvas.

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

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. A New Student Orientation is available online via the Canvas platform. 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 & 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.) To complete the programs in the normally designed time frame (3-4 years for M.Div., and 2-3 years for an MAML), 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 & 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, and streaming video playback.
> **INTERNET CONNECTION:** Video and even audio files can be large, so students should have access to broadband Internet connection.
> **SKILLS:** 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 11 or newer, or the latest Mac OS
b. Minimum 8 GB of RAM (16 GB or more recommended)
c. High-speed internet connection
d. Access to a scanner
e. Access to a printer
f. Microsoft Office 365 or newer
g. Current version of Adobe Reader
h. Access to Firefox, Safari, or Chrome Web browser

INTERNATIONAL SETTINGS FOR EDUCATION OFFERINGS

The Seminary may offer a small number of courses at one or more international sites (consistent with WASC requirements) in combination with online distance learning requirements. The purpose is either to enrich the learning with international multi-cultural experiences or to facilitate proximity for students to a positive learning situation for the course. International courses are clearly identified, offered, and supervised in order to protect the Seminary, students and faculty, and any governmental requirements of either the United States or the host country and to offer a component of a degree program. Consult with the Seminary office for specifics.

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 & 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 are available at the student advising website on Canvas.

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 & 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 evidence 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 evidence 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	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	F	0.0
B-	2.7		

NOTE: 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% - 100%	C+	77% - 79%
A-	90% - 93%	C	74% - 76%
B+	87% - 89%	C-	70% - 73%
B	84% - 86%	F	0% - 69%
B-	80% - 83%		

GRADE REPORTS & ADJUSTMENTS

Tozer Seminary student grades are available on Colleague Self-Service. 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	Probation with advising restrictions if cumulative	Disqualification for financial aid

	GPA is less than 3.0, requiring readmission	GPA is greater than 2.0	
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 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 2/3 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.

ACADEMIC INTEGRITY POLICIES

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, 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, to register or attend a Tozer Seminary class. A student who has completed the stated penalty of suspension can be readmitted into Tozer if 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.

APPEAL 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.

APPEAL 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:
5) The hearing will be conducted in a private setting.
6) Admission of any person to the hearing shall be at the discretion of the chair of the appeals panel.
7) The student may have an advisor present of his/her choice; however, the advisor is not permitted to participate in the hearing.

a) 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.
b) All procedural questions during the hearing are subject to the decision of the chair of the panel.
c) After the hearing, the panel shall render its decisions by majority vote.
d) If the facts are in question, they shall determine whether the student has violated the policy as alleged.
e) 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.

8) 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 & 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 decide 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.

TOZER ACADEMIC COUNCIL REVIEW

If the TOZER 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 & 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.

Several students will seek ministry credentials from other denominations or churches. A.W. Tozer Seminary is happy to interface with other groups to help prepare our seminarians to meet the credentialing requirements of each group.

STUDENT SERVICES

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 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 Canvas. Personal advising is available. Most questions can be fielded on the phone or by email with the Tozer Support Services Coordinator. Technical support for Colleague Self-Service and Canvas is available from the Information Services Help Desk.

The university uses Canvas 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.

HOUSING & DINING

Some campus housing is available for Tozer Seminary students on a first-come, first-served basis. Housing information is available at the Tozer Canvas website, https://portal.simpsonu.edu.

TEXTBOOKS & RESOURCES

Please see www.simpsonu.ecampus.com for information about bookstore services and products.

PROFESSIONAL COUNSELING

Personal counseling services are available to all students.

SERVICES TO STUDENTS WITH LEARNING DISABILITIES

The Academic Success Center coordinates all requests for accommodation of documented disabilities. 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 & 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.

CANVAS
The course management software used at A.W. Tozer Theological Seminary for online learning is Canvas, an open-source web-based program. There is no fee for using Canvas. Students registering for courses at Tozer should obtain course information through Canvas.

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 & 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 Support Services Coordinator for more information; this person can also provide information regarding transportation.

REGISTRATION
Students must register for intensive courses electronically or via the student services coordinator by registration deadline for the semester and/or the first week of class.

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 Canvas, 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 Canvas, 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 & 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 & SPRING SEMESTERS

SUNDAY	2PM - 10PM
MONDAY - THURSDAY	7:30AM - 9PM
FRIDAY	7:30AM - 6PM
SATURDAY	CLOSED

SUMMER (MAY TO AUGUST)

S UNDAY	CLOSED
MONDAY, WEDNESDAY, THURSDAY	10AM - 3PM
TUESDAY	1PM - 6PM
FRIDAY	CLOSED
SATURDAY	CLOSED

Exceptions to the schedule are posted on the library's web page: https://simpsonu.libguides.com/

LIBRARY STAFF
Librarian: Heather McCulley---------- 530 226-4943

Reader and Circulation Services Tech: TBA---------- 530 226-4116

Interlibrary Loan: TBA---------- 530 226-4116

Circulation Desk: Student Worker---------- 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 https://simpsonu.libguides.com/
- Select "find resources" (top of screen).
- Choose "online resources" and "comprehensive list" for an A-to-Z list of databases.
- When requested, enter your username (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 email 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)

NOTE: SUBJECT-SPECIFIC DATABASES AVAILABLE

THEOLOGY & 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 & 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 SU Library database tutorials page is https://simpsonu.libguides.com/Guides/DatabaseGuides

HOW TO COLLECT, ORGANIZE & 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 the library.

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 & ARTICLES ON RESERVE FOR A CLASS

- Go to https://simpsonu.libguides.com/home.
- 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 & ARTICLES THROUGH INTERLIBRARY LOAN

- Go to the library's home page, https://simpsonu.libguides.com/home.
- 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, https://simpsonu.libguides.com/home 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. In requires the student to spend time with God seeking His desires. It also requires us to be interacting with God's people, the Church, 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!

A CENTER FOR PEACE, HEALING, & RECONCILIATION

In addition to our academic programs, the Seminary is developing a center for peace, healing, and reconciliation. At the heart of this emphasis is an understanding of biblical "Shalom" or peace and wholeness. With the Christian & Missionary Alliance's emphasis on Christ's healing power (Isaiah 53:5-6; Matthew 8:16-17; James 5:13-16), and the New Testament emphasis on reconciliation to God and man (2 Corinthians 5:16-21), the seminary faculty are working to collect and provide appropriate literature, materials, and training for peace-making as well as an understanding of what biblical and holistic healing includes (i.e., body, soul, and spirit) both theologically and experientially. For more information on this Center as it develops, please contact the Dean.

PROGRAMS OF STUDY

"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 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 other 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.) 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 round out one's preparation for ministry.

PROGRAM OUTCOMES & CORRESPONDING MEASUREMENTS

OUTCOME 1:

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:
    - Graduate can articulate personal faith in Jesus Christ and describe his journey towards maturity in Christ (MDiv 1.1)
    - Graduate can articulate a call to ministry (MDiv 1.2)
    - Graduate practices integrity in personal relationships, including reliability, trustworthiness, and ability to observe appropriate confidentiality (MDiv 1.3)
    - 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)
    - Graduate understands, articulates, and practices selective spiritual disciplines that impact and enhance one's faith and walk with God (MDiv 1.5)
    - Graduate can articulate principles of spiritual transformation from various faith traditions within Christianity and understand their values and limitations (MDiv 1.6)
    - Graduate exhibits spiritual gift(s) in a manner that is effective and appropriate (MDiv 1.7)
    - Graduate gives appropriate attention to personal, emotional, and physical wellness (MDiv 1.8)
    - Graduate can articulate verbally and in writing a personal philosophy of ministry (MDiv 1.9)
    - Graduate has developed an expectation for the supernatural seeking to experience God at work in life and ministry (MDiv 1.10)

OUTCOME 2:

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:
    - Graduate studies Scripture regularly and applies it to personal life (MDiv 2.1)
    - Graduate can articulate the nature and function of biblical authority for believers (MDiv 2.2)
    - 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)
    - 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)
    - Graduate uses tools to help understand Scripture in its original languages demonstrating appropriate information literacy (MDiv 2.5)
    - Graduate can systematically teach Scripture to the congregation or those whom he or she is shepherding (MDiv 2.6)
    - Graduate demonstrates a passion for evangelism, discipleship, and the mission of God rooted in one's knowledge of Scripture (MDiv 2.7)
    - Graduate has sensitivity to peace, social justice, and global humanitarian concerns reflecting a biblical worldview rooted in Scripture (MDiv 2.8)

OUTCOME 3:

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:

- Graduate can prepare a message (i.e., sermon) in accordance with accepted principles of biblical exegesis and effective communication (MDiv 3.1)
- Graduate can deliver a message (i.e., sermon) effectively understanding and reaching the target audience (MDiv 3.2)
- Graduate can clearly present the gospel and leads others to a saving faith in Jesus Christ (MDiv 3.3)
- 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)
- 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)
- Graduate has skills to creatively plan, execute, and evaluate adult biblical teaching in a congregational context (MDiv 3.6)
- 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)
- Graduate can develop, structure, and oversee a congregational program of biblical education that is age appropriate (MDiv 3.8)
- Graduate can articulate the believer's position "in Christ" and uses that truth to encourage and comfort believers (MDiv 3.9)
- Graduate articulates a leadership vision for the ministry or organization appropriate with the position in which service is provided (MDiv 3.10)
- Graduate exhibits qualities of leadership and servanthood (MDiv 3.11)

OUTCOME 4:

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:
  - Graduate expresses a coherent understanding of the content of biblical literature; and biblical, historic, and systematic theology (MDiv 4.1)
  - 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)
  - 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)
  - Graduate has a general understanding of the historic development of the Christian church, its structures, doctrines, cultures, and practices (MDiv 4.4)
  - Graduate has a basic understanding of church polity, ideally from the perspective of the student's declared denominational home (MDiv 4.5)
  - Graduate employs practical reason in a fashion informed by the witness of the biblical text (MDiv 4.6)
  - Graduate demonstrates basic ethnographic and cultural awareness in order to exegete one's cultural setting for ministry (MDiv 4.7)
  - 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)
  - Graduate is regularly engaged in a discipleship relationship with someone (MDiv 4.9)

MASTER OF DIVINITY CURRICULUM REQUIREMENTS

Professional Ministry Curriculum Overview (74 Units Minimum)

REQUIRED BIBLICAL STUDIES COURSES (21)

BI 6005 Biblical Interpretation (3)
NT 6010 New Testament Greek I (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)
OT 6214 OT: Pursing Wisdom

REQUIRED THEOLOGICAL STUDIES COURSES (21)

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)

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)

EL 6010 Personal Life Coaching (1)
EL 6015 Ministry Life Coaching (1)

SUGGESTED SEQUENCING OF COURSES

SUMMER (PRIOR TO YEAR 1)

- Biblical Interpretation
- Spiritual Formation

YEAR 1

FALL:

- Pentateuch
- Prolegomena
- Personal Health

SPRING:
- Kings & Prophets
- God, Humanity, & Angels
- Catalytic Leadership

SUMMER:
- Pursuing Wisdom
- Church History
- Evangelism & Community Engagement

YEAR 2

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 3

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
(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,
PO - 2	MDiv 2.5	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
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-culture. 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 Outcomes	Observable Measurements	Course(s) for Instruction
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 understand Scripture, basic theology, and ministry skills (based on undergraduate study), but who want to focus a graduate experience narrower 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 1:

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:
    - Graduate can articulate personal faith in Jesus Christ and describe his journey towards maturity in Christ (MAML 1.1)
    - Graduate can articulate a call to ministry (MAML 1.2)
    - Graduate practices integrity in personal relationships, including reliability, trustworthiness, and ability to observe appropriate confidentiality (MAML 1.3)
    - 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)
    - Graduate understands, articulates, and practices selective spiritual disciplines that impact and enhance one's faith and walk with God (MAML 1.5)
    - Graduate can articulate principles of spiritual transformation from various faith traditions within Christianity and understand their values and limitations (MAML 1.6)
    - Graduate exhibits spiritual gift(s) in a manner that is effective and appropriate (MAML 1.7)
    - Graduate gives appropriate attention to personal, emotional, and physical wellness (MAML 1.8)
    - Graduate can articulate verbally and in writing a personal philosophy of ministry (MAML 1.9)
    - Graduate has developed an expectation for the supernatural seeking to see God at work in life and ministry (MAML 1.10)

OUTCOME 2:

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:
    - Graduate studies Scripture regularly and applies it to personal life (MAML 2.1)
    - Graduate can articulate the nature and function of biblical authority for believers (MAML 2.2)
    - 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)
    - 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)
    - Graduate uses tools to help understand Scripture and demonstrates effective skills in information literacy (MAML 2.5)
    - Graduate demonstrates a passion for evangelism, discipleship, and the mission of God rooted in one's knowledge of Scripture (MAML 2.6)
    - Graduate expresses a coherent understanding of the content of biblical literature and systematic theology (MAML 2.7)
    - 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)
    - Graduate has a general understanding of the historic development of the Christian church, its structures, doctrines, and practices (MAML 2.9)
    - Graduate has a basic understanding of church polity, ideally from the perspective of the student's declared denominational home (MAML 2.10)
    - 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)

- Graduate is systematically engaged in a discipleship relationship with someone (MAML 2.12)

OUTCOME 3:

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:
  - Graduate can clearly present the gospel and leads others to a saving faith in Jesus Christ (MAML 3.1)
  - Graduate can articulate a vision that helps a congregation achieve balance between "inreach" and "outreach" ministries (MAML 3.2)
  - 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)
  - 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)
  - Graduate can develop and oversee a congregational or para-church program of biblical education that is age appropriate (MAML 3.5)
  - Graduate can articulate the believer's position "in Christ" and uses that truth to encourage and comfort believers (MAML 3.6)
  - Graduate articulates a leadership vision for the ministry or organization appropriate with the position in which service is provided (MAML 3.7)
  - Graduate can demonstrate loyalty, receive instruction, and implement directives from senior leadership (MAML 3.8)
  - 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 (9)

BI 6005 Biblical Interpretation (3)
OT/NT Open Selection of Biblical Literature Courses (6)

REQUIRED THEOLOGICAL STUDIES COURSES (12)

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)

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 (19)

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)

EL 6010 Personal Life Coaching (1)
EL 6015 Ministry Life Coaching (1)

SUGGESTED SEQUENCING OF COURSES

SUMMER (PRIOR TO YEAR 1)

- Biblical Interpretation
- Spiritual Formation

YEAR 1:

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 2:

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,
PO - 2	MAML 2.5	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	Observable	Course(s) for Instruction

Outcomes	Measurements	
PO - 1	MAML 1.9	Catalytic Lead, Lead Strategies

INSTITUTIONAL LEARNING OUTCOME 3d: CHRISTIAN CHARACTER & VALUES

Program Outcomes	Observable Measurements	Course(s) for Instruction
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

B.A / M.A. DUAL DEGREE CONFIGURATION (3+2) PROGRAM

Bachelor of Arts in Biblical Studies / Master of Arts in Ministry Leadership (sometimes referred to as a 3+2 program)

Tozer Seminary provides an undergraduate degree in Biblical Studies (120 credits) which allows for minors in pastoral ministry, youth ministry, cross-cultural ministry (missions), music, and other options as a stand-alone degree program. The Seminary also provides a graduate degree in Ministry Leadership (54 credits), and a traditional Master of Divinity degree (74 credits). The seminary faculty can provide a combination of the undergraduate and graduate degree programs in a manner that reduces redundancy of coursework. Student Learning Outcomes remain fixed in both the undergraduate and graduate programs; however, in this modified delivery system, the seminary can reduce the total hours for the undergraduate and ministry leadership degree programs to a total of 150 credits rather than 174 credits. If someone is seeking a bachelor's degree and the Master of Divinity degree, the total number of hours in the combination program is 174 credits rather than 194 credits.

