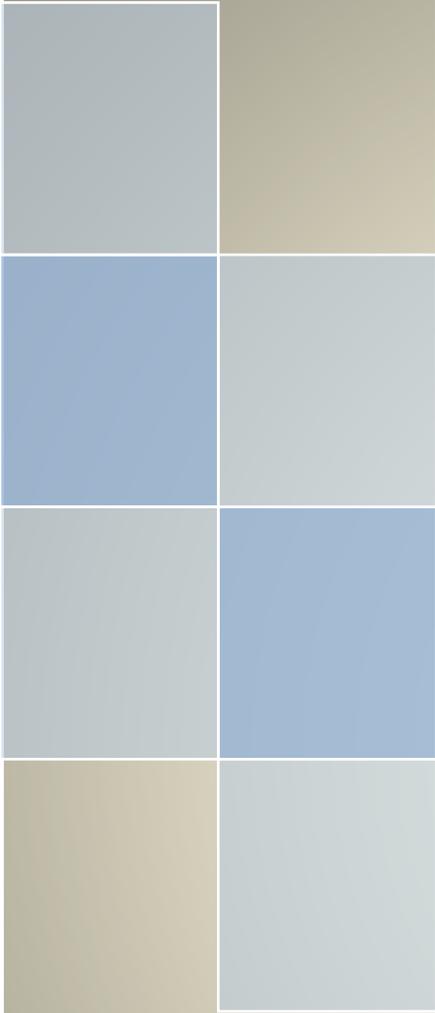


2023-2024

Academic Catalog

Simpson College



Simpson College

2023-2024 Catalog

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The information in this catalog does not constitute a contract between the College and the student. The College reserves the right to make changes in curricula, admissions policies and process, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice.

Simpson College
701 North C Street, Indianola, IA 50125
Toll-free 1-800-362-2454
Local 1-515-961-6251

How to Contact Us

This catalog is designed to provide information about Simpson College and its curriculum. Further inquiries may be addressed to the appropriate office at Simpson College, Indianola, Iowa 50125 as follows:

TOLL -FREE NUMBER 1-800-362-2454
College Number 1-515-961-6251
General FAX Number 1-515-961-1498

Academic Programs 1-515-961-1720

Admission-Traditional Programs 1-515-961-1624
Applications, Student Fees, Campus Visits
E-mail: admiss@simpson.edu
FAX Number: 1-515-961-1870

Alumni 1-800-610-6369
Office : 1-515-961-1544
E-mail: alumni.office@simpson.edu
FAX Number: 1-515-961-1594

Athletics 1-515-961-1495
FAX Number 1-515-961-1279
E-mail: gibson.berns@simpson.edu

Bookstore 1-515-961-1635

Business Office 1-515-961-1655
Student Accounts or Financial Matters
E-mail: bus.office@simpson.edu

Financial Assistance Office 1-515-961-1630
Financial Assistance Awards
Student Employment
FAX Number 1-515-961-1300
E-mail: finaid@simpson.edu

The Division of Continuing, Graduate and Online Programs
Non-Traditional Students, Online Programs, Part-Time, Summer Session
Indianola Office 1-515-961-1614
West Des Moines Office 1-515-309-3099
West Des Moines Office FAX 1-515-961-1898
E-mail: adults.learn@simpson.edu

Mailing Address

Simpson College
 701 North C Street
 Indianola, IA 50125
 West Des Moines Campus
 1415 28th St
 Suite 250
 West Des Moines, IA 50266

President's Office

FAX Number

1-515-961-1611

1-515-961-1623

Student Development

FAX Number

Housing

1-515-961-1592

1-515-961-1674

1-515-961-1562

Transcripts of Credits

Registrar's Office

FAX Number

1-515-961-1642

1-515-961-1310

Web Page

www.simpson.edu

NOTICE OF NONDISCRIMINATION:

Applicants for admission and employment, students, parents of students, employees, sources of referral for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Simpson College are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, creed, religion, disability, genetic information, veteran or veteran disability status, sexual orientation, gender identity, or any other legally protected characteristic in admission, access to, treatment or employment in, its programs and activities. Any persons having inquiries concerning Simpson College's compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact Mary Ellen Bartley-Nancarrow, Director of Human Resources, Simpson College, 701 North C Street, Indianola, Iowa 50125-1299, (515) 961-1511. Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

SIMPSON COLLEGE CALENDAR

2023-2024

Fall Semester 2023

August

- 25 Freshmen/Transfers Arrive
- 27 Returning Students Arrive
- 28 C & G T1 Classes Begin
- 28 C & G Fall Classes Begin
- 29 Classes Begin
- 30 All College Convocation

September

- 4 Last Day to Add/Drop
- 4 Labor Day/Regular Class Day

October

- 1 Last Day to Withdraw Term 1 Classes
- 13 Mid-Term
- 14 Family Weekend/Homecoming
- 18 Mid-Term Grades Due
- 19-20 Fall Break
- 22 Last Day of Term 1 Classes
- 23 C & G T2 Classes Begin
- 29 Last Day to Add/Drop Term 2 Classes

November

- 6 Last Day to Withdraw Full Sem. Classes
- 22-24 Thanksgiving Break
- 26 Last Day to Withdraw Term 2 Classes

December

- 7 Classes End (full semester courses)
- 8 College Reading Day
- 11-14 Finals Exam Week
- 15 December Commencement
- 15 Christmas Recess Begins
- 17 C & G Classes End
- 18 All Grades Due
- 19 Term 2 Grades Due

Spring Semester 2024

January

- 8 C & G T3 Classes Begin
- 8 C & G Spring Classes Begin
- 8 Classes Begin
- 12 Last Day to Add/Drop
- 15 MLK Day of Service (No Class)

February

- 11 Last Day to Withdraw from Term 3 Classes
- 23 Mid-Term
- 28 Mid-Term Grades Due

March

- 3 Last Day Term 3 Classes
- 4 C & G T 4 Classes Begin
- 6 Term 3 Grades Due
- 10 Last Day Add/Drop Term 4 Classes
- 9-17 Spring Break
- 21 Last Day to Withdraw

April

- 1 Easter Recess
- 3 Campus Day (No Class)
- 7 Last Day to Withdraw Term 4 Classes
- 17 Honors Convocation
- 18 Research & Creativity Symposium (No Class)
- 19 Classes End
- 22 College Reading Day
- 23-25 Final Exam Week
- 27 Spring Commencement
- 28 C & G Classes End
- 29 May Term Begins
- 30 Spring Grades Due
- 30 Last Day to Add/Drop May Term

May

- 1 Term 4 Grades Due
- 10 Last Day to Withdraw
- 17 May Term Ends
- 21 May Term Grades Due

SIMPSON COLLEGE



Our Mission

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

Our Vision Statement

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

Our Core Values

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

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

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

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

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

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

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

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



A Simpson Education

150 Years of Excellence

For over 150 years, Simpson's highly regarded academic programs have been preparing students for coveted careers, competitive research programs and prestigious graduate schools. Backed by a rich liberal arts tradition, today's Simpson experience is defined by the many exceptional opportunities for learning both in the classroom and in the community.

Simpson's internship program gives students the opportunity to gain practical experience before they graduate while Simpson's multitude of school-sponsored clubs and organizations allow students to be actively involved on campus while developing valuable leadership skills. Nearly half of Simpson students study in fantastic locations around the globe through Simpson's May Term and semester-long study abroad courses, and Simpson's volunteer programs help students make a difference locally and abroad, with nearly 30,000 hours of service contributed to the community last year alone.

Most importantly, the Simpson experience gives students plentiful choices that encourage them to explore their passions, so when they graduate, they will be ready to go out and impact the world.

A Liberal Arts Tradition

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

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

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

Living and Working in a Global Context: Simpson assists students in recognizing their roles as citizens in a diverse world by giving them chances to discover and understand cultures and backgrounds different from their own, such as school-sponsored semesters abroad, international and domestic May Term trips and service-learning projects.

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

Personal and Social Responsibility: Simpson prepares students to become responsible and contributing members of society through the cultivation of character, citizenship and a commitment to social justice. Particularly, Simpson emphasizes service to the greater good through First-Year Service Day, the Wesley Service Scholar program and a variety of other volunteer opportunities.

Quality Academics

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

Beyond the Classroom

May Term

With Simpson's 4-4-1 academic calendar, the college offers two four month semesters and one three-week term in May. During May Term, Simpson students take just one class, allowing them to examine one issue or topic in a new and complex way. May Term makes it possible for students to travel, hold an internship, develop new skills or learn about a specific interest in-depth. Course offerings vary from year to year, but May Term always provides a multitude of exciting choices. Each year, over a hundred Simpson students go abroad during May Term. In the past, courses have taken students to many unique and diverse locations, such as Namibia, Peru, Madagascar, and Ecuador. Courses have also taken students to destinations like England, France, China, Germany, New Zealand, Spain and Greece.

Simpson also gives students many options for travel within the United States with trips to places such as Denver, Chicago, Dallas, New York City and Washington, D.C.

Overseas with Simpson

Simpson offers a semester-long study abroad programs that allow Simpson students to learn together under the guidance of a Simpson faculty member. Students also have the option of participating in an affiliated study abroad program through another university or institution.

Partnerships

Simpson has several partnerships and on-campus centers that give students outstanding experiences outside of the normal classroom environment.

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

Iowa History Center: The Iowa History Center connects the state's historians, authors and students in an effort to capture and preserve Iowa's history through many statewide initiatives. The center brings many prominent speakers to campus and also helps place Simpson students in internships with various state historical associations.

The John C Culver Center for Public Policy: The Culver Center was established at Simpson College to honor the service of John C. Culver, who served the people of Iowa for 16 years in the U.S. House of Representatives and the U.S. Senate. Simpson College strives to honor the example of John C. Culver by inspiring young people to pursue careers in service with integrity and moral courage. The Center's nonpartisan programs seek to educate and inspire young people to actively participate in our democracy and encourage them to consider public service as their life's work.

Professional Development

According to the National Survey of Student Engagement, more than 70 percent of Simpson students take advantage of internships or field experiences before graduation, putting them ahead of students at similar schools.

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

In addition to Des Moines' extensive array of jobs and internships, students often seek positions across the country and abroad. Whether it's navigating the halls of the White House, performing research at Johns Hopkins University, or standing on the sidelines with the Green Bay Packers — a few recent experiences of Simpson students — internships are a great way to learn beyond the classroom and provide a solid foundation for the future.

Though many students chose to do internships independently, Simpson also offers courses that allow students to gain job experience while receiving college credit.

Co-Op 119 Career Observation

This May Term class is open to first-year students and sophomores and gives them the opportunity to job shadow in a specific work environment for three weeks. (EL)

Co-Op 219 Career and Internship Preparation

As part of this course, students will research internship options, prepare a cover letter, resume, and references sheet, and practice interview skills. Students will also learn the process to register for an internship and professional expectations for the experience. Students should plan to register at least one semester prior to completing their internship.

Co-Op 319 Internship Experience

During this course, students receive hands-on job experience for credit through a semester-long or summer internship. A total of 16 credits of Co-Op 319 may be applied to graduation.

Academic Support

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

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

Student Support Services (SSS): SSS helps students take positive steps forward in their college careers

with a wide variety of programs developed for first generation college students, students with limited incomes, or students with disabilities. Programs through SSS help students reach their fullest potential by providing opportunities for academic development. Programs include one-on-one advising with staff members, peer mentoring, educational workshops and social and cultural activities.

Career Services

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

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

Extracurricular Activities

Simpson offers many clubs and organizations that provide great leadership experiences for Simpson students. Some of the options for involvement include:

- Campus Activities Board, which brings national and local acts to campus and sponsors free entertainment on Friday and Saturday nights
- Student publications, including an award-winning newspaper, literary magazine and radio station
- Performance opportunities in theatre productions and music groups
- 23 Division III athletic teams
- Student government
- Religious Life Community, which provides chances for vocational exploration, service trips and worship in many faiths
- Multicultural and international organizations that highlight new cultures and enhance diversity on campus
- Intramurals, such as basketball, softball, BINGO, paintball, jamball and kickball
- Cheer and dance teams
- Greek Life

Athletics

The Simpson College athletics program has a great tradition of success at the NCAA Division III level. As a member of the Iowa Intercollegiate Athletic Conference, Simpson's 23 varsity teams compete for conference, regional and national championships each year.

Simpson is committed to helping students become well-rounded athletes, and our student-athletes excel in the classroom and beyond. Simpson student-athletes have received prestigious NCAA postgraduate scholarships, and hundreds of athletes have been named to IIAC All-Academic teams.

Men's Athletic Teams

- Football
- Wrestling
- Baseball
- Basketball
- Cross Country
- Golf
- Soccer
- Swimming
- Tennis
- Track & Field
- Gymnastics
- Volleyball

Women's Athletic Teams

- Softball
- Volleyball
- Swimming
- Basketball
- Cross Country
- Golf
- Soccer
- Tennis
- Track & Field
- Wrestling
- Gymnastics

Fine Arts

Simpson makes art, theatre and music available to all students, whether they are interested in performing or just want to catch a show or see an exhibit.

Create

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

Harmonize

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

Perform

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

Being Green at Simpson

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

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

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

Living on Campus

Simpson prides itself on having some of the best housing options around, and the college provides students with a variety of choices for campus living. First-year students are assigned to one of two first-year residence halls while upper-class students can choose among living in one of two additional residence halls, a theme house, Greek housing or one of seven college-owned apartment buildings.

All college housing is air-conditioned, fully furnished, carpeted and smoke-free. Each residence hall contains a computer lab, laundry facilities, cable, vending machines and a kitchenette. Every room, apartment or house is equipped with computer data jacks for connecting personal computers to the campus computer network and Internet. The entire campus (including campus housing) is also completely wireless.

Best of Both Worlds

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

Indianola is just 12 miles south of Iowa's capital city, Des Moines, which gives students plenty of opportunities to attend cultural events and festivals, see professional sports teams in action, catch concerts or Broadway musicals, shop in the trendy East Village or the upscale Jordan Creek Mall and more.

ADMISSION GUIDELINES

Application Review

The Admission Office, under direction of the Vice President for Enrollment, will be responsible for taking a holistic approach to the review of admission applications, admitting those students who have the ability to be successful academically on campus. Admission counselors will be the primary reviewers of applications to determine if minimum criteria have been met. First year students will complete an application for admission and submit a copy of high school transcripts for review. Standardized test scores are optional but will be taken into consideration if submitted. The goal is to admit students who are academically prepared to graduate from Simpson College in four years.

Academic Standards

While reviewing applications, the Admission Office will take into consideration several standards to ensure the academic preparation of students. Core college preparatory classes will be reviewed in the areas of English, math, science, social science and foreign language. 17 credits in these areas should be completed by the end of the senior year. In addition, the rigor of these courses will be taken into consideration with additional weight being given to honors, AP, IB and dual-credit college courses. The quality of the secondary school will also be taken into consideration by evaluating the overall curriculum and percentage of students attending a four-year college or university following graduation. The trending of grades, with particular attention paid to the junior year, and when applicable the first semester of the senior year, will be an important factor in decisions. Special circumstances disclosed to the admission office having a direct impact on grades will be scrutinized. Marginal students who have below a 3.0 cumulative GPA will be reviewed by the Admissions Committee and may be asked to submit additional information including but not limited to teacher recommendations, an additional essay, an interview and quarter or seventh semester grades to then be reviewed by the Admissions Committee. Students who fall well below the standards for admission may be denied by the Vice President for Enrollment. Based on the Statement of Principles of Good Practice, all students may be able to appeal a denial decision with new information. Appeals will be handled by the Admissions Committee. The Admissions Office has a right to bring any application to the Admissions Committee for a final decision.

Special Populations

In addition to all of the requirements expected of a first-year applicant, those that are home-schooled students will also be required to submit standardized test scores.

International applicants will also be required to submit standardized test scores and required financial documents to be considered for admission.

Transfer students with 12 transferable credits may be admitted if the 12 credits have a cumulative GPA of 2.5. If 12 transferable credits are not available both college work and their high school academic background may be considered for both admission and scholarship.

Continuing and graduate students will be required to submit a continuing and graduate application along with transcripts from each of the colleges previously attended. After the application and accompanying records are received, the credentials will be evaluated by the Continuing and Graduate Programs Admissions Committee. Applicants will be considered for acceptance based on: successful academic work at an accredited college or university, work history, prior or current military service and other significant experiences showing evidence of the student's ability to be successful in a competitive academic environment. If needed, the committee may ask for additional materials including but not limited to recommendations, personal statement or an interview.

Confirming High School Graduation

The admissions office will collect and verify final high school transcripts to ensure students graduated. Final high school transcripts must have the graduation date printed on them and must be official from the high school. Official transcripts will include those sent directly from the high school via mail or a reputable third-party vendor contracted by the high school.

COSTS AND FINANCIAL ASSISTANCE

FINANCIAL PLANNING

Simpson College is a nonprofit educational institution providing students with a rich academic environment in which they can learn and grow. As such, the College must charge tuition and fees for the services it provides. A portion of the tuition and fees is covered by income from endowments and other gifts from friends of the College.

Payment of Student Accounts

Before the beginning of fall semester, the Business Office will send each student an estimated bill showing the total charges for the semester and the financial aid expected to be credited to the student account. For the spring semester, students should access their bills through their SC Connect account. The estimated bill will be mailed around July 1st for the fall semester and available on SC Connect December 1st for the spring semester. All charges for tuition are due prior to the beginning of each term.

Important Dates:

Class Start Dates:

Fall 2023 08/29/2023
Spring 2024 01/08/2024

Tuition Bills Due:

Fall 2023 08/29/2023
Spring 2024 01/08/2024

Tuition & fees should be paid in full on the dates specified above, unless you sign up for our monthly tuition payment plan (see below). Payments can be made in cash, by check or with a credit or debit card (3% processing fee added). Payments may be made at the Simpson College Business Office, through the online SC Connect student portal, over the phone (credit card only with a 3% fee), or by sending check through the mail. We also accept 529 payments. These can be sent from various 529 administrators via check directly to Simpson.

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

Finance charges are assessed at a daily rate of 0.05% (18% A.P.R.) on the unpaid balance not covered by the payment plan. Finance charges are calculated at the end of the month and added to the student's account.

Textbooks

Textbooks can be purchased from our online exclusive supplier, Akademos, at www.simpson.textbookx.com. All forms of payment are accepted in store including Apple pay. Students should be prepared to pay approximately \$1,134 each year for books.

Monthly Payment Plan

Simpson College offers a monthly payment plan for those who wish to budget tuition, housing and food plan payments in monthly installments. The Tuition Payment Plan is administered by a third-party

administrator, Transact, powered by Cashnet. It provides an opportunity to make monthly payments without incurring finance charges or fees. There is a \$30 fee for each semester to set up a plan. A new plan must be set up each semester, as Simpson is on semester billing. Payments may be taken out automatically from a checking account or placed on a credit or debit card. Payments may also be set up to be completed manually from a checking account or with a credit or debit card. Processing fees are assessed when using a credit or debit card. Information on the tuition payment plan can be found here:

<https://commerce.cashnet.com/simpsonpay>.

Credit Balances

Federal regulations require credit balances created by Title IV funds to be refunded to the student within 14 days. Students who want credit balances retained by Simpson College for the academic year must give written authorization to the Business Office.

Residence Hall Community Damage Fund

Each student living in College owned housing is billed ten dollars at the beginning of each term as an assessment for the Residence Hall Community Damage Fund for each residential unit. The amount is included as a part of the total Residence Hall room charge. Unidentified vandalism costs incurred through the term will be totaled and deducted from the fund established for each unit. Any remaining monies after damage billings at the end of each term will be turned over to the residence hall activity account for each unit. Residence hall activity accounts are utilized under the direction of the residence hall council and residence hall staff for each respective building. In the event that unidentified vandalism charges in any one term exceed the Residence Hall Community Damage Fund, residents will be individually billed for excess charges.

Personal Property Insurance

The College does not carry insurance on personal property of students, faculty or staff and is not responsible for the loss or damage of such property.

Tax Benefits

There are tax benefits available to help reduce the financial impact of higher education. For more information, please consult your tax advisor.

TUITION REFUNDS AND TITLE IV RETURN POLICY

Adjustments due to enrollment changes

A reduction of credit hour enrollment within the add/drop period of the semester or term may occur without tuition penalty. Tuition charges and financial aid offers will therefore reflect the student's enrollment at the end of the add/drop period. (The add/drop period is always posted on the academic calendar). After the add/drop period has expired, a change from full-time to part-time status or a reduction in any credit hour enrollment, other than a complete withdrawal, will not change tuition charges or financial aid. For example, a student enrolled full-time will receive no tuition adjustment for dropping below full-time enrollment after the add/drop period of the traditional semester. Tuition adjustments for increased enrollment will continue throughout the term.

Title IV Return Policy and refunds due to student's complete withdrawal from the College (R2T4)

A student interested in withdrawing from Simpson College should file a withdrawal form in the Office of Student Development or the Office of Continuing and Graduate Programs and make an appointment with the Office of Financial Aid in order to fully understand the financial implications of doing so. However, a student may also call or email the Office of Student Development or the Office of Continuing and Graduate Programs to begin the process.

Simpson College engages faculty and staff members in advance for a full academic year. Many other expenses for maintaining the college are likewise commitments of one or more years into the future. Therefore, a student who withdraws does not reduce materially the costs of operating the college. A student who withdraws before the 60% point in time in the semester or summer session will receive a refund of applicable tuition, room, board (meal plan) and fees. The amount of the refund is based on the percentage of the semester that has not been completed. Financial aid will be returned to federal, state and Simpson programs based on the same percentage. Title IV aid that is unearned is required to be returned and credited in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS (Graduate Students), Federal Direct PLUS (Parent), Federal Pell Grant, Federal SEOG, TEACH Grant, Iraq and Afghanistan Service Grant, and other Title IV aid. Simply stated, a student who withdraws after completing 20% of the semester will be charged 20% of the applicable tuition, room, board (meal plan) and fees and would retain 20% of their financial aid. If funds have been released to the student because of a credit balance on the student's account, then the student may be required to repay some of the federal grant and loan funds that were released to the student. Title IV funds may not cover all unpaid institutional charges due to the institution upon withdrawal from the college.

After the 60% point in the semester, no refund is due, nor will financial aid be returned to any programs. The portion of the semester completed is based on calendar days from the first day of the semester through the last scheduled day of finals, including weekends and breaks that are fewer than five days in length. One exception to the 60% rule, is for students who are enrolled in modular programs (Term 1,

Term 2, Term 3, or Term 4). A student enrolled in these programs who successfully completes one module with a passing grade, will be exempt from the R2T4 calculation if the module that was successfully completed included 49% or more of the number of days in the entire term.

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

Example of a recalculation for complete withdrawal from Simpson College

Original charges		Revised charges
\$23,106	Tuition and fees	\$10,213
\$5,044	Living Expenses: housing and food plan	\$2,229
Original financial aid		Revised financial aid
\$2,723	Federal Direct Student Loan	\$577 (retained amount)
\$17,500	Honor Scholarship	\$7,735 (retained amount)
\$3,750	Iowa Tuition Grant	\$1,657 (retained amount)
\$1,123	Federal Pell Grant	\$1,123 (retained amount)
Total original aid		Total revised aid
\$25,096		\$11,092
Student payment		Revised student payment
\$3,054		\$1,350
Original charges		Revised charges
\$22,554	Tuition and fees	\$9,969
\$4,827	Room and food plan	\$2,134
Original financial aid		Revised financial aid
\$2,723	Federal Direct Student Loan	\$577 (retained amount)
\$15,500	Honor Scholarship	\$6,851 (retained amount)
\$3,400	Iowa Tuition Grant	\$1,503 (retained amount)
\$1,123	Federal Pell Grant	\$1,123 (retained amount)
Total original aid		Total revised aid
\$22,746		\$10,054
Student payment		Revised student payment
\$4,635		\$2,049

The

enrollment period for the semester in this example contains 104 days. Earned percentage examples are below:

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

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

Other Refunds

Housing Refunds: Refunds on housing may be given in the case of a student who, due to illness or other imperative reasons, officially withdraws from Simpson. No housing is refunded after the 60% point in the term.

Food Refunds: Food plan cancellations are effective one day after notifying the Office of Student Development. Food plan charges are refunded on a pro-rate basis. No refunds will be issued for unused Flex dollars at any time. No food plan is refunded after the 60% point in the term.

May Term Travel Course Refunds: Students are responsible for all direct costs incurred by the College after the payment of the non-refundable application fee. To the extent possible, course instructors and Simpson College will attempt to secure a partial refund for students who withdraw from the program at least 90 days prior to departure and provide written notice of such to the International Education Coordinator. The partial refund to the student will be calculated by Simpson College on an individual student basis and will amount to a maximum of 50% of the direct costs incurred by the College that are recoverable. Within 90 days of the program's departure, no refund will be calculated or due.

In case of hardship or unforeseen circumstances, the student may appeal the refund calculated per above by providing written notice of appeal to Director of Off Campus Programs. The appeal will be reviewed by a committee. All decisions made by the appeals committee are final.

If the May Term travel course is cancelled by the College due to uncontrollable circumstances such as acts of war, health risks in the host country, U.S. State Department warnings, or any other reason, the College cannot guarantee, but will attempt to secure a partial refund.

Note: In the event of a pandemic, Simpson College will attempt to provide alternative ways of offering instruction. Therefore, the College may choose not to refund tuition, fees, or room and board according to the normal refund policy as described above.

TUITION AND CHARGES

Academic Year Fees

Tuition 12-18 credits per term \$45,3062
(Includes May Term and non-refundable \$925 general fee. The general fee is required of all students and is not included in student aid grants or tuition exemptions.)

Student Government Activities Fee	412
Campus Center Fee	144
Technology Fee	250
Health Services Fee	100

Housing

Detroit & Weinman Single Occupancy Apts.	6,406
Station Square Apartments	5,762
All Other Apartments & Theme Houses	5,406
Standard Housing	4,866
Single – Additional to yearly room rate (if available)	1,000

Food

19 meals/week - \$25 Flex	5,222
12 meals/week - \$150 Flex	5,222
7 meals/week - \$200 Flex (Apartments only)	3,275

*Your May term food plan will mirror your Spring food plan

On Campus May term Food Plan

Standard	\$494
Apartment	\$315

CoOp May Term Board

Standard (1/2 the cost of on campus May term)	\$247
Apartment (1/2 the cost of on campus May term)	\$158

Continuing and Graduate Students

Day Courses (Undergraduate):

1 - 11 Credits, per credit (Includes tech fee)	\$822
May Term only (4 credits)	3,288

Evening and Summer Courses Undergraduate)

Per credit, including tech fee	432
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Online Courses (Undergraduate):	
Per credit, including tech fee	432
Web only classes/credit	25

Students 65 years or over (space available only), per credit 230
 (Students 65 years or older may audit an Evening or Day undergraduate or graduate course tuition-fee or for credit at the audit tuition rate on a space available basis and limited to one course per semester.)

Graduate Students:

MACJ (Master of Arts in Criminal Justice) -Per credit	\$565
Online Course Fee Per credit	25
MAT (Master of Arts in Teaching) – Per credit	555
MMCC (Master of Music-Choral Conducting) –Per Credit	800
Technology Fee, per credit (required for all continuing and graduate students)	7

Other Fees—per term credit unless otherwise specified

Overload	\$972
(per credit over 18 credits. Any credit over 18 will be charged overload fee at the per credit rate.)	
Audit Fee (per credit)	\$242
Late Course Additions and Withdrawals	50
Student Teaching Fee	215
Graduation Application Fee	100
Parking (annual)	155
Background Check Fee (Master of Arts in Teaching)	42
Art, Theater, and Lab Fees (varies by course)	50-120
Sports Science Lab Fees (varies by course)	15-75
Life Experience Portfolio Fee	75
Insufficient Funds Fee (returned check)	25

The above fees are for academic year 2023-2024 and are subject to change in subsequent years. The College reserves the right to modify fees.

Financial Assistance

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

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

To apply for financial assistance:

It is the purpose of the office of financial assistance at Simpson College to assist students in financial planning for college. In doing this, Simpson College attempts to make it financially possible for qualified students to experience the advantages of a Simpson College education. Generous gifts by alumni, trustees and friends of the College, in addition to state and federal student assistance programs, make this possible.

The primary criteria for determining the amount of assistance a student is eligible to receive is the financial need of the student. The type of financial assistance available is related to the financial need and scholastic ability of the student.

Various scholarships and grants are awarded on the basis of academic excellence and/or qualities of leadership and talent. For a complete listing of need-based and non need-based financial assistance, go to <http://simpson.edu/financial-aid/>.

Cost of Attendance

The cost of attendance at Simpson College includes billed expenses such as tuition, fees, housing and food plans and also allowances for expenses that are not billed by Simpson. An allowance of \$1,134 is made for books and supplies. In addition, transportation allowances of \$1,320 for on campus and \$1,852 for off campus students is provided. In addition, there is an allowance for personal expenses included in the cost of attendance element.

Applying For Financial Assistance

Most financial assistance is awarded to students with an established financial need. For this reason, it is necessary for applicants to submit data, which will allow the College to determine a student's financial need. This is done by filing the Free Application for Federal Student Aid (FAFSA). The FAFSA may be filed at www.fafsa.gov any time after October 1st. If the student is a dependent student, one of the parents must also sign the FAFSA electronically. When filing the FAFSA, be sure to list Simpson College, federal school code 001887.

The FAFSA is the only application required to determine eligibility for all state and federal assistance programs.

The information provided on the form will be analyzed at the central processing center and a report of the financial need of the student and his/her family will be sent to the College. If filing electronically, Simpson College will receive this information within 3 days. This process could take as long as 3 to 7 weeks when filing in paper format. Financial assistance awards are made as soon as the applicant has been accepted for admission and the results of the FAFSA have been forwarded to the College. Simpson College will analyze the financial need and academic background of each student in determining the student's financial assistance award. Iowa applicants must have their FAFSA to the central processing center by July 1 in order to be eligible for State of Iowa funds.

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

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

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

Tuition Refunds and Financial Assistance Returns

(See Tuition Refunds and Financial Assistance Returns under Financial Planning).

THE ACADEMIC PROGRAM

POLICIES AND PROCEDURES

Please note, not all policies are explained in the catalog, for more detailed explanation for all Academic Policies, go to: <http://www.simpson.edu/academics/policies/index.html>

The Simpson College educational program includes all of the activities in which a student becomes involved while in college. Learning occurs in the classroom, in the living units, on the athletic courts/fields, in the studios, on the job and during recreation. Any time the student interacts with others, learning can occur.

This section of the catalog details the academic program of the College. It has four features: organization of the curriculum, graduation requirements, Simpson Coere Curriculum (General Education), and courses of study by departments/programs.

Organization of Curriculum

Academic Divisions

The academic program of the College is administered through six divisions as follows:

Division of Business Administration & Multimedia Communication

Departments of Multimedia Communication and
Business Administration & Economics

Division of Education and Sport & Health Sciences

Departments of Teacher Education, Sport Science
& Health Education and Dunn Library

Division of Humanities

Departments of English, World Language & Culture
Studies, History, Philosophy and Religion

Division of Natural Science

Departments of Biology & Environmental Science,
Chemistry & Physics, Computer Science and
Mathematics

Division of Social Science

Departments of Political Science, Psychological Sciences and
Sociology & Criminal Justice

Division of Visual and Performing Arts

Departments of Art, Music, and Theatre

Numbering System

Course numbers should generally correspond to the level of the content in the course. A 100 level course is generally thought to be an introductory course. A 200 level course may be more focused and require some prerequisite experience. A 300 level course will typically be for students with extensive knowledge of the subject. All courses are expected to be academically rigorous.

Courses are offered with varying frequency: every semester, every year, or in alternate years. In the spring previous to each academic year, a schedule of courses offered for that year is published on the web. The student should consult this schedule in order to learn the nature and time of the course offerings.

Classification of Students

Students are classified on the basis of the minimum number of credit hours they have successfully completed:

- 29.00 hours or fewer for freshman standing
- 29.01 hours required for sophomore standing
- 61.01 hours required for junior standing
- 95.01 hours required for senior standing.

Courses of Study

Simpson College offers majors in those established academic disciplines and in certain interdisciplinary fields in which full-time, fully qualified faculty are employed. In addition to its majors, Simpson offers minors and specialized programs in certain areas where full-time faculty are not available, but where significant preparation for a career or professional study can be provided through the coordination of disciplines and practical experience.

Majors normally require 40 semester hours of credit. Interdisciplinary majors may require more (Students are required to take at least 16 credits at Simpson College in the major to earn that major at Simpson). Minors require 20 to 24 credits (Students must take at least 8 credits at Simpson College in the minor to earn that minor at Simpson.). Programs typically consist of 18 to 30 credits. All Simpson students are required to complete an academic major.