An undergraduate Biblical Studies student considering the combination degree program should declare his/her intent during the first two to three semesters at Simpson so that faculty can effectively advise the student. Admission into the combination degree program assumes that the student can (1) maintain a minimum of a 3.0 GPA or higher, (2) articulate a clear statement of Christian faith, (3) demonstrate and articulate a level of spiritual maturity and ministry calling, and (4) find appropriate avenues of service in the community and/or ministry settings and systematically serve either in a volunteer or compensated setting. Members of the Tozer faculty will interview each candidate for this program. Admission into the combination degree program is not automatic; the seminary faculty will interact with all potential students and advise accordingly.

Program Academic Requirements: 150 Credits Minimum (120 credits – BA / 30 credits – MAML)

REQUIREMENT	COURSE NUMBER	COURSE TITLE	CREDIT TOTALS
GENERAL EDUCATION BASE CAMP CORE – 24 CREDITS	GATE 1000	University Vocation and Wellness	2
	ENGL 1220	College Writing II	3
	COMM 1260	Oral Communications	3
	MATH 1830 or MATH 2610	Precalculus or Statistics	3
	BIBL 1300	Literature of the OT	3

	BIBL 1310	Literature of the NT	3
	CORE 2000	Engaging Faith & Society	3
	BIOL 1310 or CHEM 1300 or PHYS 1510	Intro to Biology or Intro to Chemistry or Intro to Physics	4
GENERAL EDUCATION EXPEDITION REQUIREMENTS – 19 CREDITS (minimum)			
Trail #1: Artistic Expression	Open	Open to any artistic expressions courses	3
Trail #2: Cultural Perspectives	HUMA 11450 and HUMA 1460 ANTH 3110	World Civilization I and World Civilization II Cultural Anthropology	3 3 3
Trail #3: Civic Engagement	Open	Open to any civic engagement courses	3
Trail #4 Science and Society	PSYC 1600	Intro to Psychology	3
Trail #5	ODLE XXXX	Recreation Elective	1

Adventure Recreation			
GENERAL EDUCATION SUMMIT – 3 CREDITS	THEO 3650	Issues in Ethics	3
ADDITIONAL PROGRAM REQUIREMENTS : BREADTH OF KNOWLEDGE AND PERSPECTIVE – 24 CREDITS	PSYCH 3016 or SOCI 3600 PHIL 3010 THEO 6015 GS 6015 BUSS 2940 or BUSS 2950 RELI 3900 COMM 1270	Life Span Development or Marriage and Family Philosophy and Critical Thought Events in Church History Personal Health of the Leader Principles of Management or Principles of Finance World Religions Interpersonal Communication	3 3 3 3 3 3 3 3
Undergraduate Major Requirements: Biblical Studies Major **33 CREDITS**	BI 6005 NT 6202 NT 6202 or OT 6000 OT/NT xxxx OT 6211 OT 6213 OT 6214 NT 6211 NT 6212 TH 6050 / 3600 BIBL 4575 or TH 6430	Biblical Interpretation Greek I Greek II or Introduction to Hebrew Bible Elective Pentateuch Kings & Prophets Pursuing Wisdom Gospels & Johannine Literature Acts & Epistles Intro to Christian Theology Capstone Biblical Research Project or Christian Apologetics	3 3 3 3 3 3 3 3 3 3 3
Graduate Level Requirements: Ministry Leadership (knowledge, dispositions, and skills)	TH 6060 TH 6270 TH 6070 TH 6170 TH 6405 DM 6000 DM 6050 ML 6045	Prolegomena, Authority, & Script. Sin, Salvation, & Mission of God God, Humanity, & Angels Jesus, Holy Spirit, the Church Pain, Suffering, & Healing or Spiritual Formation and Discipleship Evangelism & Community Engage. Pastoral Leadership	3 3 3 3 3 3 3 3

33 credits	ML 6100 CO 6110 or ML 6170 or CN 6200 ML 6030	Pastoral Care Preaching the Word or Worship Planning and Liturgy or Principles of Counseling Alliance Ministry	3 3 3
Open Electives (15 credits) **Or a specified Minor*** (21 credits including other program or university specific requirements)	Prefix xxxx Prefix xxxx Prefix xxxx Prefix xxxx Prefix xxxx	(Open upperclass (3000 or higher) electives for student choice and/or the selection of a minor) ***When appropriate to meet student learning outcomes, based on a student's calling and gifting, two additional courses may be substituted from the undergraduate and graduate program requirements in order to allow six credits in more strategic course work for the individual's learning objectives and vocational goals.*** *If a student does not want to seek the M.Div. degree, the seminary recommends that a student consider completing at least one of the following experiential learning opportunities:* *MINS 3910/3920 Ministry Internship Experience (3 credits)* *CCST 4900/4910 Cross Cultural Internship (3 credits)*	3 3 3 3 3
Experiential Learning – 2 Credits	EL 6010 EL 6015	Personal Life Coaching (1) Ministry Life Coaching (1)	1 1

*Tozer Seminary offers several options for undergraduate minors: these include youth ministry, inter-cultural studies (i.e., missions), psychology or community counseling (i.e., human services), and other programs within the university (i.e., business, communications, etc.). Most minors require at least 21 credits, of which some courses within this program may qualify to count towards a minor. The seminary also offers a certificate in Peace, Healing, and Reconciliation (PHR) for individuals interested. This PHR certificate is available to individuals whether they seek the degree requirements or not.

The Seminary faculty works with undergraduate students to ensure they have academic ability and discipline along with the calling, character, and competencies to move into this modified format for ministry training (sometimes referred to as a 3+2 program). For some students, completion of the undergraduate degree is sufficient before entering a ministry position or heading into a traditional graduate program in theology or ministry.

In our commitment to Stackable Education, the additional requirement to move a student to completion with a Master of Divinity degree rather than the Master of Arts Degree in Ministry Leadership is listed below. Again, by way of review, the Bachelor of Arts degree is 120 credits; the Master of Arts degree is an additional 30 credits beyond the bachelor's degree (150 total credits); and completion of the Master of Divinity degree would require an additional 24 credits beyond the Master of Arts degree (174 total credits).

Some students wish to complete a traditional Master of Divinity degree (M.Div.) via this modified delivery system rather than the MAML degree. Within theological higher education, the Master of Divinity degree is the traditional first theological professional degree beyond the bachelor's degree. Some denominations require it for credentialing. This program can provide a pathway to a M.Div. degree.

One Year Supervised Ministry Experience - Internship (Post Seminary) (24 credits) = Replacing the MAML degree with the M.Div. degree.

In order to complete the Master of Divinity program requirements using this modified delivery program reducing redundancy, the student must complete a minimum of 174 credits for graduation (including the BA in Biblical Studies and the MAML degree) plus additional experiential learning. This is still one and a half years shorter than the traditional bachelor's degree plus the traditional seminary degree as we seek to eliminate redundancy. In order to receive the M.Div. degree using this arrangement, the student would surrender the MAML diploma with the intent of having it replaced by the M.Div. diploma.

Following the model of many different denominations, this internship would include two semesters (transcripted as 12 credits each semester) with defined outcomes, defined ministry experiences, documented clock hours of service, student reflections/journaling, coaching by a supervisor, and integration of learning into a real ministry setting. Additional requirements may include appropriate personality and psychological testing, profile development, and/or preparation of examination documents in order submit for licensure and/or ordination, depending on the denominational or faith group's requirements. The specific setting for the internship and the supervisor must be approved by the seminary along establishing a clear learning contract for the internship experience with a church or non-profit or mission agency. Details within the internship program include the fact that the internship reflects an estimated 600 logged clock hours per semester minimum (i.e., 1200 clock hours total). The experience may be spread over a 12-month period rather than the traditional academic 8-month period (32 week, two-semester format). This extended Internship is documented and transcripted as EL 7000 Year-Long Ministry Internship (i.e., 24 credits).

For individuals interested in clinical pastoral education (CPE) and/or chaplaincy ministry, this internship format provides an excellent means by which an individual can seek additional training and/or certifications for clinical settings provided practical ministry experience is within the program design.

The internship cost is calculated differently from traditional credit hours earned since most of the learning will be independent of the seminary campus and personnel. The flat rate for the M.Div. internship will be determined.

MASTER OF ARTS IN COMMUNITY COUNSELING

PROGRAM DESCRIPTION

This 36-semester credit graduate degree is designed to introduce students to the cognitive aspects associated with community-based counseling and/or human services from a non-licensure perspective. No clinical requirements or preparation for American licensure is included. The program offers 100% of its coursework online without geographic limits. CIP Code could reasonably be CIP 44.0000. The inaugural year for this new program is 2022.

The MACC is designed for community professionals who may be care providers and desire additional understanding of principles of counseling. Examples include nurses, medical doctors, first responders, pastors, chaplains, educators, people serving in social service organizations, lay counselors, missionaries providing member care, etc. This program is for North Americans and Internationals seeking this training. Individuals seeking to become licensed therapists should see Simpson University's Master of Arts Degree in Clinical Psychology (a 65-semester credit minimum program). In order to protect the integrity of the licensure program (MACP) at Simpson in terms of relationship to the State of California, this program is managed under the Seminary which is a distinct and separate division of the University.

DEFINED PROGRAM OUTCOMES

OUTCOME 1:

Understand the knowledge base for the broader counseling professions and apply the knowledge base of the disciplines in an ethical, reflective, and culturally responsive manner.

Corresponding Observable Measurements:

Graduate can clearly discuss broader philosophies of counseling (MACC 1.1)

Graduates can articulate and apply a basic knowledge base within ethical, reflective, and culturally responsive terms. (MACC 1.2)

OUTCOME 2:

Evaluate research, appreciate the contribution of empirical inquiry to the solution of applied problems, and apply research findings to practices.

Corresponding Observable Measurements:

Graduate can clearly discuss contributions of empirical inquiry related to application to problem-solving options for human care (MACC 2.1)

Graduates can evaluate empirical research within one's sphere of service determining whether it has high value or not. (MACC 2.2)

OUTCOME 3:

Demonstrate a knowledge of the social-cultural contexts of human development and integrate one's belief system into the ethical frame for community care.

Corresponding Observable Measurements:

Graduates can interact with other professionals regarding socio-cultural contexts of human development. (MACC 3.1)

Graduates can discuss multiple belief systems and ethical frames as it relates to community care. (MACC 3.2)

OUTCOME 4:

Evaluate the outcomes of interventions with empirically sound methods.

Corresponding Observable Measurements:

Graduates can clearly articulate strategies based on sound empirical methods for interventions in human situations. (MACC 4.1)

Graduates can evaluate intervention strategies within one's sphere of service evaluating the degree of success should be anticipated. (MACC 4.2)

INSTITUTIONAL LEARNING OUTCOME 5a: SERVANT LEADERSHIP

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - X		Application phase, candidacy phase, and ongoing cohort interaction will demonstrate an attitude of servant leadership as it pertains to professions within human services.

INSTITUTIONAL LEARNING OUTCOME 5b: OTHER PROFESSIONAL COMPETENCIES

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MACC 1.1, 1.2	All courses except research methods
PO – 2	MACC 2.1, 2.2	Multi-cultural counseling, counseling theories, career development, research methods
PO – 3	MACC 3.1, 3.2	Human growth, multi-cultural counseling, counseling ethics, integration of belief systems, research methods
PO - 4	MACC 4.1, 4.2	Group process, marriage & family, addictions, mental and behavioral disorders, crisis and trauma, research methods

ADMISSIONS CRITERIA

The program requires that everyone admitted into the program have a minimum of a bachelor's degree; In addition, admissions requirements include:

1. Submission of at least two positive character references (one personal and one professional)
2. Completion of the formal application
3. Submission of all previous academic transcripts (higher education only)
4. Successful completion of an interview with a screening committee
5. Demonstration of effective usage of the English language or other language for instruction

ADVANCEMENT TO DEGREE CANDIDACY

A student can advance to candidacy for this degree after completing 18 credits successfully and after a positive review by designated program faculty. Because of the professional nature of this program, graduate transfer credit is routinely accepted. Graduation requirements include at least 25% of the coursework from Simpson University.

COURSE TITLES FOR THE MACC PROGRAM

CN 5005 Human Growth & Development (3 credits) Year 1, Fall

CN 5025 Multicultural Counseling (3 credits) Year 1, Summer
CN 6005 Counseling Theories and Techniques (3 credits) Year 2, Fall
CN 5015 Group Process and Dynamics (3 credits) Year 1, Spring
CN 6010 Counseling Ethics and Professional Issues (3 credits) Year 2, Fall
CN 6015 Courtship, Marriage, and Family Relations (3 credits) Year 2, Spring
CN 6020 Addictions and Compulsive Behaviors (3 credits) Year 2, Spring
CN 5020 Mental and Behavioral Disorders (3 credits) Year 1, Spring
CN 5010 Integration of Belief Structures and Family Systems (3 credits) Year 1, Fall
CN 6025 Crisis and Trauma (3 credits) Year 2, Summer
CN 6030 Career Development and Guidance (3 credits) Year 1, Fall
CN 5030 Research Methods (3 credits) Year 1, Summer
CN 5040 Emergency Planning and Management (Disaster Services) (Year 1, Summer)
CN 5050 Human Services Practicum Experience (Year 2, Summer)

PROGRAM DELIVERY & COURSE SEQUENCING

Student progress through this program in a cohort format (i.e., same group of students throughout the program – learning from one another.) Courses are delivered online in 7-week, accelerated formats, taken one course at a time. A course will focus on 6-weeks of instruction and interaction followed by a 7th week for project submission and oral interaction regarding reflection and student-learning outcomes. A student can take two courses per semester, or six courses per year. This means the program is designed for completed in two calendar years.

Because of the andragogic and professional development nature of those in the program at a graduate level, students will demonstrate competency via projects and presentations, interaction in interview format, evaluation and critique of reading materials, and demonstration of how the content of the course can be integrated into his/her professional setting. In other words, traditional objective examination is not the primary measure of student learning outcomes.