Minors and specialized programs are available to all students to supplement their majors, but

participation in a minor or specialized program is not required for graduation. In rare instances a student, in consultation with a faculty member, may design a special, individualized major in a field of study where a concentration is not offered through an existing major, specialized minor, or program. Guidelines for a special major may be secured from the Dean for Academic Affairs. The student should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time he/she has completed 50 semester hours, including transfer credit.

Special Departmental Courses

Career-related experiences are offered. See catalog descriptions of Career Observation-119, 219, and Internship-319.

Pre-Professional Programs

Simpson College provides, with special permission, opportunities for students to pursue a professional degree beyond the BA at Simpson by establishing a pre-professional program in specific areas listed below.

Pre-Engineering

The Division of Natural Science offers a Dual Degree Pre-Engineering Program for students who wish to combine their interest in engineering with a strong liberal arts education to take advantage of the flexibility such a background offers. This program leads to a Bachelor of Arts degree from Simpson College and a Bachelor of Science degree from an approved engineering school. Simpson currently has working relationships with several highly rated engineering schools.

Pre-Law

Preparation for law school can be nurtured in a number of diverse disciplines including political science, history, English, philosophy, communications, management and economics.

Pre-Med, Pre-Dental

Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Most students take the MCAT (medicine) or DCAT (dentistry) in April of their junior year..

Pre-Pharmacy

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major or a chemistry major with a biology minor.

Pre-Physical Therapy

Each physical therapy graduate program varies in their specific requirements but all require a Bachelor's degree. It is highly recommended students interested in this area major in Biology or Health and Exercise Science which will prepare them for entry into a physical therapy school. Students interested in physical therapy should contact specific physical therapy schools for general information and admission requirements.

Pre- Ministry

A major in Religion along with our Modified Engaged Citizenship curriculum is an excellent preparation for seminary or any of a variety of ministerial careers. Students interested in ministry are

encouraged to use the many resources available to help them explore their career options, including the Religion Department faculty, the Center for Vocational and Integrative Learning, and the Religious Life Community.

Pre-Veterinarian, Pre-Optometry

Students desiring to attend a veterinarian medicine program or optometry program can best prepare for their graduate education by completing the biology major. In addition, students should complete a Career Observation in these professional areas during a May Term.

Graduation Requirements

Simpson College offers two baccalaureate degrees: Bachelor of Arts and Bachelor of Music. Students who transfer to Simpson from other accredited four-year institutions must complete at least 32.0 credits at Simpson for a Bachelor of Arts Degree and 36 credits at Simpson for a Bachelor of Music Degree.

Students who transfer to Simpson from accredited two-year institutions must complete at least 64 credits at Simpson for a Bachelor of Arts Degree and 68 credits at Simpson for a Bachelor of Music Degree.

For the **Bachelor of Arts Degree** the candidate must fulfill the following general requirements: At least 128 semester credits of course work with cumulative grade point, major and minor (if applicable) averages of C (2.00) or better.

1. The completion of a major field of concentration. No grade below C- (1.70) or P will count toward fulfilling the requirement for the major or minor.
2. The successful completion of the Simpson Core Curriculum.
3. The completion of one May Term course for every two years of full-time study at Simpson College.
4. The completion of at least 64 semester credits of work beyond that transferred in from two year colleges and at least 32 semester credits of work beyond that transferred in from four year colleges.

For the **Bachelor of Music** Degree the candidate must fulfill the following general requirements:

1. At least 132 semester credits of course work with cumulative grade point average, major average, and minor average (if applicable) of C (2.00) or better.
2. The completion of a major field of concentration. No grade below C-(1.70) or P will count towards fulfilling the requirements for the major or minor.
3. The successful completion of the Simpson Core Curriculum.
4. The completion of one May Term course for every two years of full-time study at Simpson College.

Student Rights

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matter of disciplinary action, grievances, and grade appeal, as outlined in the Student Handbook, at <https://simpson.edu/sites/default/files/2023-10/2023-2024%20Student%20Handbook%202023.pdf>.

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

FERPA- Family Educational Rights and Privacy Act

Simpson College FERPA Policy

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

FERPA grants to the student:

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

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

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

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

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

If the college official decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing

regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

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

Release of any other information to a student or to any third party is subject to written request signed by the student, except in the case of properly executed legal summons or subpoena. In the case of a subpoena or summons, the student will be notified of the court order prior to the time of compliance with the order, unless such subpoena or summons prohibits notification to the student. Students who do not wish to have directory information released may prevent such release by sending a written request to the Registrar's Office.

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

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

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

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

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

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

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

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

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

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

ACADEMIC POLICIES AND SERVICES

The academic policies and information in this section of the College Catalog are of general interest to new students. Additional policies and information are stated in the Simpson College Student Handbook. All students are responsible for the material contained in both the Catalog and the Handbook.

Academic Advising

Academic advising at Simpson is integral to the total academic program. Each new full-time student is assigned to a member of the faculty who acts as the academic advisor. For the purpose of proper guidance, this relationship typically exists until the student selects a major field of concentration. At that time, the student may choose or may be assigned to an advisor in that field.

The Academic Plan

In consultation with an academic advisor, students project an academic plan that reflects their personal and academic goals. Depending on how clearly objectives are defined at the time students enter the College, the academic plan is projected for as few as one or for as many as four years.

The academic plan requires the approval of the faculty advisor and is subject to review by the Dean for Academic Affairs.

Registration

The process of registration begins with a conference between the student and the academic advisor. The act of registration is complete when the student makes proper financial arrangements with the Business Office, completes all other instructions, and completes registration on-line. The individual student is responsible for fulfillment of graduation requirements, but close work with the academic advisor is recommended.

Alternate Credit Opportunities

Students at Simpson are encouraged to progress in the curriculum as rapidly as proficiency permits. In general, there are three ways to secure credit through testing:

1. A student who achieves a score of three, four or five on any College Entrance Examination Board Advanced Placement Test (AP) is given credit for the equivalent Simpson course.
2. A student may earn up to 24 semester hours of credit by examination in those courses or subject areas available through the College Level Examination Program (CLEP) and Advanced Placement Tests (AP) combined.
3. Students may also request permission from the appropriate department chairperson to test out of those courses for which there is no CLEP or AP test.
4. Students may earn credit in the non-traditional areas above only within the first 64 credits toward graduation.

Grading Procedures

At the end of each semester, grades are recorded in the Registrar's Office in accordance with the following definitions: A, outstanding; B, very good; C, adequate; D, poor; F, failure. Letter symbols used for other purposes on grade reports and the academic transcript are: I, incomplete (a temporary designation indicating the student was unable to complete the work for reasons beyond his/her control); W, withdrawn; H, honors; P, passing; NP, not passing; CR, credit, RG registered (a temporary designation when, for some reason, grades are not available). To receive a "P" students must do at least C- work, to receive an "H" the student must do at least A- work.

In computing the cumulative grade point average (GPA), grades are assigned the following quality points: A,4.0; A-,3.7; B+,3.3; B,3.0; B-,2.7; C+,2.3; C,2.0; C-,1.7; D+,1.3; D,1.0; D-, .7; F,0. The cumulative grade point average is determined by dividing total graded semester hours attempted into total quality points earned

Upon petition for a grade of "Incomplete" a student must complete the work within the first sixty days of the next semester. Unless a new petition granting an extension beyond the 60th day of the next semester is received, the grade of "I" is converted to an "F" and zero quality points are assigned. A grade of "I" also contributes zero quality points to the GPA during the period it is a part of the student's record.

Grades of H and P are assigned credit but are not used in determining the cumulative grade point average. The grade of NP receives no credit. The grade of CR receives credit but no quality points. A sophomore, junior, or senior may take one course H/P/NP each class year providing that course is neither a general education nor a major requirement except in the case of COOP 119, 319, in which case the H/P/NP for the COOP does not count against the limit of one course per year. A grade of RG means that the student is registered in the course but no grade has been given.

If a student repeats a course taken at Simpson College, they must retake the course at Simpson College in order to replace the grade. The last grade received is the grade earned. All courses and grades will be recorded; however, only the last grade will be used to determine the student's grade point average.

The Dean's List and The President's List

The Dean's List is announced after each fall and spring semester of the regular academic year. The Dean's List includes the names of all undergraduate students who, regularly enrolled in the College, complete at least 12 credits in the semester with a grade point average of 3.70 or better. In the event one of the courses is taken on the Honors/Pass/Non-Pass basis, an Honors grade must be achieved.

Matriculated part-time undergraduate students who complete at least 12 credits in a calendar year and achieve a grade point average of 3.70 or better in that calendar year are named to the annual Dean's list for part-time students.

Special recognition is accorded those with similar qualifications who have achieved a grade point average of 4.00 by their being named to the President's List.

Academic Good Standing and Normal Progress

Cumulative college, major, and minor GPA minimums of 2.00 are required for graduation. No grade below C- will count towards fulfilling the requirements for the major or minor. To remain in good academic standing, a student must achieve the following cumulative grade point average at the end of the respective year:

Freshman	(1-29 semester hours)	1.80
Sophomore	(29.01-61.00)	1.90
Junior	(61.01-95.00)	2.00
Senior	(95.01-graduation)	2.00

Normal Progress for Full-time Students. Each student is expected to make normal progress toward the completion of the degree. A course load of four courses (16 credits) per semester is the normal course load necessary to complete the degree in four academic years. The student must be making minimal progress toward a degree. This means that after one full academic year, fall semester and spring semester, a student must have successfully completed a minimum of 24 credits. At the conclusion of two full years a student must have accumulated 48 credits and after three full years, 76 credits, which includes at least 1 May Term through the third year.

The progress of each student is reviewed by the Office of Academic Affairs at the end of each semester. If a student does not maintain normal progress toward the degree, an academic warning will be issued by the Office of Academic Affairs. If a student successfully completes less than 12 semester hours for two consecutive semesters, the student will be acknowledged as a part-time student and, thus, ineligible for Simpson College financial assistance during the third consecutive semester.

All degree-seeking students should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time they have completed 50 semester hours.

Although there are no semester hour guidelines for normal progress of the part-time student, he/she is requested to apply to become a degree-seeking student and to declare a major by the time 50 semester hours are completed. The 50 semester hours include transfer credit. Transfer credit will be added to the student's Simpson transcript at the time he/she becomes degree-seeking (matriculated), pending receipt of official transcripts from the transfer institutions.

Class Attendance. Students are expected to be present at regularly scheduled meetings of classes and laboratories. The privilege of being excused from class or making up work missed because of absence from the class is granted wholly at the discretion of the instructor.

Transfer Students

Once enrolled as a degree-seeking candidate at Simpson College, students are expected to complete all remaining required major courses at Simpson or in Simpson-sponsored programs. All students must take at least 4 four-credit classes in the major at Simpson to obtain a degree from Simpson College. All students must take at least 2 four-credit classes at Simpson in a minor if they wish to earn that minor at Simpson College. Exceptions to this rule may be made in the case of students who spend the first three years in residence, who have satisfactory academic records, and who arrange in advance with the Dean for Academic Affairs to spend the fourth year in a professional program in an accredited institution.

Academic Integrity Policy

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

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

Penalties for Dishonesty

Academic Dishonesty within the Context of a Course

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

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

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

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

Academic Dishonesty outside the Context of a Course

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

Repeat Offenses

Upon the second report of substantiated academic dishonesty, the Academic Dean will convene the Academic Council to recommend appropriate punishment, which may include academic probation, suspension, or dismissal. The decision of the Academic Dean is final

Suspected Academic Dishonesty

In cases of suspected academic dishonesty that cannot be substantiated by evidence, the instructor may give the student a warning and may require the student to redo the assignment. In a case where academic dishonesty is strongly suspected but cannot be substantiated, the instructor will issue a formal warning, along with a report to the academic advisor and the Academic Dean. Repeated instances of suspected academic dishonesty may lead to appropriate disciplinary action, including academic probation, suspension, or dismissal, at the discretion of the Academic Dean.

In addition to the above sanctions, the college reserves the right to take additional action as it deems appropriate.

Appeal

If a student wishes to appeal a charge of substantiated academic dishonesty, he or she may request a hearing before the Academic Appeals Committee. The student(s) shall present to the Registrar of the College a written appeal stating clearly what is being appealed and the rationale. The instructor shall present the evidence to the committee. The committee's decision shall be final.

Transfer Credit Policy

Graduation Requirements:

Transfer students must fulfill all graduation requirements.

Students who transfer to Simpson from other accredited four-year institutions must complete at least 32.0 credits at Simpson for a Bachelor of Arts Degree and 36.0 credits at Simpson for a Bachelor of Music Degree.

Students who transfer to Simpson from accredited two-year institutions must complete at least 64.0 credits at Simpson for a Bachelor of Arts Degree and 68.0 credits at Simpson for a Bachelor of Music Degree.

Transfer Credit

- Transfer credit is granted only for courses taken at accredited institutions.
- Transfer courses must be appropriate for a college liberal arts curriculum.
- Transfer credit is granted only for courses in which a grade of C- or better was earned.
- Only courses accepted for transfer are recorded on Simpson transcript.
- Transfer courses of three credits or more that have equivalents at Simpson College fulfill the corresponding Simpson requirements.

Transfer courses receive the credit assigned by the originating institution; e.g., a three-credit course transfers in as three credits to Simpson College.

Incoming courses accepted for transfer are designated as Simpson courses when equivalent courses are listed in the Simpson catalog. When courses accepted for transfer credit are not equivalent to courses

listed in the Simpson catalog, they are given unassigned credit in one of the departments of the college, or when that is not appropriate, in one of its divisions.

Major Requirements:

At least 4 four-credit classes must be completed in the major at Simpson in order for the student to earn a major.

Minor Requirements:

At least 2 four-credit classes must be completed in the minor at Simpson in order for the student to earn a minor.

TRANSFER POLICIES FOR THE GENERAL EDUCATION PROGRAM:

A course-by-course analysis will be completed by the Registrar's Office to determine how transfer courses fulfill requirements for the Engaged Citizenship Curriculum or Simpson Core and for majors or minors. Transfer and AP courses that meet the requirements of Areas of Engagement, Embedded Skills, or Core designations may be transferred to Simpson College under this policy.

Credit Granting Policy for Non-Traditional Credit

The following guidelines apply to CLEP credit, military credit, vocational-technical credit, AP credit, International Baccalaureate and life experience credit.

1. A maximum of 32 credits may be granted to a student in the combined areas of coursework taken through the armed services, CLEP credit, life experience credit, vocational-technical credit, AP credit, and credit through non-accredited associations.
2. Students may earn credit in the non-traditional areas only within the first 64 hours of graduation credit, this is equivalent to the first two years of work toward a degree.
4. The student must demonstrate that the credit applied for meets the curriculum and standards of Simpson College by supplying appropriate supporting documentation.

Sources for non-traditional credit include:

1. Advanced Placement

Students who complete the college entrance examination board advanced placement tests(s) (AP) with a score of three (3) or better may be given advanced placement with credit but without a grade for those courses throughout the college in which test are passed. The award of such credit is subject to review by the department concerned.

2. CLEP Exam

A student may earn credit but without grade by examination in those courses or subject areas presently available or to be available through the college level examination program (CLEP). A maximum of 24 credits may be earned by a combination of AP and CLEP credit.

Credit in AP Calculus, Statistics, or Physics may be applied to the Quantitative Reasoning requirement in the Engaged Citizenship Curriculum. Credit in AP English Language and Composition may be applied to the Written Communication requirement in the Engaged Citizenship Curriculum.

3. **International Baccalaureate.** Simpson recognizes the IB program and grants credit on a course by course basis for examination scores of 4 or better on the Higher Level courses only. A maximum of 24 credit hours may be earned through the IB.
3. **Armed Services Credit.** A maximum of 16 credits may be awarded for coursework equivalent to Simpson College courses taken while in and through the armed services that meet ACE guidelines for course transfer. The Dantes tests (Military CLEP) will be accepted under the guidelines pertaining to Simpson CLEP standards. To be eligible for credit, each course transferred must be approved by the Dean for Academic Affairs.
4. **Professional Organization.** A maximum of 16 credits may be awarded for coursework equivalent to Simpson courses taken through unaccredited organizations such as LOMA (Life Office Management Association), ABA (American Banking Association), CPCU (Chartered Property and Casualty Underwriters), and Bible Schools. Each course must be approved by both the chairperson of the department in which the credit is being granted and the Dean for Academic Affairs.
6. **Life Experience.** A maximum of 24 credits may be awarded for life experience credit, and credits are limited to that number that would bring the student's total credits to 64 hours. The total number of life experience credits available to a student will be determined at the date of submission of the final portfolio. (Note the exception mentioned above for Accounting students seeking to complete 150 credits.)

Other Academic Policies and Procedures that can be viewed on the Simpson College webpage under Academic Policy are:

Policy for Retaking a Course
Policy for Transferring in Courses from another Country
Policies Regarding Full Time Load, Overload, Graduate Credit
Policy for Adding or Dropping a Course
Policy for Late Withdrawal from a Course
Policy for Appealing a Grade
Policy for 190, 290, 390 courses
Policy Regarding a Posthumous Degree
Policy Regarding Incomplete Grades
Policy Regarding Waiving Graduation Requirement

Policy Regarding Completing Coursework After Commencement
Policy Regarding Earning a Second Degree
Policy Regarding Receiving Honors at Graduation
Policies Regarding Academic Probation, Suspension and Dismissal
Policy Regarding Withdrawal from a Course or from the College
Policy Regarding Readmission
Policy Regarding Ordering Transcripts and Grade Reports
Policy Regarding Residence Requirements
Policy Regarding Continuous Attendance
Policy Regarding Requirements for Graduation
Policy Regarding Internships
Academic Appeals Committee
Academic Petitions Committee

Credit for Domestic Non-Resident Study- International

Approval of credit for non-resident study must be obtained prior to undertaking such study. Applications for approval may be obtained from the Office of the Registrar. Students who participate in Simpson-affiliated or sponsored programs are required to be registered full-time for the semester they are in the program.

International Study

A student may apply for permission to include study abroad in the curriculum leading to a degree. Permission for such study must be granted by the Office of Off Campus Programs. In order to receive credit at Simpson, the student must be registered through Simpson College and must have a cumulative grade point average of at least 2.25 before permission to study abroad will be granted. (Please note that some host universities may have higher GPA standards for applicants.)

May Term International Travel Courses

In addition to semester-long study abroad opportunities, the college also offers faculty-led, international travel courses each year during May Term. Some recent courses have included: "The Natural History of Madagascar," "China: The Emerging Economic Leader," "The Ancients Knew Us: What the Inca of Peru Can Teach Modern Civilizations," "Theatre, Arts, and Culture in Great Britain," "Global Health: Confronting AIDS in Namibia," "Globalization and Development in Costa Rica," and "Media in Ireland."

Additionally, Simpson offers semester-abroad opportunities in England, Northern Ireland, Poland, and Spain through institutional affiliations in those locations. More information about all study abroad options is available from the Office of Off Campus Programs (www.simpson.edu/studyabroad).

Credit for Domestic Non-Resident Study

Approval of credit for non-resident study must be obtained prior to undertaking such study. Applications for approval may be obtained from the Office of the Registrar. Students who participate in Simpson

affiliated or sponsored programs are required to be registered full-time for the semester they are in the program.

1. **Capitol Hill Internship Program (CHIP)**

Simpson College is a founding member of the United Methodist College Washington Consortium, the CHIP program. CHIP provides an ideal environment for those students interested in melding theory and practice. Students spend either the Fall or Spring semester in Washington working in an internship. In addition, students will participate in two seminars for credit. Students are housed in buildings leased and operated by the Consortium and there is full time staff in Washington who administers the program. The Consortium also operates several programs, some for college credit, during the summer. \

2. **Drew University Semester on the United Nations - New York, NY**

A semester of study that focuses on the United Nations and the role of international organizations in world politics. Students who participate in this program must be registered full-time for the semester they are in this program.

3. **Correspondence and Extension Work.**

No more than six hours of credit toward a Simpson degree may be taken through correspondence or in extension courses. This does not include WEB courses. Such courses must have the prior approval of the Dean for Academic Affairs and must be taken through institutions having accredited correspondence and extension divisions.

1. **.Pre-professional Study.**

In a few instances, and with special permission, students who contemplate further study in graduate or professional schools are permitted to use part or all of the first year(s) of professional study toward the satisfaction of the Simpson degree requirements. In addition, the programs of the College offer strong preparation for such professions as medicine and related fields; dentistry; law; and the ministry. Specialized counseling is made available for those intending further graduate or professional study.

5. **Career Observation and Internships.**

Simpson's experiential learning programs integrate classroom work with learning on the job. Two different experiences (courses numbered 119 and 319) are available. It is highly recommended that Co-op Ed 119, a 4- credit course, be taken at least one semester before Co-op Ed 319 . No more than 16 credits of 319 may be counted toward graduation. Grading is H/P/NP for Co-op 319. See department chairpersons and the Director of Career Services for additional information.

Co-op Ed 119: Career Observation

As part of this course, students will learn about themselves through individual assessments, research career options, shadow professionals, prepare a resume, and practice interview skills. Student requirements include attendance at pre-class meetings during spring semester, participation in eight on-campus class sessions as well as observing a minimum of 40 hours at one or more employer sites during May Term, and completion of assigned academic work. Four credits. Pre-requisite: First-year or sophomore standing and completion of

the online application form on SC Connect under the Career Development icon. EL. *Offered May term only.*

Co-op Ed 219: Career & Internship Prep

As part of this course, students will research internship options, prepare a cover letter, resume, and references sheet, and practice interview skills. Students will also learn the process to register for an internship and professional expectations for the experience. Students should plan to register at least one semester prior to completing their internship. One credit. Offered Term 2 and Term 3. Preference will be given to SPSC and HSLD majors if course capacity is reached.

Co-op Ed 319: Internship

An Internship is an opportunity for a sophomore, junior or senior student to participate in professional training, assume initial decision making responsibilities, or engage in project based research and development with an off campus organization in the private or public sector. The internship may consist of from 1 to 16 credits. Students must work at least 30 hours for each credit.

To qualify as an internship the position must provide the student with professional training or responsibilities appropriate to an entry level opportunity available normally only to a candidate with a college degree. The position will ordinarily require some specific academic training or skills related to a major, minor, or program at the college, and may or may not provide compensation, as determined for the specific organization by and in compliance with federal and state laws. The student must be in good academic standing and be a sophomore, junior or senior.

6. Life Experience Portfolio Assessment.

The Life Experience Portfolio Assessment Program is designed for adults who have limited college education and seek to complete an undergraduate degree. Adults of at least 25 years of age who have at least five years of full-time work responsibility or its equivalent are eligible to apply. Candidates may receive up to 24 semester hours of credit through this program. The total number of transfer credit hours, credit hours earned at Simpson, and life experience credit is not to exceed 64 semester hours at the time the portfolio is submitted. The candidate must be degree-seeking. The portfolio is assessed by a faculty committee which makes a recommendation of award based on the relevance of the experience to the student's course of study. Inquiry should be directed to the Division of Continuing & Graduate Programs.

Accounting majors who are seeking certification as a CPA, and otherwise meet the requirements as enumerated above, may apply for life experience credits past the 64 credit limit mentioned above. Such credits may not be used toward the 128 credits needed for graduation, but may be applied to accumulating additional credits, taking students from 128 credits toward the 150 needed for certification as a CPA.

7. Senior Citizens

Persons 65 years of age or over may **audit** Evening or Day classes tuition-free. Persons 65 years of age or over may take classes for **credit** at the normal Audit Tuition rate. Lab courses do not qualify for tuition reduction/waiver. Courses are open only on a space available basis and there is a limit of one course per semester.

The College Catalog: Limitation of Applicability

A student in continuous attendance must complete the graduation requirements listed in the Simpson College catalog which is current at the time of initial registration. If a student does not remain in continuous attendance, the graduation requirements at the time of initial registration pertain, provided that the non-attendance period does not exceed one full calendar year for full-time students or two full calendar years for part-time students. If the non-attendance period exceeds one or two full calendar years respectively, the student will be required to complete the catalog requirements in force at the time of readmission.

The requirements for the major are those in effect at the time of the declaration of the major program. The time of the declaration of the major is determined by the date of its receipt in the Office of the Registrar. The student should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time he/she has completed 50 semester hours.

Dunn Library

At the center of campus, Dunn Library offers more than 400,000 print/ ebooks and over 300,000 print/ ejournals plus scores, DVDs, databases, and streaming music/video. Library services are located on the second floor -- Research Assistance Center, interlibrary loan, and physical collections. Visit us at www.simpson.edu/library. The building houses the college archives, Special Collections, Center for Academic Resources, Student Support Services, and the Teacher Education Department methods classrooms, curriculum lab, & offices. We also have individual and group study spaces throughout the building.

Simpson Writing Across the Curriculum

WAC is a well-established movement in higher education that promotes instruction in writing across a wide range of disciplines and majors, not just in English composition courses. Simpson's Writing Across the Curriculum (SWAC) program, located on the first floor of Dunn Library, encourages the use of writing as a means of learning material in academic subjects. Every department offers courses with a Written Communication (WC)-designation, and students are required to take a minimum of four WC courses, at least one of which must be in the major. Simpson's rigorous emphasis on writing provides students with continuous writing and revision practice based upon instructor feedback, enhancing their competence in writing within their disciplines and beyond. The SWAC program provides ongoing faculty training, assessment, and workshops on a variety of writing-related issues.

As part of the SWAC program, writers receive assistance at all stages of the writing process from their professors, and Writing Consultants. Peer Writing Consultants are also trained to discuss writing, but they work in the Simpson Writing Center and are not associated with a specific course.

Simpson Core Curriculum

The Simpson Core Curriculum allows students to explore knowledge and meaning gained through study of the liberal arts and sciences.

First-Year Experience Foundations 1 - Civic Engagement and Personal Well-Being: The first course in a two-semester sequence required for first-year students. This course explores issues of well-being and civic engagement at the personal, local, and global levels. The course will serve as an introduction to writing and critical thinking skills.

First-Year Experience Foundations 2 - Diversity, Equity, and Inclusion: The second course in a two-semester sequence required for incoming first year students and some transfer students. This course explores issues of diversity, equity, inclusion, and justice on local and global levels. Through this study students will explore issues including bias, privilege, power, and responsibility that are foundational in creating an inclusive and just society. Students will continue refining critical thinking and writing skills. Offered every spring.

Scientific Inquiry: These courses focus on empirical data as a means of exploring and answering questions about the natural world. They provide experiences for students to engage in the methods of science, such as hypothesis formation and testing, systematic observation, and analysis of data.

Human Behavior and Society: These courses explore individual human behaviors, groups, or systems through methods grounded in social science.

Arts & Creative Expression: These courses explore human expressive activities as a means of interpretation and communication, designed to reveal certain meanings and ideas or to elicit specific responses.

Cultural & Textual Inquiry: These courses use interpretive methods and critical theories to examine the products and/or practices of human cultures.

Historical Inquiry: These courses explore the ideas and practices of past societies. These explorations frame the contemporary world's understanding of how and why historical societies changed over time, as well as these societies' perspectives of themselves and their worlds.

Data Analysis: These courses apply quantitative and statistical concepts to solve real world problems.

Local Studies: These courses focus on subjects within the historical and present boundaries of the United States while recognizing the nation is a contested and contingent formation encompassing diverse populations. These courses advance students' understanding of core characteristics from Foundations courses.

Global Studies: These courses ask students to consider subjects in political and social contexts outside the boundaries of the United States. By acquainting students with the diversity of thoughts, beliefs, and values of non-US societies, these courses advance students' understanding of core characteristics from Foundations courses.

Ethical Decision-Making: These courses explore ethical decision-making and its relation to our responsibilities to ourselves and others. They generate an understanding of ethics and value systems and

practices. Ethical Decision-Making courses revisit some of the key issues discussed in the Foundations courses.

Experiential Learning: Experiential learning courses consist of approved high-impact practices such as internships, service learning, co-curricular or extra-curricular activities, study abroad, entrepreneurship, collaborative projects, or undergraduate research opportunities. Incoming, first-year students are required to complete TWO distinct experiential learning experiences. May be fulfilled by a course that also fulfills an Inquiry or Mission requirement or a course in the major. Foundations courses cannot carry an experiential learning designation.

Synthesis: The Synthesis course provides an opportunity for students to integrate and reflect on the knowledge they have gained from their Inquiry, Mission, and Experiential Learning coursework. This 0-credit course is aimed at students who have completed at least 96 credits.

Capstone: Capstone courses allow students to demonstrate their abilities as apprentice practitioners in their chosen fields of study. Students will share their work with an audience appropriate to the project as determined by the academic department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences. Undergraduate Research Experience: These courses are designed to immerse students in the processes that professionals in the discipline use to create new knowledge.

Disciplinary Writing: These courses provide instruction and practice in discipline specific writing conventions.

Disciplinary Speaking: These courses provide instruction and practice in oral communication in the discipline.

Simpson College Foundations All entering, degree-seeking, first-year students will take Foundations 1 in their first semester and Foundations 2 in their second semester. Entering, degree-seeking transfer students with fewer than 48 credit hours are required to take Foundations 2. Instructors organize seminars to meet the needs of different cohorts (i.e., separate sections for first-year students, continuing and online undergraduates, and fulltime transfers).

SC 110: Foundations 1 A four-credit course required of first-year students and select transfer students. An introduction to writing and critical thinking using common texts to explore issues of wellbeing and civic engagement at the personal, local, and global levels. Offered every fall.

SC 111: Foundations 2 A four-credit course required of first-year students and select transfer students. This course explores issues of diversity, equity, inclusion, and justice on local and global levels. Through this study students will explore issues including bias, privilege, power, and responsibility that are foundational in creating an inclusive and just society. Students will continue refining critical thinking and writing skills. Course introduces library research skills. Offered Term 1, Term 2, and Spring.

SC 160: Exploratory Studies Students explore both career and major options through personal research, assignments, interest inventories, and in-class presentations. As part of the course, students will set up meetings with professors from different disciplines and engage in class discussions about what they are learning across campus. Students will set goals for academic and career exploration, and they will share these goals with their academic advisor. Many of these conversations and activities will include a focus of the contemporary post-graduate world. Open only to sophomores. Two credits. *Offered fall semesters.*

SC301: Simpson Colloquium Leader After receiving training, SC Leaders provide various support activities related to SOAR (Simpson Orientation, Advising and Registration) and Welcome Week. In addition, in consultation with the faculty members to whom they are assigned, they provide support for specific sections of SC 110 and 111. This course is reserved for students selected by the Director of First-Year Experience as SC Leaders for faculty teaching Foundations. There are no prerequisites. Together with their supervisor and faculty member, SC Leaders determine the number of credits associated with this course. This is dependent upon their specific responsibilities. The number of credits may range from 1 to 4. COLLABLDLDR and EL. *Offered fall and spring.*

SC 303: Simpson Colloquium Leader (Returner) After receiving training, SC Leaders provide various support activities related to the Summer Orientation and Fall Orientation. In addition, in consultation with the faculty members to whom they are assigned, they provide support for specific sections of Simpson Colloquium. This course is reserved for students who have already served as a SC Leader in a prior semester selected by the First Year Experience Program to serve as SC Leaders for faculty teaching Simpson Colloquium. Together with their assigned faculty member, SC Leaders determine the number of credits associated with this course. This is dependent upon their specific responsibilities. A learning contract must be filed and approved by the administrator of the Destination Leader program. Prerequisite: SC 301. One to four credits. Offered every semester

SC 385 Synthesis

The Synthesis course provides an opportunity for students to integrate and reflect on the knowledge they have gained from their Inquiry, Mission, and Experiential Learning coursework. This 0 credit course is aimed at students who have completed at least 96 credits. Offered T1, T2, T3, T4. Zero credits.

The SC Honors Program

The SC Honors program offers the opportunity to qualified students to enhance, broaden, and deepen their learning through interdisciplinary study grounded in the traditional liberal arts and sciences. Through this program, students will be able to participate in a wide variety of Honors-designated courses and co-curricular opportunities to study special topics in interdisciplinary and innovative ways. Based on this training, students will also complete a senior capstone interdisciplinary SC Honors project on a topic of their own interest and choosing. In opting to participate in this program, students will be able to combine their abilities to work in genuinely unique ways to demonstrate the influence of the liberal arts and sciences in their lives and future professions by applying their lessons and insights to contemporary issues.

In order to graduate from the SC Honors Program, in addition to being admitted to the program and maintaining good academic standing (3.3 cumulative GPA or higher), students must complete a total of 20 Honors credits with a grade of a B- or better in each of the courses taken to fulfill the credits. In all, students will complete about 20% of their total course work in the Honors Education program.