Year	Fall Semester	Spring Semester	Summer Semester
1 Session A (7 weeks)	CN 5005 Human Growth & Development **OR** CN 6030 Career Development and Guidance	CN 5015 Group Process and Dynamics	CN 5025 Multicultural Counseling
1 Session B (7 weeks)	CN 5010 Integration of Belief Structures and Family Systems	CN 5020 Mental and Behavioral Disorders	CN 5030 Research Methods **OR** CN 6040 Emergency Planning and Management (Disaster Services)
			(Candidacy Interview)
2 Session A (7 weeks)	CN 6005 Counseling Theories and Techniques	CN 6015 Courtship, Marriage and Family Relationships	CN 6025 Crisis and Trauma
2 Session B (7 weeks)	CN 6010 Counseling Ethics and Professional Issues	CN 6020 Addictions and Compulsive Behaviors	CN 6050 Human Services Practicum and Experience
			(Graduation from program)

NOTE: Other formats may be established as appropriate with various cohorts.

THREE SUBSTITUTE COURSES RELATED TO DEATH AND DYING

CN 5035 Introduction to Thanatology (3 credits) *(Replaces CN 5020 Mental and Behavioral Disorders)*

Thanatology is an academic and scientific study of death and dying among human beings. It investigates the circumstances surrounding a person's death, the grief experienced by the loved ones of the deceased, and larger social attitudes towards death such as ritual and memorialization.

CN 6035 Critical Incident Stress Debriefing and Peer Para-Counseling (3 credits) *(Replaces CN 6020 Addictive and Compulsive Behaviors)*

The Critical Incident Stress Management continuum offers high-risk populations strategies and a structure for holistic resilience for those in need. This peer-based para-counseling expands the tools for those dealing with trauma, stress, and disasters with limited psychological resources.

CN 6055 Mortuary Related Practicum (3 credits) *(Replaces CN 6050 Human Services Practicum)*

This course provides opportunity for students within the MACC to focus time and experience to explore the broad field of Human Care and gain introductory knowledge, experience, and networking related to Death and Dying within one or two potential experiences (mortuary, hospital, hospice, etc.). Specifics will be defined by a student learning contract.

MACC GRADUATION REQUIREMENTS

1. Satisfactory completion of all courses and/or substitutions with a GPA of 3.0 or higher.
2. Satisfactory recommendation from the program faculty and general faculty approval.
3. Appropriate resolution of all financial obligations to the University

CERTIFICATE LEVEL CREDENTIALS

Several ministry practitioners for a variety of reasons seek specific courses to enhance their skills without desiring a seminary degree. 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)

BI 6005 Biblical Interpretation (3)
OT 6211 Pentateuch (3)
OT 6213 Kings and Prophets (3)
OT 6214 Pursing Wisdom (3)
NT 6211 Gospels & Johannine Literature (3)
NT 6212 Acts & Pauline Literature (3)

CERTIFICATE IN BIBLICAL LANGUAGES

Curriculum Requirements (18)

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)
Elective approved by program (3)

CERTIFICATE IN CHRISTIAN MINISTRY

Curriculum Requirements (30)

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 6xxx Bible Elective (3)
+ BI xxxx Bible Elective OR Theology 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) OR CO 6100 Preaching the Word (3) OR CN 6200 Principles of Counseling (3)

+These courses can be used for graduate credit toward a master's degree at A.W. Tozer Theological Seminary.

MULTI-LANGUAGE EDUCATION

Tozer Seminary is working to offer seminary training in various languages to help students understand the Bible "in their own tongue," which is a missional principle. Some courses are now available in Spanish. The faculty are also working to offer courses in Chinese and Hmong. These programs may be offered off campus or in an online format.

ARTICULATED TRAINING CREDIT AGREEMENTS

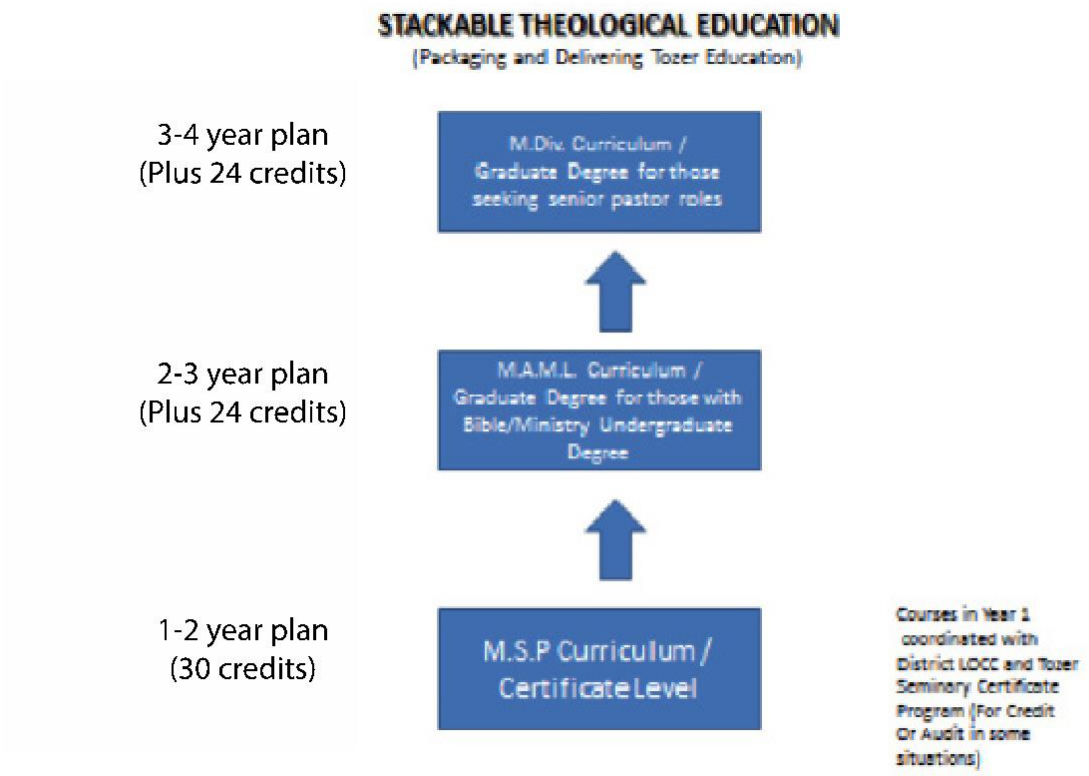
Tozer Seminary has articulated training agreements with The Hmong Christian Institute (HCI) of the C&MA Hmong District, The Alliance Theological College (serving C&MA Vietnamese), The Hong Kong Institute for Christian Counseling, Discipleship Training School at YWAM-Chico, Bethel School of Supernatural Ministry, The Soul Shepherding Institute, and The Alliance Center for Leadership Development (ACLD) programs, the LEAD Training Program (LEADCMA.org), and the C&MA Ministerial Studies Program (MSP). Consult with the Dean for specific credits that can be transferred into Tozer Seminary (undergraduate or graduate).

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

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:

5000-5099: Introductory level courses, some of which serve as foundational to any program
6000 – 6099: Introductory level courses, some of which serve as prerequisites for intermediate courses and/or serve as a second year of introductory level 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 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.

BI

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 (Discontinued)
Exegetical Skills Using Electronic Biblical Research (3, Summer and as needed) This course introduces 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 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

COUNSELING

CN 5005
Human Growth & Development (3 credits)
The study of various developmental theories on the social, emotional, physical, moral, and mental growth processes and developmental stages from conception through gerontology and the implications for learning and teaching. Students will pursue an in-depth analysis of research, theories, and issues in the field.

CN 5010
Integration of Belief Structures and Family Systems (3 credits)
The student explores how one's belief system interacts with one's family system. This exploration focuses on examining one's worldview, which includes presuppositions, beliefs and philosophies, and ability to maintain a system of integrity. Students will also examine what happens when one's belief system and family systems are not harmonious along with how to provide appropriate cognitive disequilibrium to stimulate core change while doing no harm.

CN 5015
Group Process and Dynamics (3 credits)
Group process and dynamics is structured to provide a teaching component as well as an experiential component. The teaching component is the first two hours of class and consists of lecture plus academic processing of group work engaged in the previous week. The didactic work is followed by actual group experiences and/or interactions. Each member is expected to set some personal goals that could include intrapersonal and interpersonal issues. Group membership, group dynamics, leadership, and communication are examined as members work on issues of interest and concern.

CN 5020
Mental and Behavioral Disorders (3 credits)
This course focuses on the principles of etiology, diagnosis, treatment, and prevention of mental, emotional, and behavioral disorders. As an introductory course, students explore basic disorders within children, adolescents, and adults. This exploration will involve an examination of the assessment standards and interpretation of mental disorders that therapists may use, as outlined in the Diagnostic and Statistical Manual of Mental Disorders – V (APA, DSM-5).

CN 5025
Multicultural Counseling (3 credits)
The course introduces students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse society (such as Hong Kong). Key topics discussed include identity, racial and ethnic groups, socio-economic status, religion, sexual orientation, family gender, mass media, language, and globalization. Faculty give special attention to counseling intervention and ethical issues involved in multicultural counseling.

CN 5030
Research Methods (3 credits)
This course surveys the methods of gathering, analyzing, interpreting, and communicating social science research data. Topics include psychological measurement and scaling techniques, basic statistics, the various types of research methods and designs, ethics in research, report writing, graphical reporting of data, and bibliographical sources in the range of social sciences. Learners must (1) find a researchable problem, (2) develop a testable hypothesis, (3) review and

evaluation of the basic literature, (4) develop appropriate methods for testing a hypothesis (i.e., research design), and (5) develop and rigorously apply appropriate means of assessing the reliability and validity of anticipated outcomes.

CN 6005
Counseling Theories and Techniques (3 credits)
This introductory course helps professionals who want to understand the fundamentals and practice of counseling in order to better listen and care for team members and clients. Using a framework of examining how people change in counseling, this course studies major theoretical approaches to counseling and contemporary issues. While focusing on the distinctive assumptions, principles, concepts, and strategies that characterize individual theories of counseling, attention is given to commonalities among theories. Issues of professional ethics in counseling practice are also critically examined. Since positive life change is very difficult to achieve and /or maintain apart from rational/cognitive components being included in the process, preference is given those theories that highlight and emphasize these components. This course maintains a balance between theoretical discussions and reflections on the concepts in counseling practice. Faculty present lectures in an interactive manner including both didactic and experiential components.

CN 6010
Counseling Ethics and Professional Issues (3 credits)
This course covers principles and issues of professionalism and ethics in counseling and care. The course follows a seminar format with special emphasis on the student's thorough preparation for, and active participation in, class discussions. A main goal of this course is to introduce students to ethical principles, professional guidelines, referral protocols, and issues pertaining to special groups. Students are expected to challenge themselves to consider how their own values and backgrounds will influence their own personal set of ethics. This course assists students in their future daily work and facilitates decision-making and consultation skills when faced with ethical dilemmas. This course is also designed to help students develop healthy and appropriate boundaries and limitations as they apply to interactions with those they counsel (particularly in terms romantic/sexual, and significant financial/investment relationships). There will be an emphasis on not only maintaining these personal boundaries, but also boundaries concerning the counseling relationship itself (e.g. – when to refer right away, and not attempt to form a continuing counseling relationship – as when a person is so troubled/psychotic that rational counseling alone is not likely to be a sufficient form of personal guidance, and/or when a person is so seriously suicidal that they need to be hospitalized immediately).

CN 6015
Courtship, Marriage, and Family Relations (3 credits)
The primary purpose of this course is to provide knowledge about courtship, marriage and family relationships emphasizing the similarities and differences between various groups and cultures including how they perceive marriage. The course studies contemporary issues in marriage and family from a variety of demographics. One specific emphasis introduced is on Christian values as it pertains to marriage and family.

CN 6020
Additions and Compulsive Behaviors (3 credits)
This course seeks to introduce and explore conceptual models for understanding, assessing, and treating addictive and compulsive behaviors. Within this study realm, a variety of disorders will be covered, with emphasis on eating, substance abuse, and sexual addictions. The course will explore a number of interventions and treatment methods proven successful in treating compulsive behaviors such as motivational interviewing, 12-step models, family therapy, and pharmacological treatments.

CN 6025
Crisis and Trauma (3 credits)
This course helps prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students learn that crisis intervention is founded on theory, and they will be able

to apply theory to crisis intervention techniques. Students learn assessment and treatment of clients in crisis situations and those suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches. The time-limited nature of crisis intervention, related legal and ethical issues and interfacing appropriately with other service providers are also studied. Participants learn fundamentals of traumatology, including the basics of victimology, traumatic stress, and stress research. Special emphasis is given to adult survivors of various types of abuse and post-traumatic stress disorder (PTSD) and appropriate professional referral protocols.

CN 6030
Career Development and Guidance (3 credits)
This course lays a foundation for understanding and developing a person in terms of career development and/or human vocation or calling. Each person will find opportunities for mentorship more intensively on the process of career counseling including exploring appropriate assessments for consideration. Basic coaching techniques are also be explored.

CN 6040
Emergency Planning and Management (Disaster Services) (3 credits)
The student is introduced to standardized procedures for emergency planning and management established by the Federal Emergency Management Administration (FEMA). An exploration of various disaster services for natural and man-made crisis events will also be addressed along with an introduction into the National Incident Management System (NIMS).

CN 6050
Human Services Practicum and Experience (3 credits)
This course provides opportunity for students within the MACC to focus time and experience to explore the broad field of Human Services and gain introductory knowledge, experience, and networking within one or two potential Human Service vocations (public sector, private sector, or non-profit services). Specifics will be defined by a student learning contract.

OTHER COUNSELING COURSES:

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.

See also ML 6100 Pastoral Care

CO

COMMUNICATION & 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 regarding 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 using 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 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.

EL 6050
Professional Development Training and Experience (1-3 credits. Open) Seminars and Professional Training and experiential learning in a variety of disciplines may be submitted for documented credit. Some of these experiences may receive Continuing Education Units (CEUs), others may be more formalized to receive EL credit provided documented learning, attendance, and learning assignments can be established with the seminar provider and/or the student. The amount of credit will be determined by the dean after a review of the hours of training and assignments. Any credits offered under this course number will be identified by appropriate academic discipline.

EL 6060
Ministry Practicum (1-3 credits, Open) This experiential learning experience is designed for the student to experience some aspect of ministry in a limited time frame in order to enrich the seminary experience.

EL 7000
Year-Long Ministry Internship (up to 24 credits). For students completing the 3+2 BA/MA program who desire to convert the seminary degree into a Master of Divinity degree, a year-long ministry internship is required. The purpose is to have the seminarian in a supervised ministry internship with specified experiences outlined for the student and for his reflection. The internship will be tailored to either a church setting, a parachurch or denominationally oriented ministry such as a campus ministry, a mission organization, or other ministry setting (i.e., chaplaincy, rescue mission, etc.)

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 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 religious 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 introduces 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 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 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.

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 positive relationships with many.

ML XXXX
Peace, Healing, and Reconciliation (3, elective: Summer, based on adequate enrollment) This practical ministry course provides discussion and research into the tasks related to peace-making, healing, and reconciliation (often called conflict-resolution) within various ministry settings.

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 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.