The required elements for Simpson College Honors consist of:

- Honors Foundations I and Foundations II OR one/two additional Honors course(s) if Foundations are not taken (equivalent to 8 credits).
- A combination of four-credit and/or two-credit honors courses (equivalent to 12 credits).
- If students complete at least 16 credits of study in the same language, they will receive credit for one honors course equivalent to 4 credits of Honors coursework. Study abroad experiences that are language immersive and approved by the Honors Council will count towards world language credit in the Honors program.
- An Interdisciplinary Honors Capstone

Note: Honors courses are open to both current and prospective Honors students. A student who is not part of the honors program has the opportunity to take one honors course during their time as an undergrad at Simpson College. Please direct questions to the Director of Honors Education for more details about the honors course enrollment policy.

The Division of Continuing & Graduate Programs

Simpson College has a long-standing commitment to adult learners and assists them in building and renewing their careers. The college delivers affordable, flexible, and convenient programs at both the undergraduate and graduate level, as well as post baccalaureate certificates in Accounting, Computer Science, and Data Analytics. We also offer a graduate level certificate in Trauma & Resiliency

Evening courses leading to a variety of academic programs are the primary focus of programming. Courses are held on the West Des Moines campuses and Online (along with Summer Session course work and professional non-credit workshops).

Course schedules and program information are available on the Simpson website or through the Continuing & Graduate Programs offices: Indianola (515) 961-1614; or West Des Moines (515) 309-3099.

GRADUATE PROGRAMS

Graduate Teacher Education Programs:

MAT — Master of Arts in Teaching

T-to-T — Transition to Teaching

The graduate education programs are available to those with a bachelor's degree in a field for which a teaching endorsement exists in Iowa. Both the MAT and T-to-T programs follow a sequence of evening courses leading to a semester of full-time student teaching and the secondary teaching license in Iowa. Only MAT candidates are eligible for the Master's Project, which leads to the master's degree.

Courses offered as graduate level (500 sequence) courses under the graduate teacher education program will be billed at the established graduate rate per credit. Other non-graduate level courses taken as part of the program will be billed at the applicable part-time or full-time rate based on the number of non-graduate level credits enrolled and whether the courses are during the day or evening.

Master's Project

In addition to the Teacher Education portfolio, the student teaching semester, and the student teaching seminar capstones, MAT candidates complete a comprehensive examination and a written scholarly project. Master's projects must be pre-approved.

Graduate Endorsement Programs

Simpson offers three endorsement programs, for previously licensed teachers, at the graduate level: early childhood, reading (elementary level), and special education (Instructional Strategist I at the elementary and secondary levels). Candidates enrolled in the MAT or T-to-T programs

may seek an additional graduate level endorsement in special education (Instructional Strategist I) only.

The MAT and T-to-T includes major endorsements in:

American Government
American History
Biology
Mathematics
Business-All
Physics
Chemistry
Spanish
Economics
World History
English/ Language Arts

Additional teaching endorsements only:

General Science
Instructional Strategist I
Journalism
Psychology
Speech Communication/ Theatre
Sociology

Endorsements in Health, and PE are also available to candidates in the Transition to Teaching program only.

MACJ - Master of Arts in Criminal Justice

The Master of Arts in Criminal Justice (MACJ) is available to graduates with a bachelor's degree from a regionally accredited institution. The MACJ program is designed to meet the educational needs of professionals currently employed in the criminal justice system as well as those seeking to enter this dynamic and growing field. The program can be completed in two years.

Program requirements include the completion of seven required core and three elective courses all of which are scheduled in the evening as part of the Continuing and Graduate Program at Simpson College. Choices of electives include Juvenile and Family Law, Victimology, Legal Issues for Justice Professionals, Budget Building, and Resources Allocation.

Courses are taught in a blended format combining class time and on-line instruction. Courses offered at the graduate level (500 sequence) under the MACJ program will be billed at the established graduate rate per credit.

MMCC - Master of Music in Choral Conducting

Simpson College offers a master's degree in choral conducting during the summers only in conjunction with the CORO Choral Institute in Atlanta, Georgia. During the course of study, choral conducting students will engage in academic studies covering choral literature, applied conducting lessons,

advanced score study and rehearsal techniques, music theory, music history, and available electives including applied vocal pedagogy, vocal health and body mapping, and choral diction, among others. All students will also be required to participate in professional-level singing with the CORO Vocal Artists, record multiple commercial audio and video recordings, and perform in concert tours as available. In addition, students will have opportunities to participate in masterclasses with established professional musicians, master conductors, and create an extended network of fellow conductors throughout the United States.

Graduate Level Certificate

Trauma and Resiliency Certificate-Full Information in Graduate Catalog

UNDERGRADUATE PROGRAMS

Undergraduate Degree Programs and Classes

The evening and online programs provide working adults the opportunity to complete a degree, master new skills, or to enrich your life. A variety of classes is offered each semester on the online or on the West Des Moines campuses. These classes offer credit applicable to degree completion in several content areas.

Degree programs available in the evening include: Accounting, Computer Information Systems, Human Services, Management, and Management Information Systems.

Degree programs available online include: Criminal Justice, Marketing Communications, Management and Management Information Systems.

Post-baccalaureate certificate programs: Accounting, Computer Science and Data Analytics, Trauma & Resiliency.

Initial licensure programs are available to students interested in obtaining a secondary education teaching license at the undergraduate level, who have already earned a bachelor's degree (some coursework only offered during the day).

Teaching Endorsements: There are several opportunities for in-service teachers seeking additional endorsement areas to complete those requirements in our evening and online program. Some courses are available at the graduate level.

Non-graduate level courses taken as part of a program will be billed at the applicable part-time or full-time rate based on the number of non-graduate level credits enrolled and whether the courses are during the day or evening.

Term Classes (8 week courses)

The our term classes follow an alternative calendar providing adults the opportunity to accelerate their degree program. It features a blended environment with online and in-class experience. Term courses are offered online as well as on our West Des Moines campus.

Summer Session

The Division of Continuing & Graduate Programs coordinates the summer schedule of classes in Indianola, West Des Moines, and online. The wide variety of classes offered includes evening, day, and online schedules.

Adult Student Services

The Division of Continuing & Graduate Programs provides students with a variety of services to support their academic experience. Services offered in Indianola and West Des Moines include academic advising, career services, information on admission and financial assistance, and information on life experience credit application procedures. Those individuals interested in more information concerning the Continuing & Graduate Programs opportunities at Simpson College are encouraged to contact the West Des Moines campus at 515-309-3099 or adultslearn@simpson.edu.

Majors, Minors, Programs and Interest Areas

Majors available at Simpson:

Actuarial Science
Accounting
Biochemistry
Biology
Chemistry
Computer Science
Computer Information Systems
Criminal Justice
Data Science
Economics
Economics and Finance
Education Studies
Elementary Education-Liberal Studies
Elementary Education-Professional Studies
English
Environmental Science
Forensic Science/Biochemistry
Global Management
Graphic Design
Health & Exercise Science
Health Services Leadership
History
Human Services
Interactive Media
Interdisciplinary Studies
International Relations
Management
Management Information Systems
Mathematics
Marketing Communication
Multimedia Journalism
Music
Music Education
Music Performance
Neuroscience
Philosophy
Physical Education K-8
Physical Education 5-12
Physics
Physics with Engineering Option
Political Science
Psychology
Religion

Spanish
Social Justice Studies
Sociology
Sports Administration
Sports Communication
Theatre Arts

Minors available at Simpson:

Accounting
Arts Management
Biology
Business Analytics
Chemistry
Coaching
Computer Information Systems
Computer Science
Criminal Justice
Data Analytics
Economics
English
Entrepreneurship
Entrepreneurial Management
Environmental Science
Forensic Science
Graphic Design
Health & Exercise Science
Health Services Leadership
History
Human Resources Management
Human Services
Interactive Media
Latin American Studies
Legal Studies
Management
Management Information Systems
Marketing
Marketing Communication
Mathematics
Multimedia Journalism
Music
Philosophy
Philosophy-Ethics
Physics
Political Science
Psychology
Religion

Secondary Education
Social Justice Studies
Sociology
Spanish
Sports Administration
Sports Communication
Sustainability Studies
Theatre Arts
Women's and Gender Studies

The following interest areas are available at Simpson:

Pre-Athletic Training
Early Childhood Education
Medical Technology
Pre-Chiropractic
Pre-Dietetics
Pre-Dentistry
Pre-Engineering
Pre-Law
Pre-Medicine
Pre-Nursing
Pre-Optometry
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physicians Assistant
Pre-Theology
Pre-Veterinary

COURSES OF STUDY

Biology and Environmental Science

Brittingham, Doling, Luttermoser, Points, Rehmeier, Subramanian

Department Mission Statement

The Department of Biology and Environmental Science offers courses that connect students with the nature of the living world and the environmental setting in an evolutionary context. Courses and research experiences are designed to enrich the liberal arts curriculum, to engage students in critical thinking and offer a firm foundation in molecular, structural/functional and organismic biology, and ecology.

The biology and environmental science curriculum meets the needs of those students desiring to enter the health-related professions, to become environmental scientists, to attend graduate school in biology or environmental science, and to become secondary school teachers.

The major and minor in biology and the major and minor in environmental science are described below. **A student may not major in both biology and environmental science.** Biochemistry majors may not major or minor in Biology. Any substitution for the required courses, listed below, must be approved by the department chairperson.

*Students interested in pre-dental, pre-medical, pre-optometry, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-veterinary medicine or another allied-health profession should contact the department chairperson for specific details.

Biology Major

Students will complete ten courses plus a capstone as follows:

Required:

Core Organismal Course

Biol 110 Principles of Biology I w/lab

Core Molecular Course

Biol 111 Principles of Biology II w/lab

Cellular/Molecular Emphasis and Writing in the Major (Choose at least one)

Biol 251 Microbiology w/lab

Biol 255 Biological Neuroscience

Biol 285 Developmental Biology w/lab

Biol 334 Cellular Biology

Ecological Emphasis (Choose at least one)

Biol 243 Field Botany

Biol 245 General Entomology w/ lab

Biol 253 Principles of Ecology w/lab

Biol 276 Behavioral Ecology

Biol 350 Mammalogy w/lab

Biol 358 Freshwater Ecology w/ lab

Structural/Functional Emphasis (Choose at least one)

Biol 225 Human Physiology w/lab

Biol 235 Embryology w/lab

Electives in Biology (Choose two courses)

Any combination of 200 and 300-level biology courses, to include at least one 300-level course.

However, no more than one course taken in directed study, independent research or May Terms can be counted toward the biology major.

Required Chemistry Courses:

Chem 101 Bonds and Structures I w/lab

Chem 201 Organic Chemistry I w/lab

Required Physics Courses:

Choose one of the following:

Phys 151 Principles of Physics I w/lab

Phys 191 General Physics I w/lab

Capstone-Choose one of the following:

Biol 372 Environmental Science Capstone

Biol 373 Physiology Seminar

Biol 374 Cell and Molecular Biology Seminar

Highly Recommended:

A course in statistics is recommended for students planning to attend professional or graduate school. All majors planning graduate education should consider one course in logic plus one course in nonfiction or technical writing.

Biology Minor

A minor in biology is designed to give the student a basic exposure to biology without requiring the in-depth courses of the major. Requirements for the minor are flexible so that the student can choose an "interest area." For example, a student majoring in physical education with an interest in parks and recreation will be able to obtain a biology minor with an environmental science concentration, or a student with a chemistry major who has an interest in working for a pharmaceutical company can obtain a biology minor with a molecular biology concentration.

Students will complete five courses as follows:

Required:

Choose one of the following:

Biol 110 Principles of Biology I w/lab

Biol 111 Principles of Biology II w/lab

Choose one of the following:

Biol 110 Principles of Biology I w/lab

Biol 111 Principles of Biology II w/lab

Biol 103 Environmental Issues w/lab

Biol 104 Human Biology w/lab

Biol 145 Introductory Plant Biology w/lab

Choose three or more courses with the following guidelines:

200 or 300 -level biology courses (two of which may not be used for environmental science or physical education majors) to include at least one 300-level course and no more than one May Term in biology taken for a letter grade. At least one of these courses must be a laboratory course.

Environmental Science Major

This option is designed for students with career interests in education and research (school, colleges, consulting firms), interpretive ecology (regional and national parks, nature preserves, zoos, museums), resource management (agencies and organizations concerned with forest, water, and wildlife resources), public health (state and county agencies), and environmental technology (regulatory agencies, utilities, private industry).

Students will complete ten courses plus a capstone as follows:

Required:

Core:

Biol 103 Environmental Issues w/lab

Biol 110 Principles of Biology I w/lab

Biol 111 Principles of Biology II w/lab

Biol 145 Introductory Plant Biology w/lab

Biol 253 Principles of Ecology w/lab

Ecological-Organismal Emphasis

(Choose at least two)

Biol 243 Field Botany

Biol 245 General Entomology w/lab

Biol 251 Microbiology w/lab

Biol 276 Behavioral Ecology

Biol 350 Mammalogy w/lab

Biol 358 Freshwater Ecology w/lab

Biol 390 Special Topics

Social, Ethical, Policy, Historical Environmental Sciences

*(Choose at least one) ***

Biol 240 Conservation Law
Econ 210 Environmental Economics*
Hist 261 American Environmental History
Soc 350 Environmental Sociology
PoSc 370 Public Policy Topics

*Prerequisite of Economics 100

**Appropriate May Term courses, Special Topics courses, or new courses offered by other departments may satisfy this requirement as approved by the department.

Chemistry (Choose at least one)

Chem 101 Bonds & Structure I w/lab
Chem 155 Environmental Chemistry w/lab

One Additional Science Class

Choose one courses from the following:

Math courses above 130
CIS 145 Management Information Systems
Phys 151 Principles of Physics I
Phys 191 General Physics I
Chem 101 General Chemistry I
Chem 155 Environmental Chemistry
NaSc 102 Meteorology

Capstone

Biol 372 Capstone Experience In Environmental Science

Environmental Science Minor

Students will complete five courses as follows:

Required:

Biol 103 Environmental Issues w/lab
Biol 253 Principles of Ecology w/lab

Choose one of the following courses:

Biol 110 Principles of Biology I w/lab
Biol 111 Principles of Biology II w/lab

Choose one of the following courses:

NaSc 102 Meteorology
Biol 145 Introductory Plant Biology w/lab

Ecological-Organismal Emphasis (*Choose at least one*)

Biol 243 Field Botany
Biol 245 General Entomology w/lab
Biol 251 Microbiology w/lab
Biol 276 Behavioral Ecology
Biol 350 Mammalogy w/lab
Biol 358 Freshwater Ecology w/lab
Biol 290 Special Topics
Biol 390 Special Topics

Highly Recommended:

A course in statistics is highly recommended for students planning on attending graduate school.

Sustainability Studies Minor

The Sustainability Studies Minor is an interdisciplinary minor offered through the Department of Biology and Environmental Science in conjunction with the departments of Business Administration and Economics, Chemistry and Physics, English, History, Philosophy, Political Science, and Sociology and Criminal Justice. The minor provides students the opportunity to learn more about human connections to our planet and engage in meaningful experiences related to the economic, social, and ecological concept of sustainability (meeting the needs of current generations without hindering future generations from meeting theirs). Student will demonstrate breadth of knowledge about sustainability with their successful completion of an independent research project, internship, or service project tying the environment with their discipline of interest.

Students will complete five courses plus an approved independent research project as follows:

Required:

Biol 103 Environmental Issues

One course from Ecology and Physical Science

Biol 145 Introductory Plant Biology
Biol 253 Principles of Ecology
Chem 155 Environmental Chemistry
NaSc 102 Introduction to Meteorology

One course from Ethics, Society and Culture

Eng 238 Environmental Literature
Hist 261 American Environmental History
Phil 245 The Ethics of Globalization
Phil 250 Applied Ethics
Phil 255 The Ethics of Development and Consumption
Soc 204 Modern Social Problems
Soc 350 Environmental Sociology
Soc 360 Social Movements

One course from Policy and Economics

Biol 240 Conservation Law

Econ 210 Environmental Economics

Econ 230 Economic Growth & Development

Magt 365 Organizational Ethics and Social Responsibility

PoSc 340 Politics of a Changing World

PoSc 370 Environmental Politics (Pre-requisite: POSC 101 or instructor permission)

One additional course chosen from courses above

Complete an approved supervised independent research project, campus- or community-based service project, or internship related to sustainability or the environment [must be equivalent of one course (4 credits) from department of faculty research advisor for the project and is expected to be numbered 398 (research) or 319 (internship)].

Pre-Med and Pre-Dental

Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Students interested in pre-medicine should contact specific graduate schools for general information and admission requirements.

Pre-Pharmacy

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major, or a chemistry major with a biology minor. Students interested in pre-pharmacy should contact specific graduate programs in pharmacy for general information and admission requirements.

Pre-Physical Therapy

Although Simpson College does not offer a pre-physical therapy degree, entry into a physical therapy school does require a bachelor's degree. Each physical therapy graduate program varies in their specific requirements. It is highly recommended that students interested in this area major in Biology. The Biology curriculum here at Simpson College meets the needs of those students desiring to enter physical therapy school. Students interested in physical therapy should contact specific physical therapy schools for general information and admission requirements. It is also highly recommended that students gain experience with a licensed physical therapist as soon as possible. Students may register for a field experience during a May Term. Most physical therapy schools require a minimum amount of field experience for entrance into the program.

Pre-Physician Assistant, Pre-Veterinarian, Pre-Optometry

Students desiring to attend a physician assistant, veterinarian medicine or optometry program can best prepare for their graduate education by completing the biology major. Although a number of elective courses in the biology major are satisfactory options for these career paths, students should contact specific graduate schools for general information and admission requirements. In addition, students should register for a field experience in these professional areas during a May Term.

Biology Courses

Biol 103 Environmental Issues

A critical examination of environmental issues that affect our society. Topics studied will include basic ecological principles, population growth, pollution, biodiversity, agriculture, global warming, pesticides, energy, and recycling. Laboratory will consist of scientific analysis of current environmental issues. SCIREASON & SI. Four credits w/lab. *Offered every fall.*

Biol 103L Laboratory: Environmental Issues

Biol 104 Human Biology

A practical approach to basic structure and function of the human body with special emphasis on wellness and disease, cardiovascular health, nerve function, and contemporary health issues. Three lectures and one three hour laboratory period. Not for biology major credit. SCIREASON & SI. Four credits w/lab. *Offered every fall.*

Biol 104L Laboratory: Human Biology

Biol 110 Principles of Biology I

A course that imparts an appreciation of the vast diversity of structure and function in prokaryotes, protists, fungi, animals, and plants, and an understanding of their evolutionary relationships and adaptations to their environments. Three lectures and one three-hour laboratory period. SI. Biology 110 is the prerequisite for 230, 235, 245, 253, 260, 275, 285, 322, 350, 358 and 375. Four credits w/lab. *Offered every fall.*

Biol 110L Laboratory: Principles of Biology I

Biol 111 Principles of Biology II

A study of cellular and molecular biology, with an introduction to genetics. All of these topics stress the importance of the Scientific Method. Biology 111 is the prerequisite for 225, 235, 251, 260, 270, 285, 302, 334, 341, and 360. Three lectures and one three-hour laboratory period. SCIREASON & SI. Four credits w/lab. *Offered every spring*

Biol 111L Laboratory: Principles of Biology

II Biol 135 Biostatistics

This course is an introduction to the basic statistical concepts and methods used to analyze and interpret biological and ecological data. Students gain and apply skills in a range of topics to include the following: descriptive statistics, probability, inferential statistics (estimation and hypothesis testing), confidence intervals, analysis of variance, regression, correlation, as well as basic study design and interpretation of statistical tests from scientific literature. Prerequisite: One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, Math SAT of 530 or higher. QUANT.

Biol 145 Introductory Plant Biology

Lecture and laboratory exercises in this course will cover the structure and function, evolutionary relationships, and classification of the incredibly diverse group of plants. We will also discuss the many ways that humans have been linked with and dependent on plants over human existence. SCIREASON & SI. Four credits w/lab. *Offered every spring.*

Biol 145L Laboratory: Introductory Plant Biology**Biol 180 Independent Study in Biology****Biol 190 Special Topics in Biology**

Special topics courses with departmental approval and not intended for biology major credit. One to four credits.

Biol 225 Human Physiology

This course is designed to emphasize the basic principles of homeostasis and an introduction to some disease physiology and drug actions. The course emphasizes the function of and interactions between most major organ systems and the cellular and molecular mechanisms that regulate their physiology. Prerequisite: Biology 104 or 111 or SPSC 278. Four credits w/lab. *Offered every spring.*

Biol 225L Laboratory: Human Physiology**Biol 235 Embryology**

This course will emphasize the study of human embryology beginning with fertilization through the establishment of the basic body plan and the development of the organ systems. Students will gain an understanding of how our bodies are organized by learning how molecular and morphological processes influence development. Four credits w/lab. Prerequisite: Biology 110 or 111.

Biol 235L Laboratory: Embryology**Biol 240 Conservation Law**

This course will provide an in-depth look into the history, the current status and future conservation laws and natural resource protection. The purpose, function and socio-economic impact of various fish and wildlife laws, and how they are enforced will be examined. Conservation careers will also be explored. Four credits. *Offered every spring.*

Biol 243 Field Botany

Field-based exploration of plant taxonomy, anatomy, evolutionary and ecological relationships, and quantitative sampling techniques of plants found in Iowa and the Midwest. Prerequisites: Biol 110 or BIOL 145 or permission of instructor. INFOLIT and WRITCOMM, DSP. Four credits. *Offered fall of odd years.*

Biol 245 General Entomology

This course is a general survey of insect life, including structure and function, taxonomy, evolutionary relationships, and ecology of major insect groups and related arthropods. Laboratory exercises will focus on collecting and preserving techniques, as well as identification of arthropod orders and common insect families. Prerequisite: Biology 110. ORALCOM. Four credits w/lab.

Offered every other fall.

Biol 245L Laboratory: General Entomology

Biol 251 Microbiology

This course will include a physiological and morphological survey of microorganisms. Major emphasis will be on bacteria and viruses. This course will also focus on practical uses of microorganisms as well as the fundamentals of medical microbiology. Prerequisite: Biology 111. SCIREASON, WRITCOM and INFOLIT, DW. Four credits w/lab. *Offered every fall.*

Biol 251L Laboratory: Microbiology

Biol 253 Principles of Ecology

A study of the interactions between organisms and their environments. Topics to be covered include biomes, plant and animal adaptations, populations, interactions between populations, community structure, ecosystems, and large scale ecological processes. The laboratory will involve structured field experiments and independent research projects. Prerequisite: Biology 110. ORALCOM and SCIREASON, DSP. Four credits w/lab. *Offered every fall.*

Biol 253L Laboratory: Principles of Ecology

Biol 255 Biological Neuroscience

Through a focus on medically relevant topics and current research, this class provides an introduction to broad topics in neuroscience. Student will learn how individual neurons send and receive signals, how groups of neurons are anatomically organized, and how the nervous system mediates both voluntary movement and touch perception. Prerequisites: Biol 111 or permission of the instructor. Four credits. *Offered every fall.*

Biol 276 Behavioral Ecology

A study of the behavior of animals in relation to their ecology. Topics include mating systems, sexual selection, parental care, co-evolution, spacing, foraging, communication, and social behavior. Prerequisite: Biology 110. ORALCOM & DSP. Four credits. *Offered every spring.*

Biol 280 Independent Study in Biology

Biol 285 Developmental Biology

This course will explore cellular and molecular processes involved in the fertilization of an egg through the formation of specialized cells and tissues of vertebrate and invertebrate model organisms. Students will appreciate the dynamic nature of the developing embryo by handling and manipulating a variety of organisms, in laboratory. Prerequisites: Biology 110 or 111 and 270 or permission of the instructor. SCIREASON and WRITCOM. Four credits w/lab. *Offered every fall.*

Biol 285L Laboratory: Developmental Biology

Biol 290 Special Topics in Biology

Authorized field research studies or other courses with departmental approval. One to four credits.

Biol 298 Independent Research in Biology

Biol 302 Infectious Diseases

This course will focus on the mechanisms by which microorganisms cause disease. We will investigate many different strategies used by microorganisms to induce disease. We will also discuss several defense strategies employed by the host. The course will focus on bacterial pathogens, although viral mechanisms of pathogenesis will also be introduced. The course will consist of lectures, discussion of pivotal papers, and student presentations. Prerequisites: Biology 111, 251 or permission of the instructor. Basic knowledge of immunology is ideal, although not required. Four credits.

Biol 319 Internships in Biology

Biol 322 Human Anatomy

A study of normal human gross anatomy plus development and functional morphology. Lecture and laboratory stress regional anatomy as visualized from cadaver dissection, radiographs, and other visual aids. Two lectures and two two-hour laboratory periods per week. Prerequisite: Biology 110 or 225 or SPSC 278 AND permission of the instructor. Preference for enrollment given to senior Biology majors. Four credits w/lab. *Offered every spring.*

Biol 322L Laboratory: Human Anatomy (Meets two times per week)

Biol 334 Cellular Biology

Study of the cellular functions common to all eukaryotic organisms such as transport of molecules into and through the cell, cellular communication, regulation of cell birth and cell death. This course also explores alterations in cellular function that lead to conditions such as cancer, neurodegenerative diseases and diabetes. Pharmacology is also emphasized in this course. Prerequisites: Biology 111 and Chemistry 202. CRITTHNK and WRITCOM, DW. Four credits. *Offered every year.*

Biol 334L Laboratory: Cellular Biochemistry Lab

This laboratory explores the various way biochemists study a single macromolecule, protein. Methods covered in class include: assay techniques, chromatography, electrophoresis, enzyme kinetics, Western blot analysis, and purification. One three hour lab per week. Prerequisites: Chemistry 330 or Biology 334, or concurrent enrollment. QUANT and WRITCOM. Two credits. (Same as Chemistry 330L) *Offered every year.*

Biol 341 Immunology

The study of the immune system as it relates mainly to humans. The basic principles involved with the functioning of the humoral and cellular immune responses will be studied from experimental and clinical viewpoints. Prerequisites: Biology 111. Four credits. *Offered every spring.*

Biol 350 Mammalogy

This course will cover numerous topics, including adaptations, evolution, diversity, classification and taxonomy, ecology, natural history, biogeography, reproduction, behavior, and economic importance of mammals. The lab will focus on identification of mammals from preserved study skins and skulls, methods of collection and specimen preparation, and learning bones of the

mammalian skeleton and skull. Field trips will introduce students to field methods for studying mammals and familiarize students with local mammals. DSP. Prerequisite: Biology 110. Four credits w/lab. *Offered every spring.*

Biol 350L Laboratory: Mammalogy

Biol 358 Freshwater Ecology

Freshwater Ecology is an advanced course that is designed to familiarize students with freshwater systems and will include field and laboratory techniques, as well as discussions of current theory regarding structure, function, management, and human impacts. The course will cover physical, chemical and biotic components of freshwater streams, lakes, and wetlands. ORALCOM, QUANT, and SCIREASON, DSP. Prerequisite: Biology 110, Chemistry 101, or permission of the instructor. Four credits w/lab. *Offered every fall.*

Biol 358L Laboratory: Freshwater Ecology

Biol 363 Genetics and Molecular Biology with Lab

This course is an in-depth analysis of genes-their inheritance, transmission and regulation in prokaryotes and eukaryotes. These studies will be placed in the context of both Mendelian and Molecular genetics. Gene manipulation by recombination, molecular cloning and genome editing will be discussed with respect to their application in development and disease. Additionally, current and cutting -edge technology in the field of genetics and molecular biology and their ethical implications will be studied as new controversies arise with their application. Pre-requisites: Biol 111 or permission of instructor. Four credits. *Offerd every fall and some spring semesters depending on enrollmetn.*

Biol 363L Laboratory: Genetics and Molecular Biology

Biol 370 Biochemistry Seminar

This seminar is a capstone course for students who are interested in exploring current trends in cell biology and biochemistry. The course will begin with a focus on one or two selected topics and move on to individual topics chosen by the participants. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. Students need no prior experience reading scientific literature or presenting scientific concepts. The course is designed to give students these skills. Prerequisites: Chemistry 330 or Biology 334. INFOLIT and ORALCOM. Two credits. Same as Chemistry 370. *Offered every year.*

Biol 372 Capstone Experience in Environmental Science

Lecture and activities meant to provide opportunity for students to synthesize information from their studies in the major. Skills to be honed include critical thinking, information literacy, research methods, data literacy, and presentation skills. Course may be substituted by completion of a pre-approved summer research program and presentation of findings at Simpson. Prerequisite: senior standing. INFOLIT and WRITCOM. Four credits. Offered every spring.

Biol 373 Physiology Seminar

This seminar is a capstone course for students who are interested in exploring current trends in

physiology, including toxicology and pharmacology. This course begins with a focus on one or two selected topics and then moves on to individual topics chosen by students in consultation with faculty. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. Students need no prior experience reading scientific literature or presenting scientific concepts. The course is designed to give students these skills. Prerequisites: Biology 251, 255, 286, 334 or permission of the instructor. INFOLIT and ORALCOM. Two Credits. *Offered every spring.*

Biol 374 Cell and Molecular Biology Seminar

This seminar is a capstone course for students who are interested in exploring current trends in cell and molecular biology. The course will begin with a focus on topics and papers selected by the faculty and move on to topics selected by the participants. Students will read current scientific literature and will present their paper to the seminar in small groups. The course is designed specifically to teach students how to read scientific papers, how to analyze them critically and how to present them to a scientifically literate audience. Pre-requisites: Biol 251 or Biol 334 or Biol 363 (may be co-reqs). ORALCOM and INFOLIT. Two credits. *Offered spring semesters.*

Biol 380 Independent Study in Biology

Biol 390 Special Topics in Biology

Authorized field research studies or other courses such as Behavioral Ecology with departmental approval. Designed for biology major credit. *Offered alternate years.* One to four credits.

Biol 398 Independent Research

Laboratory or field problems involving student research. Open to qualified majors with approval of the academic advisor. Credit for research may also be received upon satisfactory completion of a summer undergraduate participation program at this or another institution. One to four credits.

Business Administration and Economics

Bardwell, Downey, Green, Hyppolite, Joshi, Juffernbruch, Seyrek, Swinton, Walker

Department Mission Statement

The curricula of the Department of Business Administration and Economics will lead to a foundation of competency in business disciplines. The classroom is a forum in which the students will be challenged to develop and demonstrate mastery of specific skills including: logical, consistent, critical, and creative thinking; effective communication; and responsible and confident leadership. The faculty is committed to nurturing and inspiring integrity, poise, and standards of civility and respect.

The department sponsors several activities that are designed to enrich the students' education. These include: Enactus Entrepreneurial Experience; on-site business seminars offered during May Term; internship experiences for students; and a student-run investment group which manages a significant portfolio of endowment funds with income devoted to international scholarships.

Departmental Requirements

- Unless exceptions have been granted by articulation agreements with specific institutions, 300-level courses taken at two-year institutions will not normally be accepted as meeting department requirements.
- Students enrolling in courses in the department are responsible for completing all prerequisites for those courses.
- **A person may not major in both Management and Accounting with the CPA Concentration. A person may not have an Accounting major with a CPA concentration and also a major or minor in Management.**
- Cooperative Education experiences and internships, while strongly encouraged, cannot be used to fulfill electives in the majors and minors and are graded H/P/NP.
- While Calculus is not required, we strongly encourage students to take the course.
- The normal sequence for offering courses is listed (e.g. every fall semester) to help planning course schedules, however, it should be noted that this may vary due sabbaticals and other occurrences within the Department.

Accounting Major

Students will complete twelve courses plus the Capstone as follows:

Required:

Econ 100 Principles of Economics
Econ 135 Applied Statistics
Acct 201 Introduction to Accounting
Acct 250 Introduction to Accounting Systems
Acct 341 Intermediate Accounting I
Acct 342 Intermediate Accounting II
Acct 345 Advanced Accounting
Acct 353 Cost Accounting
Acct 356 Federal Income Taxes
Acct 358 Auditing
Magt 131 Management Concepts
Magt 231 Business Law and Ethics I

Capstone:

Acct 385 Capstone in Accounting

CPA Concentration

Students will complete five courses as follows:

Required:

MIS 145 Management Information Systems
Econ 250 Business Data Analytics
Acct 339 Corporate Finance and Accounting
MIS 240 Information Security and Management
Elective: Choose one 300-level Accounting Course

A student who majors in accounting with the CPA concentration may not major in management.