ML6185 The Evangelist in the 21st Century (Elective: on demand, based on adequate enrollment) This course explores the biblical role of an evangelist as well as the historical development of that role and gifting through history including revivals. Attention is also placed on the team approach to strategic events focused on prayer, marketing and fund-raising, evangelism-oriented events, and initial follow-up of new believers in the 21st century. Some of the successes and failures of evangelists in history are also be examined. (Offered based on need)

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 6195Introduction to Chaplaincy Ministry (Elective: on demand, based on adequate enrollment) This introduction to chaplaincy ministry explores a biblical and theological foundation for chaplaincy and introduces the student to various types of chaplaincy such as hospital, hospice, military, first responder (law enforcement and fire), federal and state agency (i.e., prison and other agencies), and corporate chaplaincies (business, retirement centers, and other for-profit and not-for-profit centers). The general expectations and requirements for each type of chaplaincy position is examined. (Offered based on need)

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 methods 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 methods 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 methods 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 6214 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. *It was originally identified as BI 6100.*

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 methods 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 methods and interpretive options in the light of the history of exegesis. (Prerequisite: permission of the instructor)

TH

THEOLOGICAL & 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 introduces 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 humankind with sin.

TH 6170
Jesus, Holy Spirit, and the Church (3, Fall) This course introduces students to the basic tenets of orthodoxy regarding 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 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 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 (presuppositional, evidentiary, and philosophical) appropriate for giving a defense of the Christian faith in a variety of contexts.

FOR MORE INFORMATION

DEAN OF SEMINARY (Seminary Administration)
Dr. Patrick Blewett / pblewett@simpsonu.edu / 530-226-4144

BA BIBLICAL PROGRAM DIRECTOR
Dr. Thomas Middlebrook / tmiddlebrook@simpsonu.edu / 530-226-4173

MAML PROGRAM DIRECTOR
Dr. Cornelius Quek / cquek@simpsonu.edu / 530-226-4730

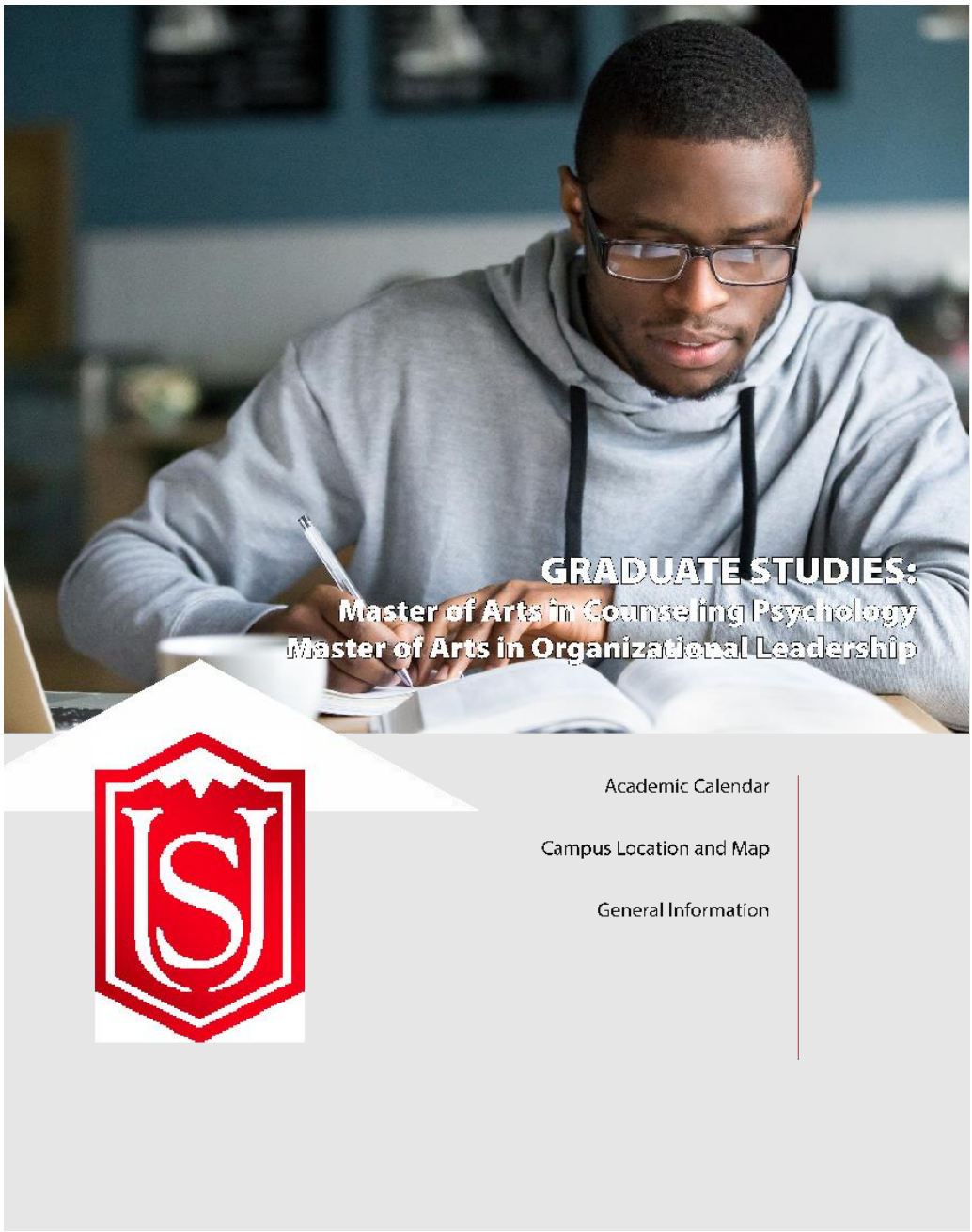
M.Div. PROGRAM DIRECTOR
Dr. Craig Smith / csmith@simpsonu.edu / 530-226-4934

CHINESE LANGUAGE COURSE OFFERINGS
Dr. David Yip / dyip@simpsonu.edu / 530-226-4146

HISPANIC LANGUAGE COURSE OFFERINGS
Please contact the Dean for more information

MACC PROGRAM DIRECTOR
Please contact the Dean for more information

SEMINARY SUPPORT SERVICES COORDINATOR (Orientating & Advising of Tozer Students)
Mrs. Vonnie Dodson / vdodson@simpsonu.edu / 530-226-4119



GRADUATE STUDIES: MASTER OF ARTS IN COUNSELING PSYCHOLOGY

ACADEMIC CALENDAR

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

FALL 2024

Sept. 26 - Oct. 13	Term 1
Oct 31 – Dec. 15	Term 2

SPRING 2025

Jan. 13 – Mar. 2		Term 1
Mar. 17 – May 4		Term 2
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement

SUMMER 2025

May 12 - June 29	Term 1
July 7 – Aug. 24	Term 2

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

CAMPUS LOCATION & MAP

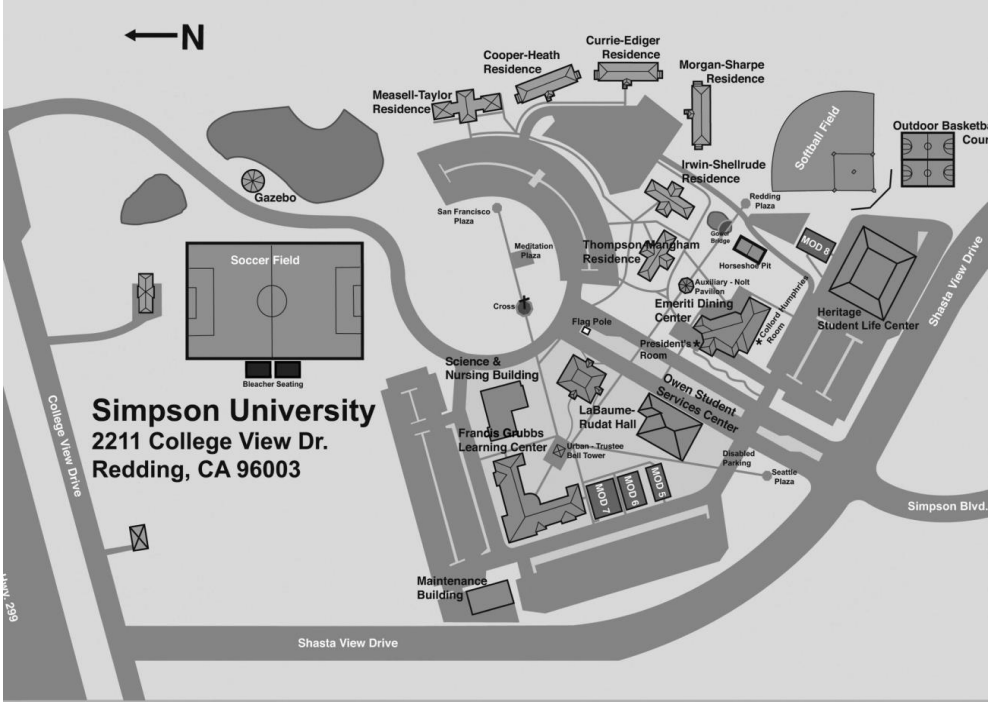
DIRECTIONS TO CAMPUS

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.

The offices for the Master of Arts in Counseling Psychology are located in the Owen Student Services Center, Suite 202.



GENERAL INFORMATION
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

INTRODUCTION

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 Student Success Center provides academic coaching, tutoring (when available), test proctoring, disability accommodations, Career services, and personal counseling.

ADMISSIONS INFORMATION

GENERAL 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 a 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:

- Introduction to Psychology
- Theories of Personality or Theories of Counseling
- Statistics
- Research Methods
- Human Development

APPLICATION PROCESS

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.

APPLICATION REQUIREMENTS

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.

APPLICATION DEADLINES

The MACP program starts each year in September. The priority application deadline is Dec. 1. Final deadline is March 1. Applications must be complete by these dates to be reviewed by program administration.

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.

TECHNOLOGY REQUIREMENTS

Applicants to 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 11 or newer, or the latest Mac OS
- Minimum 8 GB of RAM (16 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 365 (Word, Excel, PowerPoint)
- Current version of Adobe Reader

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, 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 Canvas 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 at the discretion of the program.

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 <u>not</u> eligible for transfer
- The MACP program allows no more than 6 transfer credits.

- Quarter credits are not accepted for transfer.

COURSES NOT ELIGIBLE FOR TRANSFER:
- 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.

ACADEMIC POLICIES & PROCEDURES
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

PROGRAM DESCRIPTION

The Master of Arts in Counseling Psychology program is a 65.5- 70 semester credit, lockstep, 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 project 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 contacts hours each week will be accounted for by additional coursework on the online instructional platform, Canvas. 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/licensed 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.

ACADEMIC REQUIREMENTS

Students in the MACP program 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	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	F	0.0
B-	2.7		

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 any of the Master's Capstone I-IV must retake it and earn a grade of P (Progressing) before moving forward with the remainder of the sequence of capstone courses.

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 & 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)**

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 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 provides 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 students in the MACP program 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 MACP program 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 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 program 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 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, in the 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
Students in the Master of Arts in Counseling Psychology program must successfully complete all 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 Graduation Application for Degree with payment of graduation fee.

APPLICATION FOR DEGREE

All students seeking to complete a degree must apply for graduation to be eligible to receive their degree, diploma, and participate in Commencement. Candidates for degrees must submit the online Application for Graduation, along with a $150 graduation fee, to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether the student chooses to participate in commencement or receive their regalia.)* It is the responsibility of the student to ensure a grad plan has been approved and archived on Student Planning by the academic advisor prior to submitting the application for graduation. Please do not submit applications if more than 55 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

Graduation Application Deadlines:

	OPEN	**CLOSES**
FA24	November 6, 2023	March 8, 2024 (Closed)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025
FA25	November 4, 2024	March 7, 2025
SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

GRADUATION SCHEDULE

The university holds graduation ceremonies once a year – in April/early May. Students must have completed all program requirements to be eligible to participate in the commencement service.

PROGRAM OF STUDY & ADVISING
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 MACP 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)

+Clinical Field Training courses must be successfully passed in sequence. Students must earn a grade of B- or higher 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.

REQUIRED MASTER'S CAPSTONE
CP 6610 Master's Capstone I (.5) SP
CP 6620 Master's Capstone II (.5) SP
CP 6630 Master's Capstone III (.5) FA
CP 6640 Master's Capstone IV (.5) FA

During their Capstone, students will enroll in a capstone course (.5 credits) each term until the completion of the capstone. Students will pay .5 credit tuition for each term of Master's Capstone 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.

TOTAL CREDITS: 67.5

ADVISING

Students in 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 Student Success Center (counseling, career, and academic), and the Registrar's Office. The Academic Success Center provides tutoring, a writing lab, coaching, study halls, and services for students who require additional support due to ADA accommodations. Evening hours are available for non-traditional students.

PROFESSIONAL IDENTITY & DEVELOPMENT

The MACP program 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 with which they interact is a priority of the program and of the profession of professional counseling. 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, 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 MACP program:

- 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

    - 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

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. Moreover, membership in one of the professional organizations often affords students a discount on their required professional liability insurance.

PERSONAL & 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 and constitutes a direct violation of the professional code of ethics. 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 & 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. See the complete policy and procedures for the Student Evaluation Committee.

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.).

ETHICAL & PROFESSIONAL CONDUCT

Students in the Master of Arts in Counseling Psychology program are preparing to enter a profession which always carries

responsibility for professional conduct. 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.

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 or director (TUG, Degree Completion, 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
(MACP PROGRAM LEARNING OUTCOMES)

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 lifespan, 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 & 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.

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

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.

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 adjust 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 prior 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 in 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 II
- 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 regarding 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.

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 can work 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.

PROGRAM COMMITTEES

The following committees have been established to address issues that arise in the MACP program.

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 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 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 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.

MACP 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 & 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

Dean or director, one faculty member and one other person appointed by the dean or director plus the coordinator as a non-voting member.

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

DESCRIPTION
The Student Evaluation Committee (SEC) is a standing committee 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 & 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 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

DESCRIPTION
The Clinical Training and Conduct Committee is responsible for investigating serious issues that arise during 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 & SCOPE
GPS 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. If 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 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) <u>Mandatory Evaluations</u>

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) 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 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 because 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'S RIGHT TO APPEAL

Students in the MACP program 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.

GUIDLINES FOR FILLING AN APPEAL

Note: The decision(s) for the appeal will be made by the 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 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 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
M.A. IN COUNSLEING PSYCHOLOGY

CP
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 (3) 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 provide 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 introduces the student 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 6610
Master's Capstone I (.5) During their Capstone, students will enroll in a capstone course (.5 credits) each term until the completion of the capstone. Students will pay .5 credit tuition for each term of Master's Capstone 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.

CP 6620
Master's Capstone II (.5) A continuation of CP 6610 Master's Capstone I.

CP 6630
Master's Capstone III (.5) A continuation of CP 6620 Master's Capstone II.

CP 6640
Master's Capstone IV (.5) A continuation of CP 6630 Master's Capstone III.

CP 6680E
Master's Capstone Extension Student's who receive an NP on any of the Master's Capstone courses I-IV will be allowed to remediate in this course.

GRADUATE STUDIES
MA IN ORGANIZATIONAL LEADERSHIP

CAMPUS LOCATION & MAP

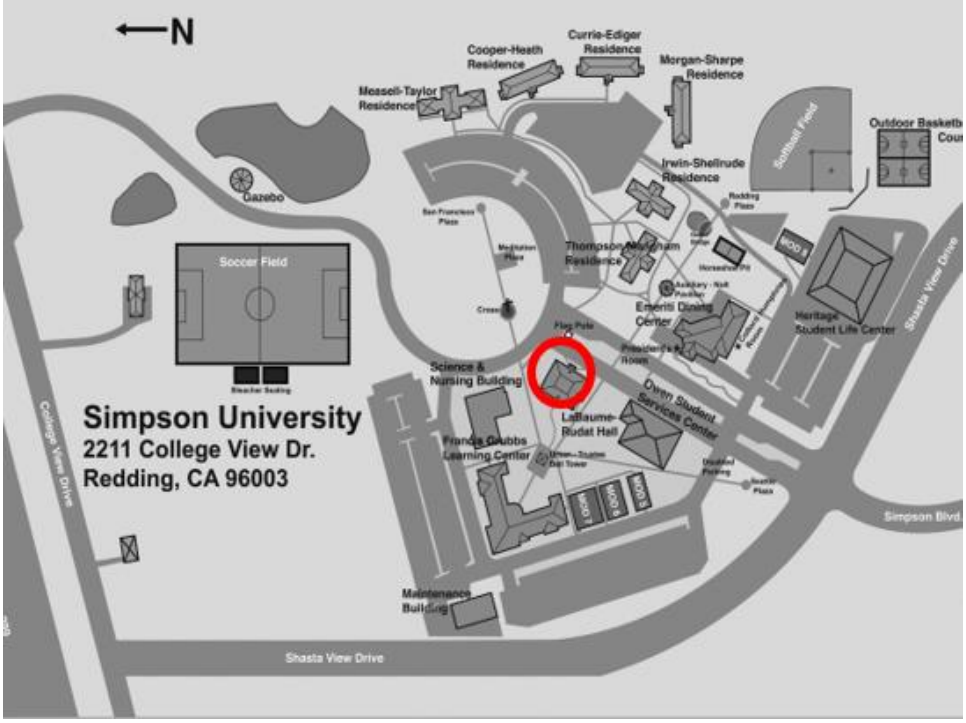
DIRECTIONS TO CAMPUS

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's southern entrance along Shasta View Drive also provides access.

GEOGRAPHIC LOCATION

Considered the hub of the North State, Redding is 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 an elevation of 14,179 feet.

The office location for the Master of Arts in Organizational Leadership studies is in LaBaume-Rudat Hall (LR), Suite 202.



ACADEMIC CALENDAR

FALL 2023

Aug. 7 - 25	Monday - Friday	MAOL Online New Student Orientation
Sept. 4	Monday	MAOL TERM 1 Courses Begin
Oct. 22	Friday	MAOL Term 1 Courses End
Oct. 30	Monday	MAOL Term 2 Courses Begin
Dec. 17	Friday	MAOL Term 2 Courses End

SPRING 2024

Jan. 16	Monday	TERM 1 Courses Begin
Mar. 5	Friday	MAOL Term 1 Courses End
Mar. 18	Monday	MAOL Term 2 Courses Begin
May. 5	Friday	MAOL Term 2 Courses End
May 4	Saturday	Commencement for Fall, Spring, and Summer Graduates

SUMMER COURSES 2024

May 13 - June 30	Monday - Sunday	MAOL Term 1 Courses
July 8 - Aug 25	Monday - Sunday	MAOL Term 2 Courses

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

GENERAL INFORMATION

The Master of Arts in Organizational Leadership (MAOL) program offers a graduate degree that prepares individuals for leadership careers of service in various disciplines. The MAOL degree option is designed primarily for adult students working in a professional environment or wanting to enter a professional field, discipline, or pursue a professional license. Degree options are offered in schedules and formats that allow adult students to pursue a graduate degree while attending to other life commitments and responsibilities. The MAOL program adheres to the Simpson University philosophy, which views spirituality, and the acquisition of values consistent with the Christian worldview, as central to teaching and learning in all programs.

MISSION

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 competent, ethical, and compassionate professionals in their field.

STUDENT SERVICES

In keeping with its emphasis on individual attention, Simpson provides various 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 the student services handbook for more information.

ACADEMIC SUCCESS CENTER

The Academic Success Center provides academic coaching, tutoring (when available), test proctoring, and disability accommodations.

ADMISSIONS INFORMATION

The Master of Arts in Organizational Leadership (MAOL) program is designed primarily to prepare individuals already working in organizations to assume a leadership role or pursue a new area of profession or career advancement. The program aims to equip individuals with highly developed ethical reasoning, critical thinking, decision-making, and relational skills, which can influence and lead an organization through the complex challenges of the 21st century. Graduates prepare for managing high-conflict situations, understand how to empower the people within organizations for success, 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, service, and humility. The program emphasizes acquiring and demonstrating moral and ethical principles exemplified in the Judeo-Christian traditions.

PROGRAM OBJECTIVES

The Master of Arts in Organizational Leadership program has the following objectives:

1. Develop professionally in the field of organizational leadership who can assume responsible roles within the modern organization.
2. Inculcate the values of justice, responsible stewardship, respect for human difference, fairness, integrity, honesty, and service.
3. Create an environment where students can freely and respectfully collaborate, experience, question, grow, and develop.
4. Instill the expectation that all humans are responsible for influencing 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.
- At the discretion of the MAOL Admissions Committee, a limited number of applicants may have a GPA between 2.50 and 2.99. If admitted, the student would enter under academic probation and would be required to maintain an overall GPA of 3.25 for the first semester in the program.
- 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).

INTERNATIONAL STUDENTS

The Master of Arts in Organizational Leadership degree program does 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. To be considered for any degree program, a prospective student must provide proof of valid immigration status.

APPLICATION SUBMISSION

1. A completed application for admission online with a non-refundable application fee.

2. Two formal letters of reference written by people 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 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 them 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 essential for the program administration to know. The personal statement must explain all relevant circumstances related to an applicant's legal history and history of substance abuse and recovery history.
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 MAOL 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 with result in academic dismissal from the program.

TECHNOLOGY REQUIREMENTS

Applicants to the MAOL program must have access to a computer with the minimum hardware and software capabilities listed below; they must have access to the Internet; and must have a working knowledge of Microsoft Office applications such as Word, PowerPoint, and Excel. Students must also be proficient in using email, doing Internet searches, and navigating web pages. Following current library hours and policies, all Simpson University students may use the resources in the Simpson University Library (including computers, Internet use, and printing).

At a minimum, it is recommended that students have the following:

1. Reliable access to a computer with Windows 11 or newer or the latest Mac OS
2. Minimum 8 GB of Ram (16 GB or more recommended)
3. High-speed internet connection
4. Webcam with a microphone and video-recording software (ZOOM, MS Teams, or equivalent capable)
5. Speakers
6. Access to a scanner
7. Printer (recommended)
8. Access to a fax machine (recommended)
9. Microsoft Office Suite
10. The current version of Adobe Reader
11. Safari or Chrome Web browser

NOTE: It is recommended that students become familiar with using email, search engines, word processing programs (MS Word), presentation programs (MS PowerPoint), ZOOM, 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.

ACADEMIC POLICIES & PROCEDURES

The Master of Arts in Organizational Leadership (MAOL) program is a 36-credit online program for non-traditional working adult students. The program is completed between 12 and 24 months, taking six credits for each of the six semesters. Each semester is 15 weeks long and is divided into two 7-week terms with one week between terms. In each seven-week term, students complete one or two 3-credit courses. In this way, students take two 3-credit courses each semester. Because of the applied nature of learning throughout the program, students are expected to work in an organizational context that will allow them to apply, practice, and reflect on learning in their coursework. Unemployed students must establish a volunteer relationship with an organization that will serve as their learning context.

ACADEMIC REQUIREMENTS

Students in the MAOL program are required to maintain satisfactory academic standing throughout the program. To meet satisfactory academic progress requirements toward the degree, students must maintain a minimum GPA of 3.0. Students who achieve an overall GPA below 2.5, 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 placed on academic probation. They will have until the end of the term following the one where 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:

Grading Rubric:

100-94%	A	83-80 %	B-	69-67 %	D+
93-90 %	A-	79-77 %	C+	66-64 %	D
89-87 %	B+	76-74 %	C	63-60 %	D-
86-84 %	B	73-70 %	C-	<60 %	F

INCOMPLETE GRADE

Students who complete many of the requirements for a course, as determined by the instructor, but cannot meet all course requirements, may request an incomplete grade for the course. Incomplete grades are issued at the instructor's discretion and with the approval of the dean and/or program director and the registrar. Students must attend class meetings throughout the course 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 to be considered for a passing grade. All outstanding course requirements must be completed no later than one month after the term 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.

Suppose a student is unable to keep up with coursework. In that case, 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 a reduction by half a letter grade.

REPEATING COURSES & 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 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. Students who fail a course and need to retake it must 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 or passed, and the overall GPA calculation meets minimum academic requirements.

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 grade re-evaluation. 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. Still, if 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 incorrect. 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 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 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, they must request in writing within 14 calendar days further investigation from the Provost, who will investigate the appeal and issue a written decision. The 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

Provost. The final authority for the grade appeal rests with the Provost.

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.

CHANGE OF GRADE

If a grade appeal results in a recommended grade change, the course instructor or program director will forward a completed Change of Grade form to the registrar. All grade appeals must be completed before the end of the term following the one in which the grade was received.

TRANSFER OF CREDITS

A maximum of nine-semester credits of transfer graduate work may be applied toward the Master of Arts degrees. An accredited graduate school must have granted the credits with a grade no lower than B. Transferability of credits is determined by the Registrar's Office with the help of the program director. 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 an earlier master's degree, provided the credits are appropriate substitutions or electives for the Simpson University M.A. degree.

ACADEMIC HONESTY 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 clarify what kinds of behaviors are dishonest; 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 their professors' counsel (and advance approval).

1. The misattribution or misrepresentation of the intellectual work of another person as one's own, i.e., plagiarism. Plagiarism 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, or paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person's ideas without explicitly identifying the source; and (c) to paraphrase the work of another person without explicitly 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 others to dishonestly use one's intellectual work (e.g., sharing a term paper, examination, or electronic file so another student may cheat).
5. Misrepresenting or disguising one's actions to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; submitting a paper for one class that was initially written and submitted to another class; buying, finding, or receiving a term paper from another source and representing it as one's work; unpermitted collaboration on course assignments).
6. Preventing other students from completing an academic assignment (e.g., stealing 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 papers, class roster sheets, and grade books.

INTENT
We consider motivation or intent essential in dealing 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 their conduct is wrongful.

ACADEMIC WARNING
A student is placed on academic warning when their grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning due to academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period, set by the MAOL program director, 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, and 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 matters about academic dishonesty for a specified period, set by the MAOL program director, to provide an opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, they will not be eligible for university scholarships or grants. The student remains eligible for state and federal funding.

SUSPENSION
The MAOL program director may suspend the student for academic dishonesty, a separation from the university for a definite period, after which the student can reapply. Conditions for readmission must be specified at the time of suspension.

DISMISSAL
After being readmitted following a suspension period, a student may be dismissed because of repeated academic dishonesty or a low grade point average.

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

NEGLIGENT DISHONESTY
At the professor's discretion, negligent dishonesty may result in an automatic "F" for the assignment. It may require that the student repeats the assignment (without credit) using proper documentation to receive credit for the course.

BLATANT DISHONESTY
At the discretion of the faculty member, they may fail the course.

REPEATED DISHONEST BEHAVIOR
Repeated dishonest behavior may result in the student being placed on academic warning, academic suspension, or dismissal from the university by the MAOL program.

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

APPEAL 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) determine that suspension or dismissal was an appropriate consequence.

APPEAL 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 their 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 must submit 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 who does not submit this statement will be permitted to attend the hearing.
- All procedural questions during the hearing are subject to the decision of the panel chair.
- 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 more severe consequences.

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

ANTI-DISCRIMINATORY STATEMENT
Simpson University does not discriminate based on gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as federal laws and regulations specify. The university's policies also comply 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. It 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 and the subsequent catalog are supplemented by the rules and regulations stated by appropriately posted bulletin board notices or information distributed to each student. Where a conflict exists between these sources, the most recent rule, regulation, or policy will be controlled.

MBA STUDENT LIFE

STUDENT SERVICES
Simpson University provides various student services for MAOL students designed to help students make the most of their university experience. The unique needs and schedules of students in the MAOL program 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.

ACADEMIC SUCCESS CENTER
The Academic Success Center provides academic coaching, tutoring (when available), test proctoring, and disability accommodations. Students wishing to use these services should contact the ASC at 530- 226-4780 to schedule an appointment.

COMMUNITY GUIDELINES
Simpson University is a community of committed learners seeking to foster an environment conducive to its members' spiritual, intellectual, emotional, and physical growth.

The university's concern is that all members of the Simpson community practice discretion in all activities. Cheating, plagiarism, class or group disturbance, harassment, foul language, or other 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 can assist students and employees with emergencies and 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. Students are also encouraged to keep the campus safety number (530-941-7592) on their cell phones and to sign up to receive emergency alerts. Campus Safety information is available from the Campus Safety office (Modular 6) or 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 MAOL program director. Students and outsiders will not be permitted to sell merchandise, solicit subscriptions, or engage in any commercial activity on the university campus.

DRESS CODE
While the MAOL program does not have a formally articulated dress code, it is expected that students in all programs will dress appropriately to reflect 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 appropriate attire to be worn while on campus or when representing the university.

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 and criminal prosecution (if applicable).

CAMPUS PARKING
Parking permits for students in the MAOL program are provided at the mandatory New Student Orientation. All vehicles parked on campus must display the proper parking permit, regardless of the class frequency or number of credits registered. 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 Street is prohibited unless the Campus Safety office gives specific authorization.

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. Students should contact the IT department to request a replacement if a card is lost. A replacement fee is required.

LIBRARY SERVICES
Students in the MAOL program have access to all library resources at Simpson. This includes all online databases, books, 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 needs. 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
See the campus website at www.simpsonu.ecampus.com for information about books and supplies.

CLASS VISITORS
Permission may be granted to visit a class in the MAOL program only to persons considering entrance into the program and only with the prior express permission of the dean. No other visitors (including family members) can attend any MAOL 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 also comply with Section 504 of the Rehabilitation Act of 1973 and the ADA.

REAPPLYING TO THE PROGRAM

ACADEMIC DISMISSAL
Students who have been dismissed from the program based on failure to meet minimum academic standards may reapply 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.

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 dismissed from the program for unethical conduct are not eligible to reapply to the program.

VOLUNTARY WITHDRAWAL
Students who withdraw 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 it is not guaranteed.