Accounting Minor

Students will complete five courses as follows:

Required:

Acct 201 Introduction to Accounting
Acct 250 Introduction to Accounting Systems
Acct 341 Intermediate Accounting I
Elective: Choose two 300-level Accounting Course*

**All prerequisites must be taken to achieve the minor designation. This may result in more than 18 hours of course credits to fulfill the minor.*

Simpson College requires students to complete at least 128 semester hours of coursework prior to graduation. Students who graduate with a major in Accounting may apply to take the Certified Public

Accounting (CPA) exam in Iowa. Upon acceptance, students may sit for the CPA exam; however, students who pass the Iowa exam must have accumulated a total of 150 semester hours of college credit before they will be awarded a CPA certificate. State accounting boards differ in their certification requirements, so students are advised to determine individual state requirements. This requirement exceeds the Simpson College graduation requirements for Accounting majors by 22 credits. Students may complete the 150 hours in four years at Simpson, in more than four years at Simpson, or in a master's program at another institution. The department has completed articulation agreements with other institutions to ease the transfer process and to reduce graduate level requirements. See the department chair for information on these combined BA/MBA, BA/MS, and BA/MA programs.

Business Analytics Minor

Students will complete five courses as follows:

Choose one course from the following:

Magt 131 Management Concepts
Econ 100 Principles of Economics
Acct 201 Introduction to Accounting
HSLD 110 Introduction to American Health Systems

Required:

Econ 135 Applied Statistics
Econ 250 Business Data Analytics
Econ 260 Data Management & Risk Analysis
Econ 350 Business Forecasting and Optimization

Economics Major

Students will complete ten courses as follows:

Required:

Econ 100 Principles of Economics
Econ 365 Advanced
Microeconomics Econ 366
Advanced Macroeconomics Econ
385 Econometrics
Econ 135 Applied Statistics
Math 151 Calculus I
Acct 201 Introduction to Accounting

Electives: Choose 3 additional courses consisting of ACCT 339 or any Economics course at the 200 level or above.

Economics and Finance Major

Students will complete ten and a half courses as follows:

Required:

Econ 100 Principles of Economics
Econ 365 Advanced
Microeconomics

Econ 366 Advanced
Macroeconomics
Econ 385 Econometrics
Econ 135 Applied Statistics
Math 151 Calculus I
Acct 201 Introduction to Accounting
Econ 337 Investments and Securities
Econ 338 Eberhart Student Aid Fund
(.5)
Acct 339 Corporate Finance &
Accounting

Choose one of the following:

Econ 343 International Trade and Finance
Econ 344 Money and Banking

Economics Minor

Students will complete five courses as follows:

Required:

Econ 100 Principles of Economics
Plus, **choose four additional courses consisting of Acct 339 or any Economics course at the 200 level or above.**

Entrepreneurship Minor

Students will gain valuable knowledge and experience in entrepreneurship and build connections with the entrepreneurial community. Using formal coursework to foster business acumen, students will be asked to create and/or run businesses or non-profit organizations, network with entrepreneurs and cultivate an entrepreneurial mindset. The minor places a strong emphasis on written and oral communication skills, teamwork, and personal initiative. This minor is not available to students who are accounting, business management or global management majors. See instead "Entrepreneurial Management."

Students will complete 20 credits as follows:

Required:

Magt 131 Management Concepts
Acct 201 Introduction to Accounting
Mktg 234 Marketing

Magt 324 Small Business Management

OR

Mktg 338 Innovation, Entrepreneurship and New Product Marketing

OR

Magt 221 Social Entrepreneurship

Magt 200 Collegiate Entrepreneurs' Organization (2 credits)

EXPL 190 Real Entrepreneurs are Creating History "REACH" (1 credit)

COOP 319 Internship experience in an entrepreneurial venture (1 credit)
(Internship subject to department chair approval)

Entrepreneurial Management Minor

Students will gain valuable knowledge and experience in entrepreneurship and build connections with the entrepreneurial community. Using formal coursework to foster business acumen, students will be asked to create and/or run businesses or non-profit organizations, network with entrepreneurs and cultivate an entrepreneurial mindset. The minor places a strong emphasis on written and oral communication skills, teamwork, and personal initiative. Available to students who are accounting, business management and global management majors.

Students will complete 20 credits as follows:

Required:

Magt 324 Small Business Management
Mktg 338 Innovation, Entrepreneurship and New Product Marketing
Mktg 341 Advertising
Magt 221 Social Entrepreneurship

Magt 200 Collegiate Entrepreneurs' Organization (2 credits)
EXPL 190 Real Entrepreneurs are Creating History "REACH" (1 credit)
COOP 319 Internship experience in an entrepreneurial venture (1 credit)
(Internship subject to department chair approval)

Global Management Major

Students will complete ten courses, plus a capstone and a minor in a language as follows:

Required:

Econ 100 Macroeconomic Principles
Acct 201 Introduction to Accounting Information
Magt 131 Management Concepts
Mktg 234 Marketing
Magt 333 Organization and Behavior
Mktg 336 International Marketing
Econ 343 International Trade and Finance
CIS 145 Management Information Systems and Business Intelligence

Choose two courses from the following:

PoSc 230 Western European Politics
PoSc 231 Politics of Russia and Eastern Europe
PoSc 232 Asian Politics
PoSc 233 Latin American Politics
PoSc 240 World Politics
PoSc 340 Politics of a Changing World
Rel 120 Intro to World Religion
Econ 230 Economic Development

Hist 275 History of India
Hist 276 History of China
Hist 309 Contemporary Europe

Capstone:

*Magt 385 Senior Seminar in Strategic Management

****Also Required: Minor in language offered through the Department of World Language and Culture Studies.**

*Consultation with Business Administration and Economics department chair is required during junior year.

**In fulfilling requirements for the global management major, students who are not native speakers of English are required to pursue a minor in English or another second language. For native speakers of English, study abroad is strongly encouraged.

Health Services Leadership Major

Students will complete ten courses plus a capstone as follows:

Nine Required Courses For All Students Majoring in Health Services Leadership:

HSLD 110 Introduction to the American Health System
HSLD 111 Managing and Leading Health Services
Econ 225 Health Economics
Phil 235 Health Care Ethics
HSLD 240 Aspects of Health Across the Lifespan
HSLD 250 Health Care Financial Management, Reimbursement, Risk, and Health Insurance
HSLD 260 Fundamentals of Health Information Management and Informatics
HSLD 310 Health Policy and Reform
HSLD 320 Epidemiology and Population Health Management
HSLD 330 Assessment and Improvement of Quality and Efficiency

Choose 1 option:

Option A: Focus in Senior Health Services and Senior Living Communities

---- Complete Two Courses (one of which is the capstone)

AND

HSLD 375 Administrator-in-Training (AIT) Practicum

OR

HSLD 385 Senior Internship in Health Services Leadership

—OR—

Option B: Focus in Hospital Inpatient and Outpatient Services

---- Complete Two Courses (one of which is the capstone)

HSLD 360 Advanced Analytics for Health Industry Organizations

HSLD 386 On Campus Senior Capstone Course in Health Services Leadership

A minor in human resources is available and is often paired with majors in any business-related field, communication studies or psychology.

Human Resources Minor

Students will complete six courses as follows:

Required:

Comm 102 Public Speaking in Society

Magt 131 Management Concepts

Magt 323 Human Resource Management

Magt 340 Labor and Industrial Relations

Choose two courses from the following:

(must be outside of the Department of Business Administration and Economics if the student's major is in the Department of Business Administration and Economics):

Psyc 220 Psychology of Gender

Psyc 202 Professional Seminar in Psychology

Psyc 224 Psychology of Prejudice

Psyc 222 Social Psychology

Psyc 320 Psychology of Sex & Gender

Econ 250 Business Analytics

Magt 333 Organization and Behavior

Econ 220 Labor Economics

HSV 301 Counseling Strategies I

WLCS 150 Decoding Cultures

SCJ 340 Race and Ethnic Relations

Management Major

Students will complete ten courses plus a capstone as follows:

Required:

Acct 201 Introduction to Accounting

CIS 145 Management Information Systems and Business Intelligence

Econ 100 Principles of Economics

Acct 339 Corporate Finance &

Accounting

Econ 135 Applied Statistics

Mktg 234 Marketing

Magt 131 Management Concepts

Magt 231 Business Law and Ethics I
Magt 232 Business Law and Ethics II
Magt 333 Organization and Behavior
Magt 385 Senior Seminar in Strategic Management

Optional Areas of Concentration

Finance & Insurance:

Required:

Econ 337 Investments and Securities
Magt 345 Principles of Insurance
One semester of participation in ESAF (Two credits)

Student will also complete an internship at a financial institution, or insurance-related firm or have significant, relevant work experience as determined by the chair of Dept. of Business Administration & Economics. (Two credits).

Healthcare Administration

Required:

Phil 235 Health Care Ethics
Magt 310 Introduction to Health Care Systems in the U.S.
Magt 350 Management and Administration of Health Care Organizations

Management Minor

Students will complete six courses as follows:

Required:

Magt 131 Management Concepts
Magt 231 Business Law and Ethics I
Magt 333 Organization and Behavior
Econ 100 Principles of Economics
Acct 201 Introduction to Accounting
Mktg 234 Marketing

Marketing Minor

Students will complete five courses as follows:

Required:

Magt 131 Management Concepts
Mktg 234 Marketing

Choose 3 courses from the following:

Mktg 328 Not-for-Profit and Service Marketing
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship and New Product Marketing
Mktg 341 Digital Marketing Strategies

Marketing Communication Major

The Marketing Communication program merges the worlds of business and multimedia communication to make you a valuable asset in the ever-changing digital world. You will build a foundation in media skills and concepts as well as business and marketing. With a strong emphasis on practical application, you will gain the valuable, hands-on experience needed to jump-start your career.

Students will complete ten courses plus internship as follows:

Required:

Magt 131 Management Concepts
Comm 211 Media & Public Relations Writing
Comm 223 Principles of Public Relations
Econ 250 Business Data Analytics
Mktg 234 Marketing

Skills Elective: (Choose one)

Comm 221 Digital Video
Comm 311 Multimedia Editing
Comm 315 Mobile & Social Media
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship, and New Product Marketing
Mktg 341 Digital Marketing Strategies

Concept Elective: (Choose one)

Comm 275 Gender, Race, Class & Media
Comm 301 Mass Media Law & Ethics

Practicum: (Four credits total required)

Comm 155 Communication & Media Studies Practicum
Comm 255 Professional Leadership Practicum

Internship: (Four credits required)

Comm 319 Internship

Capstone:

Comm 363 Multimedia Communication Seminar

Marketing Communication Minor

Students will complete 6 courses as follows:

Required:

Magt 131 Management Concepts
Comm 211 Media & Public Relations Writing
Comm 223 Principles of Public Relations

Mktg 234 Marketing
Mktg 341 Digital Marketing Strategies

Skills Elective: (Choose one)

Comm 221 Digital Video
Comm 311 Multimedia Editing
Comm 315 Mobile & Social Media
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship, and New Product Marketing

Post Baccalaureate Certificates

Certificate in Accounting

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

Required:

Acct 341 Intermediate Accounting I
Acct 342 Intermediate Accounting II
Acct 345 Advanced Accounting
Acct 353 Cost Accounting
Acct 356 Federal Income Tax
Acct 358 Auditing

Choose one additional 300 level accounting elective.

Accounting Courses

Acct 180 Independent Study in Accounting

Acct 190 Special Topics in Accounting

Acct 198 Independent Research in Accounting

Acct 219 Employment Experience in Accounting

Acct 201 Introduction to Accounting

Introduction to accounting that focuses on both external and internal accounting information. Topics include using and analyzing financial statements and related information for making economic decisions in today's business world by external decision makers, using management accounting

information for various internal decisions including; CVP analysis, and business decisions that impact the business value chain. QUANT. Four credits. *Offered every semester.*

Acct 250 Introduction to Accounting Information Systems

This course will acquaint students to the fundamentals of accounting information systems including relevant internal controls and information technology issues. This course will cover the accrual-based accounting cycle. Prerequisite: Accounting 201. Four credits. *Offered every spring.*

Acct 280 Independent Study in Accounting

Acct 290 Special Topics in Accounting

Acct 298 Independent Research in Accounting

Acct 319 Internship in Accounting

EL course.

Acct 339 Corporate Finance and Accounting

Survey of the principles underlying the financial management of the modern corporation. Major topics include: corporate securities, ratio analysis, working capital, management of cash, receivables, inventories, plant assets, short term debt, long term debt, and owner's equity. Prerequisites: Acct-201, Econ-100, Econ-135. *Offered every fall semester.*

Acct 341 Intermediate Accounting I

A study of financial accounting, financial statements, and annual reports with an emphasis on the use of GAAP. Topics of study include an examination of the conceptual framework for financial reporting, the use of time value of money concepts in accounting, the accounting for assets of a business, and accounting for liabilities of a business. Prerequisites: Acct 201, 250. Four credits. *Offered every fall.*

Acct 342 Intermediate Accounting II

A continuation of the study of financial accounting, financial statements and annual reports with emphasis on the use of GAAP. Topics of study include accounting for stockholder equity, revenue recognition, income reporting concepts, accounting for income taxes, and pensions and post retirement benefits. Prerequisite: Acct 341. Four credits. *Offered every spring.*

Acct 345 Advanced Accounting

A study of specialized topics in accounting. Topics include accounting for leases, the statement of cash flows, the concept of full disclosure, accounting for business combinations, consolidation, and foreign currency transactions. Prerequisite: Acct 342. Four credits. *Offered every fall.*

Acct 349 Data Analytics for Accounting

This course will explore emerging trends in data analytics and its growing impact on the accounting profession. Fundamental skills needed to be an analytic-minded accountant will be addressed including the use of data analytic tools in audit, tax, managerial accounting and financial statement analysis. Prerequisites: ACCT 201, 250, and 341. Four credits. *Offered every other spring semesters.*

Acct 353 Cost Accounting

Examination of methods of accumulating and allocating costs of production for purposes of planning and control in organizations. Major emphasis on inventory valuation in job order and process manufacturing, cost allocation methods in organizations, operations budgeting with analysis of variance and capital budgeting, and other decision models. Prerequisites: Accounting 201, 250. QUANT. Four credits. *Offered every spring.*

Acct 356 Federal Income Taxes

The study of federal tax requirements for individuals and business entities. Topics include gross income and deductions, property transactions, and business income of sole proprietorships. Prerequisites: Accounting 201, 250. INFOLIT. Four credits. *Offered every fall.*

Acct 357 Federal Compliance and Tax Planning

The study of compliance requirements for individuals and business entities as set forth by federal taxing authorities. Course will cover in-depth aspects related to federal tax law, administration, and compliance requirements. Advanced taxable transactions and strategic planning will be covered. Students will demonstrate an understanding of technology relating to compliance and tax planning. Prerequisite: ACCT 201, 250 and 354 or 356. Four credits. *Offered every other spring semester.*

Acct 358 Auditing

The primary purpose of this course is to assist students of accounting in understanding the work of the public accountant and to apply the methods and procedures followed in conducting an audit. Topics include: professional ethics, planning the audit, internal control, audit of electronic data processing systems, types of evidence, statistical sampling, and preparation of audit working papers and audit reports. Various case studies and projects will be utilized to demonstrate audit techniques. Prerequisites: Accounting 341, 342. CRITTHNK. Four credits. *Offered every fall.*

Acct 359 Governmental and Not-for-Profit Accounting

A study of the accounting practices applicable to governmental, religious, charitable, and other non-profit organizations. Prerequisites: Accounting 341. Four credits. *Offered alternate odd year in spring.*

Acct 380 Independent Study in Accounting

Acct 385 Capstone in Accounting

A fully integrated accounting course that students take during their senior year at Simpson. The course will integrate topics covered in previous accounting and business courses. Using the case approach, students will analyze research and communicate on various business situations. The course culminates with group and written projects. Prerequisite: Management 131, 231, 333; Economics 101, 135; Accounting 201, 250, 341, 342, 353, 354, 358. COLLABLDR and WRITCOM, DW & DSP. Four credits. *Offered every spring.*

Acct 390 Special Topics in Accounting

Acct 398 Independent Research in Accounting

Economics Courses

Econ 100 Principles of Economics

This course utilizes the analytical approaches and tools of economics to examine current issues and problems that occur in economic systems. Particular focus is paid to the examination of macroeconomic and microeconomic markets, how they determine what is produced, and the role government plays in the allocation of resources. H B S . Four credits. *Offered every semester.*

Econ 135 Applied Statistics

Fundamentals of descriptive and inferential statistics studied through business applications. Topics include central tendency and variability, frequency distributions, elementary probability theory, binomial, normal, and t-distributions, sampling theory, confidence intervals, hypothesis testing, regression analysis. Prerequisite: One of: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Students majoring in a Social Science should take Soc/Psyc 210 rather than this course. Credit will not be given for both Soc 210 or Psyc 215 and Econ 135. QUANT & DA. Four credits. *Offered every semester.*

Econ 180 Independent Study in Economics**Econ 190 Special Topics in Economics****Econ 198 Independent Research in Economics****Econ 210 Environmental Economics**

Examines the linkages between product markets and environmental pollution. The course uses economic analysis to assess the impacts of markets on the environment, investigates potential areas for government intervention, and evaluates the effectiveness of intervention in achieving particular objectives. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate even years, fall semester.*

Econ 219 Employment Experience in Economics**Econ 220 Labor Economics**

An examination of current labor market issues using economic theory. A wide variety of labor market policies such as minimum wage legislation, health and welfare reform, and immigration initiatives are analyzed. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate odd years, fall semester.*

Econ 223 Economics of Poverty

Defines and measures poverty and presents different views of its causes. Explores the effects of government programs on alleviating poverty. Programs analyzed include TANF, AFDC, food stamps, job training, Equal Opportunity policies and negative income tax strategies. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate even years, fall semester.*

Econ 225 Health Economics

Health Economics explores the economic influences and underpinnings of the American health system. Specifically, the course (a) introduces and applies core economic concepts such as the production function of health, opportunity cost, supply of and demand for health services,

competition, cost-effectiveness and cost-benefit analyses, and the impacts of risk, incentives, and choice on behavior; (b) studies how public policy and regulation influence structure, performance, and change; and (c) considers national, state, regional market, organizational, family, and individual levels of analysis. Four credits. Offered Every other spring (beginning spring 2018).