LANGUAGE COMPETENCE

Students who a faculty member identifies as needing improvement in 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 cannot remediate language deficiencies are subject to dismissal from the program.

PROGRAM ATTENDANCE POLICY

Student progress in the MAOL program is intended to be sequential. Courses are offered so that 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 cannot attend a class meeting must notify the instructor beforehand. 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 must demonstrate active participation every week in each course. Attendance in each online course is measured by students' active participation in discussion boards, postings, submitting required coursework, etc. Non-participation will be reflected in the student's grade for the course. Students who do not actively participate for two weeks (consecutive or non-consecutive) during a course will automatically fail that course. Students in an in-residence or blended format course must attend all face-to-face class meetings and 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 the 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 MAOL program administration.

STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) generally provides that (1) students shall have proper 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 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

Assessing student learning and development is an ongoing concern of the programs and the university. Thus, work submitted to fulfill course requirements and program capstones will be used to assess the effectiveness of the 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 institutional or program assessments.

DROPPING / WITHDRAWING 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 of the course taking place over the 15-week semester or by the end of the third week of 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 program director. 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 temporary leave are required to meet with the director to help them problem-solve or see if other options are available. After the meeting, if the student wants to pursue taking a temporary leave, they 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 and forward the form to the Registrar's Office. Any coursework in progress when the student requests the leave will be handled in how withdrawing from a course is handled.

MAXIMUM TIMEFRAME TO COMPLETE THE PROGRAM

Students must complete the MAOL program within four years of the time they matriculate into the program, not including any time taken by leave of absence. Students not completing all program requirements within this timeframe will be automatically withdrawn. Students who are withdrawn from the program because of failure to complete within the maximum timeframe may reapply to the program but will be considered new applicants. If accepted, you must retake all courses and complete all program requirements. Readmission into the program is not guaranteed.

GRADUATION REQUIREMENTS

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 four years of matriculation.
- Meet competency on the program capstone portfolio project
- Submit an Application for Degree with payment of the required graduation fee.

APPLICATION FOR DEGREE

All students seeking to complete a degree must apply for graduation in order to be eligible to receive their degree, diploma and participate in Commencement. Candidates for degrees must submit the online Application for Graduation and a $150 graduation fee to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether or not the student chooses to participate in commencement or receive their regalia.)* It is the student's responsibility to ensure a grad plan has been approved and archived on Student Planning by the academic advisor before submitting the application for graduation. Please do not submit applications if more than 18 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

Graduation Application Deadlines:

	OPEN	CLOSES
FA24	November 6, 2023	March 8, 2024 (Closed)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025
FA25	November 4, 2024	March 7, 2025
SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

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. Several unique qualities should characterize Graduate-level courses and instruction:

WELL-DEFINED & 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.

INTELLECTUAL OR CREATIVE CAPACITY DEMANDS
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 STUDENT RESEARCH
Assessment of students should align itself with course learning outcomes and should be clear to students.

SOURCE MATERIAL USE
Attention to these sources may come in the form of required texts, required readings, supplementary readings, or required research.

CRITICAL CONSUMER OF RESEARCH
Students should have the opportunity to examine, compare, analyze, and critique primary research relevant to the course's topic.

NOTE: Expectation of three hours of student study for each hour in class.

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 team 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 to ensure the accuracy of records and mailing addresses.

PROGRAM OF STUDY & ADVISING

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Note: Actual courses, course numbers, and course sequencing may differ from what appears here. Students must satisfactorily fulfill all program requirements to be eligible to graduate.

CURRICULUM REQUIRED COURSES (36)
1. OL6070 Research Methods, Writing, & Program Evaluation (3)
2. OL6000 Organizational Behavior (3)
3. OL6020 Leading & Managing Human Resources (3)
4. OL6030 Ethics and Law (3)
5. OL6040 Conflict Resolution in an Everchanging World (3)
6. OL6075 Change Management (3)
7. OL6125 Budgeting and Finance for Dynamic Organizations (3)

8. OL6135 Marketing for Organizations (3)
9. OL6148 Organizational Leadership Seminar (3)
10. OL6155 Project & Operations Management (3)
11. OL6165 Leading Digital and Gig Era Innovation (3)
12. OL6010 Strategic Planning & Positioning (Capstone) (3)

ADVISING

Students in the Master of Arts in Organizational Leadership program can meet with full-time faculty or the director 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 participate in their studies entirely.

Specialized departments on campus also have personnel available to meet with students and to assist with problems or concerns: Student Financial Services, Counseling Center, career counseling) 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 & DEVELOPMENT

The Master of Arts in Organizational Leadership program 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 MAOL program. Thus, the evaluation of students' development in these areas is an ongoing concern. Courses in the program require students to demonstrate self-reflection and appropriate self-disclosure skills. During new student orientation, MAOL students will be asked to sign an informed consent agreement that details the professional attitudes and conduct expected of all students and acknowledge 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 Master of Arts in Organizational Leadership program:

- 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
- 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
    - 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

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, Degree Completion, Nursing, Education, MAOL, GDS, or Seminary) or Provost. The MAOL program will take appropriate disciplinary action following a defined hearing process.

EVALUATION OF STUDENT LEARNING

PROGRAM LEARNING OUTCOMES

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.

CAPSTONE PROJECTS

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

(INTEGRATIVE CAPSTONE PROJECT)

The design of the MAOL Integrative Capstone Project targets the following program goals:

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 their leadership skills, attitudes, and knowledge across the program. The culminating project will demonstrate the student's writing, organizational, and conceptual skills.
3. Provide students the opportunity to prepare and assemble materials they may wish to present to a potential employer.
4. It serves as the culminating project in the MAOL program; a student must pass the project to receive a 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 the approval of the director, an organization with which the student has established a formal volunteer position or relationship (3) completing a number of assignments successfully during regular coursework that relates 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 issue or 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 governing the completion of the project. The guidelines take precedence if discrepancies exist between the catalog and the Integrative Capstone Project Guidelines.

After the end of the final term in the program, students will submit their completed Integrative Capstone Project to be evaluated. The committee will evaluate the project using an appropriate rubric(s). Students 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 resubmitting 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 a recommendation for dismissal. Decisions are final and are not subject to appeal.

ASSESSMENT OF STUDENT LEARNING

Every course in the curriculum is designed to provide students with various learning modalities to develop competencies in each program's learning outcome. Each course in the program has course learning outcomes that 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 the 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.

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 elements 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 program review.

COMMITTEE POLICIES & PROCEDURES

The following committees have been established to address issues that arise in the program.

MAOL ADMISSIONS COMMITTEE

DESCRIPTION

All applicants will be reviewed and evaluated by this committee member or members.

MEMBERSHIP

Program director and/or a faculty member

CAPSTONE REVIEW COMMITTEE

DESCRIPTION

All required capstone projects will be reviewed and evaluated by a committee member or members.

MEMBERSHIP

Program director and two faculty members

STUDENT EVALUATION COMMITTEE

DESCRIPTION

The Student Evaluation Committee is a standing committee of the MAOL program responsible for monitoring students' academic progress, professional competence, and behavior in the Master of Arts in Organizational Leadership program. The committee's primary function is to evaluate and guide students in improving their academic performance and developing the professional behaviors and competencies required by their program and profession. The Student Evaluation Committee will work with the students to create a remediation plan to address areas needing development.

MEMBERSHIP

The membership will include the program director or dean and two faculty members of the MAOL program. The coordinator or Manager attends as a non-voting member.

COURSE DESCRIPTIONS

OL

ORGANIZATIONAL LEADERSHIP

OL6070
Research Methods, Writing, & Program Evaluation (3) This course introduces students to program evaluation and provides opportunities to practice critical skills.

OL6000
Organizational Behavior (3) 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, workgroups, and teams; organizational culture; politics & power; and decision-making in organizations, among others. Some topics introduced during this course will be covered in depth throughout the remainder of the curriculum.

OL6020
Leading and Managing Human Resources (3) 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
Ethics and Law (3) This course emphasizes the individual as an 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 promoting ethical conduct in others.

OL6040
Conflict Resolution in an Everchanging World (3) This course offers students an overview of the causes and sources of conflict in organizations. It 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 competent communication with employees are covered.

OL6075
Change Management (3) This course examines the forces that drive organizations to change and the impediments to change and focuses on the nature and processes of organizational change. Students will be exposed to organizational change theory and to an examination of how to be an effective leader, implementer, and recipient of change.

OL6125
Budgeting and Finance for Dynamic Organizations (3) 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 (3) This course provides students with the concepts and tools needed to market their programs and services. Topics include conducting competitive analyses, researching client needs, developing a customer-centered organizational culture, designing the right market mix, and developing the resources for a successful plan.

OL6148
Organizational Leadership Seminar (3) This course studies emerging trends in the workplace, including the role of women in leadership, gender, and diversity dynamics in the workplace. Students will analyze various theoretical and practical situations to understand diversity and cultural influences on leadership competence. Students will research and simulate multiple methods to create positive and productive worksite conditions and support individual employee success. Students employ ability-based and emotional-social competence models and learn to apply the leadership skills necessary in today's diverse organizational environment. The course explores the evolving leadership contributions and roles of women and minority-status individuals. Diverse leadership benefits the workplace and often leads to greater life satisfaction.

OL6155
Project & Operations Management (3) Students analyze the functional leadership activities necessary for the organizational creation and delivery of programs, products, and services. Essential leadership topics include individual and organizational productivity; strategy in a global business environment; sustainability, program and project management; quality management; location strategies; human resources management; supply chain management; reliability; and other subjects relevant to leadership in the field. Emphasizes the leadership principles and methodologies applicable to solving problems within the services and other industries.

OL6165
Leading Digital and Gig Era Innovation (3) Students investigate the role of organizational leadership in digital media, technology, innovation, communication, sociology, marketing, and labor. Students learn the historical aspect of how information, digital, and Gig Era technology have altered modern organizations and workplaces. Students explore the shift from an industrial to an information economy and how globalization has interacted to transform organizations and work profoundly. Students will also analyze competing theories about digital labor and its social and cultural role in society and consider leadership's unique role in capturing those social and cultural effects. Students will consider the leadership implications of how globally dispersed digital communication technologies contribute to a digital workforce divide, restructuring power relations among communication workers and reshaping modern labor movements. Students consider the substantial women and minority status individual STEM contributions (specifically in innovation, technology, and the digital era).

OL6010
Strategic Planning & Positioning (Capstone) (3) This course provides students with the fundamental knowledge, skills, and tools to lead and implement a strategic plan based on organizational vision, values, and purpose. Students will learn what strategic planning is, why it is essential, how it is done, who (should) do it, and the leadership skills that are most effective in a successful strategic planning process.

GRADUATE STUDIES
MASTER OF ARTS IN BUSINESS ADMINISTRATION

CAMPUS LOCATION & MAP

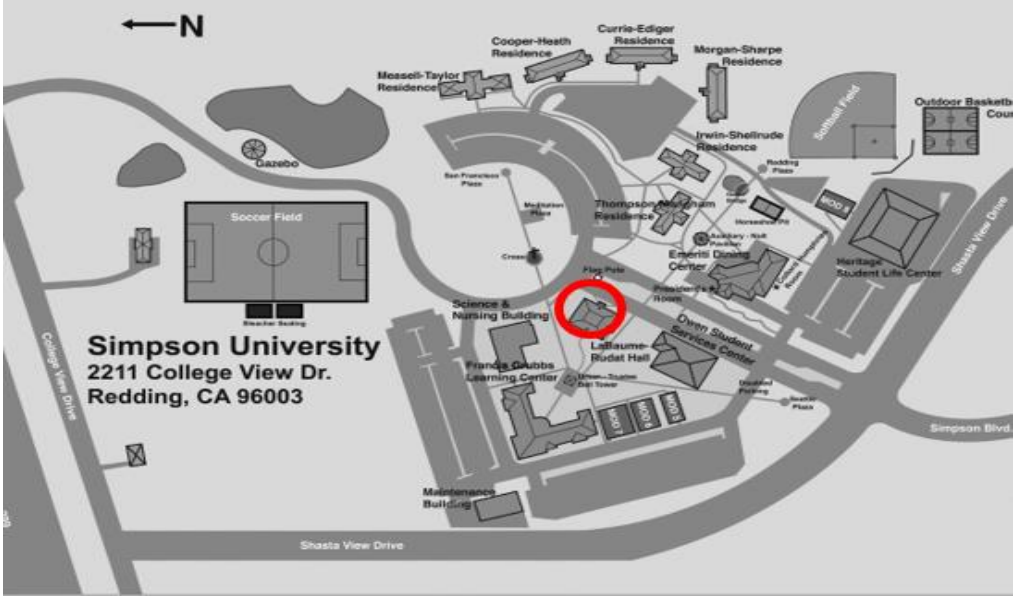
DIRECTIONS TO CAMPUS

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's southern entrance along Shasta View Drive also provides access.

GEOGRAPHIC LOCATION

Considered the hub of the North State, Redding is 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 an elevation of 14,179 feet.

The office location for the Master of Arts in Business Administration studies is in LaBaume-Rudat Hall (LR), Suite 202.



ACADEMIC CALENDAR

FALL 2024

Aug. 26 – Oct. 13		Term 1
Oct. 21 – Dec. 15		Term 2
Nov. 25 - 29		Thanksgiving Break

SPRING 2025

Jan. 13 – Mar. 2		Term 1
Mar. 17 – May 4		Term 2
May 2	Friday	Baccalaureate
May 3	Saturday	Commencement for Fall, Spring, & Summer Graduates

SUMMER COURSES 2025

May 12 - June 29	Monday - Sunday	Term 1
July - Aug. 24	Monday - Sunday	Term 2

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

GENERAL INFORMATION

The Master of Arts in Business Administration (MBA) program offers a graduate degree that prepares individuals for leadership careers of service in various disciplines. The MBA degree option is designed primarily for adult students working in a professional environment or wanting to enter a professional field, discipline, or pursue a professional license. Degree options are offered in schedules and formats that allow adult students to pursue a graduate degree while attending to other life commitments and responsibilities. The MBA program adheres to the Simpson University philosophy, which views spirituality, and the acquisition of values consistent with the Christian worldview, as central to teaching and learning in all programs.

MISSION

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 competent, ethical, and compassionate professionals in their field.

STUDENT SERVICES

In keeping with its emphasis on individual attention, Simpson provides various 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 the student services handbook for more information.

ACADEMIC SUCCESS CENTER

The Academic Success Center provides academic coaching, tutoring (when available), test proctoring, and disability accommodations.

PERSONAL COUNSELING

Personal counseling is available to all students needing mental health support.

ADMISSIONS INFORMATION

The Master of Arts in Business Administration (MBA) program is designed primarily to prepare individuals already working in organizations to assume a leadership role or pursue a new area of profession or career advancement. The program aims to equip individuals with highly developed ethical reasoning, critical thinking, decision-making, and relational skills, which can influence and lead an organization through the complex challenges of the 21st century. Graduates prepare for managing high-conflict situations, understand how to empower the people within organizations for success, 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, service, and humility. The program emphasizes acquiring and demonstrating moral and ethical principles exemplified in the Judeo-Christian traditions.

PROGRAM OBJECTIVES

The Master of Arts in Business Administration program has the following objectives:

1. Develop professionally in the field of Business Administration who can assume responsible roles within the modern organization.
2. Inculcate the values of justice, responsible stewardship, respect for human difference, fairness, integrity, honesty, and service.
3. Create an environment where students can freely and respectfully collaborate, experience, question, grow, and develop.
4. Instill the expectation that all humans are responsible for influencing the world for good and noble purposes.
5. Prepare leaders for a life of service.

ADMISSION REQUIREMENTS

Applicants to the MBA 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.
- At the discretion of the MBA Admissions Committee, a limited number of applicants may have a GPA between 2.50 and 2.99. If admitted, the student would enter under academic probation and would be required to maintain an overall GPA of 3.25 for the first semester in the program.
- 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).

INTERNATIONAL STUDENTS

The Master of Arts in Business Administration degree program does 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. To be considered for any degree program, a prospective student must provide proof of valid immigration status.

APPLICATION SUBMISSION

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 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 them 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 essential for the program administration to know. The personal statement must explain all relevant circumstances related to an applicant's legal history and history of substance abuse and recovery history.
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 MBA 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 with result in academic dismissal from the program.

TECHNOLOGY REQUIREMENTS

Applicants to the MBA program must have access to a computer with the minimum hardware and software capabilities listed below; they must have access to the Internet; and must have a working knowledge of Microsoft Office applications such as Word, PowerPoint, and Excel. Students must also be proficient in using email, doing Internet searches, and navigating web pages. Following current library hours and policies, all Simpson University students may use the resources in the Simpson University Library (including computers, Internet use, and printing).

At a minimum, it is recommended that students have the following:

1. Reliable access to a computer with Windows 11 or newer or the latest Mac OS
2. Minimum 8 GB of Ram (16 GB or more recommended)
3. High-speed internet connection
4. Webcam with a microphone and video-recording software (ZOOM, MS Teams, or equivalent capable)
5. Speakers
6. Access to a scanner
7. Printer (recommended)
8. Access to a fax machine (recommended)
9. Microsoft Office Suite
10. The current version of Adobe Reader
11. Safari or Chrome Web browser

NOTE: It is recommended that students become familiar with using email, search engines, word processing programs (MS Word), presentation programs (MS PowerPoint), ZOOM, 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.

ACADEMIC POLICIES & PROCEDURES

The Master of Arts in Business Administration (MBA) program is a 36-credit online program for non-traditional working adult students. The program is completed between 12 and 24 months, taking six credits for each of the six semesters. Each semester is 15 weeks long and is divided into two 7-week terms with one week between terms. In each seven-week term, students complete one or two 3-credit courses. In this way, students take two 3-credit courses each semester. Because of the applied nature of learning throughout the program, students are expected to work in an organizational context that will allow them to apply, practice, and reflect on learning in their coursework. Unemployed students must establish a volunteer relationship with an organization that will serve as their learning context.

ACADEMIC REQUIREMENTS

Students in the MBA program are required to maintain satisfactory academic standing throughout the program. To meet satisfactory academic progress requirements toward the degree, students must maintain a minimum GPA of 3.0. Students who achieve an overall GPA below 2.5, 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 placed on academic probation. They will have until the end of the term following the one where 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:

Grading Rubric:

100-94%	A	83-80 %	B-	69-67 %	D+
93-90 %	A-	79-77 %	C+	66-64 %	D
89-87 %	B+	76-74 %	C	63-60 %	D-
86-84 %	B	73-70 %	C-	<60 %	F

INCOMPLETE GRADE

Students who complete many of the requirements for a course, as determined by the instructor, but cannot meet all course requirements, may request an incomplete grade for the course. Incomplete grades are issued at the instructor's discretion and with the approval of the dean and/or program director and the registrar. Students must attend class meetings throughout the course 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 to be considered for a passing grade. All outstanding course requirements must be completed no later than one month after the term 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.

Suppose a student is unable to keep up with coursework. In that case, 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 a reduction by half a letter grade.

REPEATING COURSES & 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 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. Students who fail a course and need to retake it must 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 or passed, and the overall GPA calculation meets minimum academic requirements.

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 grade re-evaluation. 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. Still, if 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 incorrect. 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 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 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, they must request in writing within 14 calendar days further investigation from the Provost, who will investigate the appeal and issue a written decision. The 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 Provost. The final authority for the grade appeal rests with the Provost.

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.

CHANGE OF GRADE

If a grade appeal results in a recommended grade change, the course instructor or program director will forward a completed Change of Grade form to the registrar. All grade appeals must be completed before the end of the term following the one in which the grade was received.

TRANSFER OF CREDITS

A maximum of nine-semester credits of transfer graduate work may be applied toward the Master of Arts degrees. An accredited graduate school must have granted the credits with a grade no lower than B. Transferability of credits is determined by the Registrar's Office with the help of the program director. 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 an earlier master's degree, provided the credits are appropriate substitutions or electives for the Simpson University M.A. degree.

ACADEMIC HONESTY 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 clarify what kinds of behaviors are dishonest; 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 their professors' counsel (and advance approval).

1. The misattribution or misrepresentation of the intellectual work of another person as one's own, i.e., plagiarism. Plagiarism 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, or paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person's ideas without explicitly identifying the source; and (c) to paraphrase the work of another person without explicitly 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 others to dishonestly use one's intellectual work (e.g., sharing a term paper, examination, or electronic file so another student may cheat).
5. Misrepresenting or disguising one's actions to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; submitting a paper for one class that was initially written and submitted to another class; buying, finding, or receiving a term paper from another source and representing it as one's work; unpermitted collaboration on course assignments).
6. Preventing other students from completing an academic assignment (e.g., stealing 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 papers, class roster sheets, and grade books.

INTENT

We consider motivation or intent essential in dealing 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 their conduct is wrongful.

ACADEMIC WARNING
A student is placed on academic warning when their grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning due to academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period, set by the MBA program director, 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, and 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 matters about academic dishonesty for a specified period, set by the MBA program director, to provide an opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, they will not be eligible for university scholarships or grants. The student remains eligible for state and federal funding.

SUSPENSION
The MBA program director may suspend the student for academic dishonesty, a separation from the university for a definite period, after which the student can reapply. Conditions for readmission must be specified at the time of suspension.

DISMISSAL
After being readmitted following a suspension period, a student may be dismissed because of repeated academic dishonesty or a low-grade point average.

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

NEGLIGENT DISHONESTY
At the professor's discretion, negligent dishonesty may result in an automatic “F” for the assignment. It may require that the student repeats the assignment (without credit) using proper documentation to receive credit for the course.

BLATANT DISHONESTY
At the discretion of the faculty member, may fail the course.

REPEATED DISHONEST BEHAVIOR
Repeated dishonest behavior may result in the student being placed on academic warning, academic suspension, or dismissal from the university by the MBA program.

STUDENT APPEAL
The student may appeal to the Graduate Council's suspension or dismissal decision within 72 hours of receipt by making a written statement, including the reason for the appeal and the action desired.

APPEAL 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) determine that suspension or dismissal was an appropriate consequence.

APPEAL 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 their 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 must submit 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 who does not submit this statement will be permitted to attend the hearing.
    - All procedural questions during the hearing are subject to the decision of the panel chair.
    - 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 more severe consequences.

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

ANTI-DISCRIMINATORY STATEMENT

Simpson University does not discriminate based on gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as federal laws and regulations specify. The university's policies also comply 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. It 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 and the subsequent catalog are supplemented by the rules and regulations stated by appropriately posted bulletin board notices or information distributed to each student. Where a conflict exists between these sources, the most recent rule, regulation, or policy will be controlled.

MBA STUDENT LIFE

STUDENT SERVICES

Simpson University provides various student services for MBA students designed to help students make the most of their university experience. The unique needs and schedules of students in the MBA program 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.

ACADEMIC SUCCESS CENTER
The Academic Success Center provides academic coaching, tutoring (when available), test proctoring, and disability accommodations. Students wishing to use these services should contact the ASC at 530- 226-4780 to schedule an appointment.

COMMUNITY GUIDELINES
Simpson University is a community of committed learners seeking to foster an environment conducive to its members' spiritual, intellectual, emotional, and physical growth.

The university's concern is that all members of the Simpson community practice discretion in all activities. Cheating, plagiarism, class or group disturbance, harassment, foul language, or other 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 can assist students and employees with emergencies and 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. Students are also encouraged to keep the campus safety number (530-941-7592) on their cell phones and to sign up to receive emergency alerts. Campus Safety information is available from the Campus Safety office (Modular 6) or 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 MBA program director. Students and outsiders will not be permitted to sell merchandise, solicit subscriptions, or engage in any commercial activity on the university campus.

DRESS CODE
While the MBA program does not have a formally articulated dress code, it is expected that students in all programs will dress appropriately to reflect 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 appropriate attire to be worn while on campus or when representing the university.

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 and criminal prosecution (if applicable).

CAMPUS PARKING
Parking permits for students in the MBA program are provided at the mandatory New Student Orientation. All vehicles parked on campus must display the proper parking permit, regardless of the class frequency or number of credits registered. 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 Street is prohibited unless

the Campus Safety office gives specific authorization.

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. Students should contact the IT department to request a replacement if a card is lost. A replacement fee is required.

LIBRARY SERVICES
Students in the MBA program have access to all library resources at Simpson. This includes all online databases, books, 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 needs. 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
See the eCampus website at www.simpsonu.ecampus.com for information about books and supplies.

CLASS VISITORS
Permission may be granted to visit a class in the MBA program only to persons considering entrance into the program and only with the prior express permission of the dean. No other visitors (including family members) can attend any MBA 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 also comply with Section 504 of the Rehabilitation Act of 1973 and the ADA.

REAPPLYING TO THE PROGRAM

ACADEMIC DISMISSAL
Students who have been dismissed from the program based on failure to meet minimum academic standards may reapply 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.

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 dismissed from the program for unethical conduct are not eligible to reapply to the program.

VOLUNTARY WITHDRAWAL
Students who withdraw 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 it is not guaranteed.

LANGUAGE COMPETENCE

Students who a faculty member identifies as needing improvement in 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 cannot remediate language deficiencies are subject to dismissal from the program.

PROGRAM ATTENDANCE POLICY

Student progress in the MBA program is intended to be sequential. Courses are offered so that 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 cannot attend a class meeting must notify the instructor beforehand. 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 must demonstrate active participation every week in each course. Attendance in each online course is measured by students' active participation in discussion boards, postings, submitting required coursework, etc. Non-participation will be reflected in the student's grade for the course. Students who do not actively participate for two weeks (consecutive or non-consecutive) during a course will automatically fail that course. Students in an in-residence or blended format course must attend all face-to-face class meetings and 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 the 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 MBA program administration.

STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) generally provides that (1) students shall have proper 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 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

Assessing student learning and development is an ongoing concern of the programs and the university. Thus, work submitted to fulfill course requirements and program capstones will be used to assess the effectiveness of the 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 institutional or program assessments.

DROPPING / WITHDRAWING 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 of the course taking place over the 15-week semester or by the end of the third week of 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 program director. 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 temporary leave are required to meet with the director to help them problem-solve or see if other options are available. After the meeting, if the student wants to pursue taking a temporary leave, they 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 and forward the form to the Registrar's Office. Any coursework in progress when the student requests the leave will be handled in how withdrawing from a course is handled.

MAXIMUM TIMEFRAME TO COMPLETE THE PROGRAM
Students must complete the MBA program within four years of the time they matriculate into the program, not including any time taken by leave of absence. Students not completing all program requirements within this timeframe will be automatically withdrawn. Students who are withdrawn from the program because of failure to complete within the maximum timeframe may reapply to the program but will be considered new applicants. If accepted, you must retake all courses and complete all program requirements. Readmission into the program is not guaranteed.

GRADUATION REQUIREMENTS

Students in the Master of Arts in Business Administration 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 four years of matriculation.
- Meet competency on the program capstone portfolio project
- Submit an Application for Degree with payment of the required graduation fee.

APPLICATION FOR DEGREE

All students seeking to complete a degree must apply for graduation in order to be eligible to receive their degree, diploma and participate in Commencement. Candidates for degrees must submit the online Application for Graduation and a $150 graduation fee to the Registrar's office via Student Planning by the communicated deadlines. *(The Graduation Application fee is an administrative fee and must be paid at the time of application whether or not the student chooses to participate in commencement or receive their regalia.)* The student is responsible for ensuring a grad plan has been approved and archived on Student Planning by the academic advisor before submitting the application for graduation. Please do not submit applications if more than 18 credits remain to be earned. An application may not be accepted if a student has more than three semesters remaining in their program.

Graduation Application Deadlines:

	OPEN	CLOSES
FA24	November 6, 2023	March 8, 2024 (Closed)
SP25	June 3, 2024	October 4, 2024
SU25	September 16, 2024	February 7, 2025
FA25	November 4, 2024	March 7, 2025
SP26	June 2, 2025	October 3, 2025
SU 26	September 15, 2025	February 6, 2026
FA 26	November 3, 2025	March 13, 2026

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. Several unique qualities should characterize Graduate-level courses and instruction:

WELL-DEFINED & 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.

INTELLECTUAL OR CREATIVE CAPACITY DEMANDS
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 STUDENT RESEARCH
Assessment of students should align itself with course learning outcomes and should be clear to students.

SOURCE MATERIAL USE
Attention to these sources may come in the form of required texts, required readings, supplementary readings, or required research.

CRITICAL CONSUMER OF RESEARCH
Students should have the opportunity to examine, compare, analyze, and critique primary research relevant to the course's topic.

NOTE: Expectation of three hours of student study for each hour in class.

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 the institution may disclose at its discretion without the 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 the Monday of the semester's first class. 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 to ensure the accuracy of records and mailing addresses.

PROGRAM OF STUDY & ADVISING
MASTER OF ARTS IN BUSINESS ADMINISTRATION

Note: Actual courses, course numbers, and course sequencing may differ from what appears here. Students must satisfactorily fulfill all program requirements to be eligible to graduate.

CURRICULUM REQUIRED COURSES (36)

1. MBA5000 Research, Writing, & Business Communication (3)
2. MBA5020 Management Seminar (3)
3. MBA5040 Managing Human Resources (3)
4. MBA5060 Global Leadership in Ethics and Law (3)
5. MBA5080 Conflict Resolution Seminar (3)
6. MBA5100 Strategic Marketing (3)
7. MBA6000 Business Analytics: Data-driven Decision-making (3)
8. MBA6020 IT & Digital Innovation Seminar (3)
9. MBA6040 Finance and Entrepreneurial Funding (3)
10. MBA6060 Operations and Supply Chain Management (3)
11. MBA6080 Macroeconomics: Real-World Economics (3)
12. MBA6100 Strategic Planning & Positioning Capstone (3)

ADVISING

Students in the Master of Arts in Business Administration (MBA) program can meet with full-time faculty or the director during scheduled appointments to receive advice. 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 participate in their studies entirely.

Specialized departments on campus also have personnel available to meet with students and to assist with problems or concerns: Student Financial Services,Counseling Center, career counseling, 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.

PROFESSIONAL IDENTITY & DEVELOPMENT

The Master of Arts in Business Administration program 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 MBA program. Thus, evaluating students' development in these areas is an ongoing concern. Courses in the program require students to demonstrate self-reflection and appropriate self-disclosure skills. During new student orientation, MBA students will be asked to sign an informed consent agreement that details the professional attitudes and conduct expected of all students and acknowledge 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 Master of Arts in Business Administration program:

- Academic dishonesty of any kind
    - Personal dishonesty includes 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
- 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.
    - The 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

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, dangerous materials, or substances on Simpson's 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's property or the property of a community member. Threats may be direct or indirect and 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 displaying (brandishing) 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, Degree Completion, Nursing, Education, MBA, GDS, or Seminary) or Provost. The MBA program will take appropriate disciplinary action following a defined hearing process.

EVALUATION OF STUDENT LEARNING

PROGRAM LEARNING OUTCOMES

The following learning outcomes have been established for the MBA program and reflect the major competencies expected of a graduate student capable of leading and influencing within the modern organizational setting.

1. **Demonstrate** an understanding and leadership in essential business disciplines.
2. **Integrate** and communicate knowledge across business disciplines to define, analyze and solve business problems.

3. **Identify** ethical dilemmas and apply a Christian-based ethics model or framework to propose and defend resolutions.
4. **Apply** and empower others with best leadership practices in team settings and collaborative projects.
5. **Produce** clear, concise business documents and deliver professional oral presentations.
6. **Identify** and employ business principles in international settings to develop financial resources, market programs and services, and engage effectiveness in partnerships.
7. **Recognize** and respect the importance of effective Board and organizational governance and demonstrate leadership in achieving highly productive Board-staff relationships.
8. **Demonstrate** the application of practical fiscal management tools.

CAPSTONE PROJECTS

MASTER OF ARTS IN BUSINESS ADMINISTRATION
(INTEGRATIVE CAPSTONE PROJECT)

The design of the MBA Integrative Capstone Project targets the following program goals:

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 their administrative leadership skills, attitudes, and knowledge across the program. The culminating project will demonstrate the student's writing, organizational, and conceptual skills.
3. Provide students the opportunity to prepare and assemble materials they may wish to present to a potential employer.
4. It is the culminating project in the MBA program; a student must pass the project to receive a 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 the approval of the director, an organization with which the student has established a formal volunteer position or relationship (3) completing a number of assignments successfully during regular coursework that relates 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 issue or 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 governing the completion of the project. The guidelines take precedence if discrepancies exist between the catalog and the Integrative Capstone Project Guidelines.

After the end of the final term in the program, students will submit their completed Integrative Capstone Project to be evaluated. The committee will evaluate the project using appropriate rubric(s). Students 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 resubmitting 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 a recommendation for dismissal. Decisions are final and are not subject to appeal.

ASSESSMENT OF STUDENT LEARNING

Every course in the curriculum is designed to provide students with various learning modalities to develop competencies in each program's learning outcome. Each course in the program has course learning outcomes that 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 the 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.

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 elements 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 program review.

COMMITTEE POLICIES & PROCEDURES

The following committees have been established to address issues that arise in the program.

MBA ADMISSIONS COMMITTEE

DESCRIPTION

All applicants will be reviewed and evaluated by this committee member or members.

MEMBERSHIP

Program director and/or a faculty member

CAPSTONE REVIEW COMMITTEE

DESCRIPTION

A committee member or members will review and evaluate all required capstone projects.

MEMBERSHIP

Program director and two faculty members

STUDENT EVALUATION COMMITTEE

DESCRIPTION

The Student Evaluation Committee is a standing committee of the MBA program responsible for monitoring students' academic progress, professional competence, and behavior in the Master of Arts in Business Administration program. The committee's primary function is to evaluate and guide students in improving their academic performance and developing the professional behaviors and competencies required by their program and profession. The Student Evaluation Committee will work with the students to create a remediation plan to address areas needing development.

MEMBERSHIP

The membership will include the program director or dean and two faculty members of the MBA program. The coordinator or Manager attends as a non-voting member.

COURSE DESCRIPTIONS

Master of Arts Business Administration

MB5000
Research, Writing, & Business Communication (3) This course introduces students to research methods, technical analysis, and evaluation and provides opportunities to practice critical reading and writing skills. Authentic and accurate communication validates due diligence practices and organizational integrity.

MB5020
Management Seminar (3) This course provides a foundational understanding of organizational management theories. Topics covered include individual attitudes, perceptions, personality & abilities; interpersonal behavior, work groups and teams; organizational culture; politics & power; and decision-making in organizations; succession planning, motivation, and resource planning, among others. This course will introduce topics for further in-depth coverage throughout the program curriculum.

MB5040
Managing Human Resources (3) This course examines current human resources management issues and 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 evaluations and compensation.

MB5070
Change Management (3) This course examines the forces that drive organizations to change and the impediments to change and focuses on the nature and processes of organizational change. Students will be exposed to organizational change theory and examine how to be influential leaders, implementers, and recipients of change.

MB5080
Conflict Resolution Seminar (3) 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 competent communication with employees are covered.

MB5100
Strategic Marketing (3) This course provides students with the concepts and tools to market their programs and services. Topics include conducting competitive analyses, researching client needs, developing a customer-centered organizational culture, designing the right market mix, and developing the resources for a successful plan.

MB6000
Business Analytics: Data-driven Decision-making (3) This online course arms managers and leaders with the tools to turn data into a competitive advantage and uniquely differentiate the firm. Management-level content provides hands-on experience using analytics procedures and methods to make critical business decisions across an organization. Each module illustrates and employs examples where participants engage in problem-solving applications using data sets. Discussions cover multiple industries, including e-commerce, financial services, technology, health care, media and entertainment, and retail.
MB6020

IT & Digital Innovation Seminar (3) This course emphasizes the individual as a decision-maker and leader in Information Technology (IT), digital, and gig-era innovation. Students study the development of IT and innovation in the evolving digital and gig-era environment. An emphasis is made on the basic concepts and skills necessary for managing digital resources, innovation, individuals, and organizations.

MB6040
Finance and Entrepreneurial Funding (3) This course provides students without formal accounting or finance training with the conceptual framework and practical tools to provide strong fiscal management and fiscal leadership. Topics covered include those related to the fiscal management cycle: planning, execution, recording, reporting, and monitoring.

MB6050
Entrepreneurial Funding and Leadership (3) This course provides students who need formal accounting or finance training with the conceptual framework and practical tools to provide strong fiscal management and fiscal leadership. Topics covered include those related to the fiscal management cycle: planning, execution, recording, reporting, and monitoring.

MB6070
Ethical Governance and Regulation (3) This course emphasizes the individual as an ethical decision-maker and leader in the contemporary global organization. The course studies the development of ethical reasoning and leadership behavior and introduces the basic concepts and skills necessary for self-management and promoting ethical conduct in others.

MB6080
Macroeconomics: Real-World Economics (3) Introduction to Macroeconomics and the real-world economic environment is a half-semester graduate-level macroeconomics course emphasizing current events and policy applications. The course is intended for non-finance majors and aims to provide an overview of the global economic and financial environment in which managers make business and financial decisions. Key topics include national income accounting, production, and economic growth, employment and the labor market, consumption, investment, business cycles, monetary and fiscal policy, and international trade and finance. Contrarian theories, models, and views highlight the differences between blackboard economics and the real world.

MB6100
Strategic Planning & Positioning Capstone (3) This course provides students with the fundamental knowledge, skills, and tools to lead and implement a strategic plan based on organizational vision, values, and purpose. Students will learn what strategic planning is, why it is essential, how it is done, who (should) do it, and the leadership skills that are most effective in a successful strategic planning process.

FACULTY AND ADMINISTRATION

Executive Administration
Academic Administration
Other Administrative Personnel
Emeriti Faculty
Faculty
Board of Trustees
Trustees Emeriti

SIMPSON UNIVERSITY FACULTY & ADMINISTRATION

EXECUTIVE ADMINISTRATION/PRESIDENT'S CABINET

Norman D. Hall, Ed.D., President
John Ayabe, Ph.D., Provost
R. Walter Quirk, M.B.A., Chief Operating Officer
Timothy N. Dietz, M.B.A., Chief Financial Officer
Patrick A. Blewett, D.Min., Ph.D., Executive Dean of A.W. Tozer Theological Seminary & Special Projects
Brian Dawson, PH.D., Vice President for Student Development
Molly Rupert, M.A., Faculty President
Sarah Jobson, M.A., Interim Dean of Students/Title IX Coordinator
Kenneth White, Dean of Advancement
Robert Harley, M.A., Director of Athletics
Shondra Dickson, M.A., Dean of Diversity and Director of Financial Aid

ACADEMIC ADMINISTRATION

John Ayabe, Ph.D., Provost, B.A. Wheaton College; M.Div. & M.A., Trinity Evangelical Divinity School; Ph.D., Saint Louis University.
Patrick A. Blewett, D.Min., Ph.D., Executive Dean, A.W. Tozer Theological Seminary. B.A., Montana Institute of the Bible; M.A., M.Div., D.Min., Western Seminary (OR); Ph.D., University of Idaho; D.Min. (hon), Hong Kong Institute of Christian Counselors.
Brian Cole, Ph.D., Dean of Adult Studies, B.A., Anderson University (IN); M.A. Ball State University; Ph.D., Western Michigan University.
Adrienne Currington, M.A.Ed, University Registrar. B.A. & M.A.Ed., California State University, Sacramento.
Heather McCulley, M.A.,Ed., MDiv., M.L.I.S., Director of Library Services. B.A. & M.A.Ed., Simpson University; MLIS, San Jose State University; M.Div., Tozer Seminary.
Lisa Scott, FNP, Interim Dean of the School of Nursing, B.S.N., California State University, Chico; M.S.N., University of Phoenix; FNP South University.
Daniel Sloan, D.B.A., M.A.T., M.S., M.B.A., Director Master of Arts in Organizational Leadership, B.A., Simpson University, M.A.T, University of Southern California, M.B.A., M.S. & D.B.A., Golden Gate University.
Stacey Lemmer, Psy.D., MACP Director. B.A., Hood College; M.S.W., University of Maryland–Baltimore; Psy.D. Regent University.

UNDERGRADUATE DEPARTMENT CHAIRS

Pat Blewett, D.Min., Ph.D. *Biblical Studies*
Daniel Sloan, D.B.A., *Business*
Molly Rupert, M.A., Communication
Brian Larsen, Ph.D., *English*
Timothy Orr, Ph.D., *History and Political Science*
Scott Barnett, Ph.D., *Leadership Studies*
Michele Anberg-Espinosa, Ed.D., *Liberal Studies*
Lauren Dillon, B.A., *Music (Interim)*
David Cwir, Ph.D. *Psychology*
Berkeley Shorthill, Ph.D., *Science and Mathematics*

EMERITI FACULTY

S. Jane Bailey, M.A., *1991 - 2002*
Glee R. Brooks, Ed.D. *1992-2016*
Timothy C. Carlisle, Ph.D., *1994-2015*
Patricia A. Chapman, Ed.D., *1981-1998*
Donald R. Claspill, M.A., *1963-1966; 1971-2004*
Jack Davidson, D.Miss., *1986-2002*
Larry L. Haight, M.A. *1993-2016*
Richard K. Harris, Ed.D., *2002-2015*
Pamela J. Havlick, M.A. , 2005-2018
Dong Ha Lee, Ed.D., *1993-2000*
Harold E. Lund, M.A., 1996-2019
Ronald K. McGraw, Ed.D., *2004-2016*
Lois J. Nichols, M.M. *1994 -2016*
Neita A. Novo, Ed.D., *1999-2000, 2002-2014*
Alvieri M. Rocca, Ph.D., *1992-2008*
Alan D. Rose, M.A., *1977-2013*
Glenn Schaefer, Ph.D., *Frances P. Owen Distinguished Professor Emeritus, 1974-2007*
Larry A. Siemens, M.A., *2007-2017*
Gerald E. Stayton, MBA, CPA, *1990 – 1995, 1996, 2006 - 2012*
Cynthia A. Strong, Ph.D., *1994-1995, 1997-2010*
David K. Strong, Ph.D., *Frances P. Owen Distinguished Professor Emeritus, 1994-1995, 1997-2015*
Pamela K. Van der Werff, *M.A., 1989-2018*
Edith A. Wallmark, M.A., *1989-91; 1996-2005*
Carol R. Wertz, Ed.D., *1999-2017*

EMERITI ADMINISTRATIVE FACULTY

Eric Wheeler, M.A., *2003-2023*

FACULTY

Michele Anberg-Espinosa, Ed.D. Assistant Professor of Education. B.A., University of California-Davis; M.Ed., Instituto Tecnologico y de Estudios Superiores de Monterrey; Ed.D., University of San Francisco.
Michael Scott Austin, M.S., Assistant Professor of Math & Physics. B.S., Rice University; M.S., Vanderbilt University.
John A. Ayabe, Ph.D., Associate Professor of History. B.A. Wheaton College; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., St. Louis University.
Debora A. Baker, Ph.D, M.S.W, Associate Professor of Psychology & Social Work. B.A., Trinity Christian College (Palos Heights, Ill.); M.S.W., California State University-San Bernadino; Ph.D., Regent University.
Tammy Baker, M.S.N., Assistant Professor of Nursing. B.S. & M.S.N., Western Governor's University.
Scott Barnett, Ph.D., Associate Professor of Outdoor Leadership. B.A., Wheaton College; M.A., Wheaton College; Ph.D., Trinity International University.
Patrick Blewett, D.Min., Ph.D. Dean of the Seminary and Professor of Ministry. B.A., Montana Institute of the Bible; M.A., M.Div., D.Min., Western Seminary (Portland OR); Ph.D., University of Idaho; D.Min. (hon), Hong Kong Institute of Christian Counselors.
Ryan Brasher, Ph.D., Assistant Professor of Political Science. B.A., Wheaton College, M.A, Columbia International University; Ph.D., Indiana University.

Brian Cole, Ph.D., Associate Professor of Education. B.A., Anderson University (IN); M.A., Ball State University; Ph.D., Western Michigan University.
David Cwir, Ph.D., Associate Professor of Psychology. B.A, University of Manitoba (Canada); Ph.D., University of Waterloo.
Pedro De Freites, M.S.N., F.N.P, Assistant Professor of Nursing. B.S.N., Florida International University; M.S.N/F.N.P, South University.
Lauren Dillon, B.A., Instructor of Music. B.A. Simpson University.
Michael Figueroa, M.D., Assistant Professor of Biology. B.S., M.S., & M.D., University of Nevada.
Stephanie Griffith, M.S.N., Assistant Professor of Nursing. B.A. & B.S.N., Simpson University; M.S.N., Western Governor's University.
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