Econ 230 Economic Growth & Development

Eighty percent of the world's population resides in less developed countries (LDCs) within Asia, Africa and Latin America. This course examines theories of economic development, problems currently facing LDCs and programs being used to alleviate poverty around the world. Prerequisite: Econ 100. Four credits. *Offered alternate odd years, spring semester.*

Econ 250 Business Data Analytics

Advances in computer technology have dramatically lowered the cost of gathering data and generating information. Today, organizations in a variety of industries are collecting vast amounts of data and, as a result, there is growing demand for data analytics professionals. Business Analytics integrates economics, statistics, and computer science, and emphasizes quantitative statistical methods in descriptive and predictive analytics such as statistical, mathematical, or numerical analysis of data. The overall objective of the course is to familiarize students with business data (big data), business analytics, and its application in industries. This course introduces fundamental economic concepts and essential statistical tools required to understand business data and analytics. Students will learn how to collect and construct data in a spreadsheet, how to generate data visualization using statistical methods, and how to interpret analytic results to generate insights that lead to better organizational decision making. This course focuses on "hands of" applications using various business data sets and interpretation of results, rather than theory and calculations. Moreover, it covers data mining, simple regression, risk analysis, and simulation. Students use a simple computer software package for data analysis such as Excel or Stata. This course will benefit students interested in Computer Science; Economics; Economics:Finance; Health Services Leadership; Human Resources; Management; Marketing; and Sports Management. Prerequisite: Econ 135. CRITTHNK. Four credits. *Offered fall semesters.*

Econ 260 Data Management & Risk Analysis

As customers' demands and environmental conditions change rapidly, businesses need to be able to respond to these changes promptly. It is therefore imperative that a business can **manage data** in a relational database system and turning data into information for business decision-making to keep abreast of these changes while **mitigating the risks** business face. This intermediate level course provides students with a comprehensive view of the business data lifecycle and quantitative analytic skills. Topics include information on data preparation, creating and utilizing relational databases, business-related data presentation and modeling, and managing data assets for large organizations. Furthermore, students are introduced to an overview of the risks business face and the procedures and theories applicable to assess and mitigate these risks. **Risk analysis** is a highly-valued skill set and is sought by organizations involved in project management, insurance, financial services and within the public sector. **Risk management** is the decision-making process that helps such organizations understand risk and assure the achievement of their goals. This course is intended to provide a understanding of risk analysis with application and discussion of the risk management practices. Prerequisite: Econ 135. Four credits. *Offered fall of even years.*

Econ 280 Independent Study in Economics

Econ 290 Special Topics in Economics

Econ 298 Independent Research in Economics

Econ 319 Internship in Economics

EL course.

Econ 337 Investments and Securities Markets

Application of fundamental and technical analysis techniques to investments in stocks, bonds, options, futures, and other financial instruments. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered every spring.*

Econ 338 Eberhart Student Aid Fund

Students research and select stocks for the ESAF portfolio, investing real dollars, which are part of the College endowment fund. Earnings are used for scholarship support. Two credits. Prerequisite: Economics 337. *Offered every semester. Note: Students may take Economics 338 up to 4 semesters; however, a maximum of 4 credits of Economics 338 may be counted toward a Major in Economics, Major in Economics and Finance or a Minor in Economics. COLLABDR.*

Econ 343 International Trade and Finance

An analysis of the principles of international economic theory and international finance. Prerequisites: Economics 100 or 101 or 102. Four credits. *Offered alternate odd years, fall semester.*

Econ 344 Money and Banking

A presentation of the banking system of the United States with emphasis on monetary theory and the determination, application, and effects of various monetary policies. Prerequisites: Economics 100 or 101 or 102; Accounting 201. Four credits. *Offered alternate even years, fall semester.*

Econ 350 Business Forecasting and Optimization

Business Forecasting and Optimization: Since economic conditions vary over time, changes in the business environment make it necessary to review and evaluate business decisions. Business decision makers must find ways to keep deal with those changes. For instance, a chief financial officer is primarily concerned with the sales, profits, and stock prices. Forecasting is used to predict future events, or conditions and the forecasting process allows business decision makers to make better predictions and decisions with lower risk. Today, many successful firms have taken advantage of business data analysis methods to improve their business decisions. Comprehensive forecasting methods are essential to finding the best decision for a company's success. This course is designed to provide students with an understanding of and practice with the forecasting process and the optimizing methodologies for the real-world business environment. In the first half of the course, students will build the advanced time series models through an in-depth examination of various modern forecasting techniques used in economics. Students will also be given a hands-on experience in various forecasting software. Students will learn how to use various forecasting techniques and how to extract information from data. In the second half of the course, students will study how to optimize for the most effective solution among the alternatives. Students will practice linear and non-linear optimization problems involving the real world data. In this course, students will develop algorithms and algebraic models to select the optimal decision alternative. This course is about developing

decision models to set up, analyze, and solve business problems. Prerequisites: Econ 135, 250, and 260. Four credits. *Offered spring of even years.*

Econ 365 Advanced Microeconomics

A more advanced investigation of economics as it relates to individual units. Topics include consumer behavior and demand, production and cost, the firm and market structures, distribution, general equilibrium, and economic welfare. Prerequisites: Economics 100 or 102, Mathematics 151, Econ 135. INFOLIT and CRITTHNK. Four credits. *Offered alternate even years, spring semester.*

Econ 366 Advanced Macroeconomics

A more advanced investigation of economics as it relates to large sectors of the economy. Topics include national income and output, an investigation of Classical Keynesian, New Classical and New Keynesian macroeconomics and investment, consumption, savings, the money market, the labor market, and growth and development. Prerequisites: Economics 100 or 101; Mathematics 151. INFOLIT and CRITTHNK. Four credits. *Offered alternate odd years, spring semester.*

Econ 380 Independent Study in Economics

Econ 385 Econometrics

Applies statistical methods to test economic theories and make economic forecasts. Students will learn to design, perform and evaluate empirical work in economics. The course, which involves extensive use of statistical software, will culminate in a final project that will integrate economic theory and econometric analysis. Prerequisites: Math 151, Econ 135; Economics 100 or 101 or 102. QUANT, SCIREASON AND WRITCOM, DSP, DW. Four credits. *Offered every fall.*

Econ 390 Special Topics in Economics

Econ 398 Independent Research in Economics

Econ 385 Econometrics

Health Services Leadership Courses

HSLD 110 Introduction to the American Health System

This survey course explores the historical development, current structure and performance, and ongoing reform in the U.S. health care system. Areas of study include (a) types and purpose of health industry organizations (e.g., hospitals, physician practices, outpatient facilities, post-acute and extended care, home health, hospice care, senior living communities, insurance companies, pharmaceutical makers, medical device manufacturers, and biotechnology companies); (b) quality, cost, and access; (c) national health expenditures; (d) population health; (e) roles of government, markets, and individuals; (f) medical terminology; (g) introduction to health industry organizations in the Des Moines/West Des Moines/Indianola region; (h) globalization in health care; and (i) health industry career opportunities. Four Credits. CRITTHNK, LS. Offered every fall.

HSLD 111 Managing and Leading Health Services

This course examines foundational management and leadership theories and their practical applications within health industry organizations. Areas of targeted study include distinctions and overlap between leadership and management, organization design and structure, process management, work teams, organizational communication, motivation, conflict management, employee recruitment and retention, performance evaluation, compensation, planning and organizational change, governance, cultural competence, and diversity. These topics are studied in a wide range of health industry organizations and settings. Attention is given to helping students assess and develop their own management and leadership styles. DW. Four credits. Offered every spring.

HSLD 190 Special Topics in Health Services Leadership**HSLD 198 Independent Research in Health Services Leadership****HSLD 219 Internship in Health Services Leadership****HSLD 240 Aspects of Health Across the Lifespan**

Course coverage areas include (a) wellness, prevention and healthy aging; (b) biological, emotional, cognitive, sociological, cultural, and spiritual aspects of development and aging; (c) managing illness and disease across the lifespan; (d) fundamentals of gerontology and end-of-life decision-making, care, and support; (3) continuum of care and networks of health and medical services (f) ethical implications. Four credits. Offered fall of even numbered years.

HSLD 250 Health Care Financial Management, Reimbursement, Risk, and Health Insurance

This course delves into (a) categories of revenues and expenses in health industry organizations; (b) budgeting, stewardship, basic cost accounting and cost management concepts, pricing, revenue cycle, financial statement analysis, and sources of capital; (c) principles of risk management and insurance from provider and payer perspectives; (d) past, current, and evolving models for delivering and paying for health services; (e) pros and cons of a single payer system; and (f) ethical implications in health services financial management. Prerequisites: HSLD-110. Four credits. Offered every other fall (beginning fall 2017)

HSLD 260 Fundamentals of Health Information Management and Informatics

This course surveys the critical role information systems and information management play in health industry organizations. Course content areas include (a) fundamental hardware, software, and system design concepts; (b) topics in clinical and consumer informatics; (c) introduction to data analysis to support problem solving, decision making, project management, and future planning; (d) survey of current health information systems vendors and products; and (e) ethical and legal implications.

Prerequisites: HSLD-110. Four credits. Offered every other spring (beginning spring 2017)

HSLD 290 Special Topics in Health Services Leadership**HSLD 298 Independent Research in Health Services Leadership****HSLD 310 Health Policy and Reform**

This course discusses, analyzes, and critiques past, current, and developing health policy issues and legislation. Central to the course are (a) examining processes and procedures by which health policy, laws, and regulations are developed, implemented, and modified at the federal and state levels, (b) identifying stakeholders and evaluating their roles in policy formation, (c) assessing the dynamics and impact of politics in health policymaking, and (d) comparing and contrasting how other countries are addressing fundamental health policy issues. DIVSTY & EL. Prerequisites: HSLD-110. Four credits. Offered every other fall (beginning fall 2016).

HSLD 319 Internship in Health Services Leadership

EL course.

HSLD 320 Epidemiology and Population Health Management

This course immerses students into (a) the etiology and distribution of chronic, infectious, and acute diseases and conditions at the individual- and community-levels of analysis; (b) determinants of health; (c) health promotion, disease prevention, and diseases control; (d) measures of risk; and (e) implications for organizational management and leadership. QUANT. Prerequisites: HSLD-110. Four credits. Offered every other spring (beginning spring 2017).

HSLD 330 Assessment and Improvement of Quality and Efficiency

In this course, students will be introduced to, apply, and critique tools and methods for measuring and improving outcomes from both patient and organizational perspectives. Approaches to process and outcome improvement include lean management, six sigma, root cause analysis, value stream mapping, continuous quality improvement, cost effectiveness and cost benefit analyses, decision support, patient and caregiver satisfaction, organizational accreditation processes, and creating a culture of quality. Prerequisites: HSLD-100, HSLD-111. Four credits. Offered every other fall (beginning fall 2017).

HSLD-360 Advanced Analytics for Health Industry Organizations

Massive amounts of data are being generated at ever-increasing rates in the health industry. This course is an immersion into the opportunities, tools, and methods of big data analytics applied in health industry settings. Areas of study and case analysis include structured, semi-structured, and unstructured data; descriptive, predictive, and prescriptive analytics; data visualization; and translating analyses into actionable recommendations to enhance clinical quality, patient safety, utilization, costs, and value. This course is required in the Hospital Inpatient and Outpatient Services focus area (and recommended in the Senior Health Services and Senior Living Communities focus area). Prerequisites: HSLD-110. Four credits. Offered every other spring (beginning spring 2018).

HSLD 375 Administrator-in-Training (AIT) Practicum

The Administrator-in-Training (AIT) Practicum Experience is required of all students seeking licensure as a nursing home administrator, residential care administrator, or assisted living administrator. During the practicum—which is conducted under the direct supervision of an on-site preceptor/executive and is overseen by a Simpson College faculty member—students (a) develop and apply management and leadership skills, (b) broaden and deepen health industry knowledge, and (c) have responsibility for completing a capstone project. In Iowa, presently 720 hours of practicum experience are required for eligibility to sit for the nursing home administration licensure exam. Prerequisites: Senior Standing. 18 credits. Offered every spring.

HSLD 385 Senior Capstone Internship in Health Services Leadership

An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Students will work under a professional in the field. Approved internships will also include a written paper and oral presentation or poster board presentation at the annual research symposium. The Capstone Internship will be an alternative option to the on campus capstone course to fulfill the capstone requirement. Prerequisites: senior standing, approval from HSLD program chair prior to beginning the experience. DSP & EL Four credits. Offered every fall, spring, May and summer terms.

HSLD 386 On Campus Senior Capstone Course in Health Services Leadership

In lieu of an internship, students may complete the capstone requirement by enrolling in an on campus course aimed at building competencies needed by leaders in health services organizations. Students will utilize the ACHE Healthcare Executive 2017 Competencies assessment tool to recognize their personal competencies profile and address areas of need under the guidance and mentorship of professionals in the field. Prerequisites: declared major, senior standing, approval from HSLD program chair prior to registration. Four credits. Offered spring semesters.

HSLD 390 Special Topics in Health Services Leadership

HSLD 398 Independent Research in Health Services Leadership

Management Courses

Magt 100 REACH-Real Entrepreneurs are Creating History

REACH (Real Entrepreneurs Are Creating History) is a course open to students from all majors. REACH is a program that immerses students into the world of creativity, networking and start-ups as well as providing the basics students need to know to start and grow a venture. The course focuses on both the for-profit and non-profit sectors. It will be a resource for those who wish to start entrepreneurial ventures, but is also valuable of all students wishing to develop career skills. REACH is a non-traditional course that utilizes both outside speakers and student mentors to help lead the class and makes use of workshops to complement class. REACH is offered every semester and may be repeated. COLLABLDLDR & EL. One credits. *Offered every semester.*

Magt 131 Management Concepts

An introduction to the principles of management including planning, organizing, staffing, leading, controlling and strategies. HBS. Four credits. *Offered every semester.*

Magt 145 Management Information Systems and Business Intelligence

This course covers the fundamentals of information systems with an emphasis on business intelligence systems. The latest advances in these systems are covered along with topical references to ethical and societal issues. This course is designed to help students function more effectively and efficiently as managers, decision makers, and leaders in the business world. Students learn to use data analysis software for summarization and visualization of critical business data. Prerequisite: Experience using Microsoft Excel and Access. Same as CIS 145.

Four credits. *Offered every semester.*

Magt 180 Independent Study in Management

Magt 190 Special Topics in Management

Magt 198 Independent Research in Management

Magt 200 Collegiate Entrepreneurs' Organization

Collegiate Entrepreneurs' Organization is part of a premier global network of collegiate entrepreneurs whose purpose is to inspire, connect and promote entrepreneurship on college campuses around the world. Students will develop leadership, project management, communications and business skills through participation in this class. Specific activities include analyzing business opportunities, conducting marketing research, and developing and executing business plans. The course is suitable for students interested in either for-profit or not-for-profit organizations. EL. One credit (may be repeated for credit.) *Offered fall and spring semesters.*

Magt 219 Employment Experience in Management

Magt 221 Social Entrepreneurship

Social entrepreneurship is a rapidly developing field of business in which entrepreneurs are using business methods to help solve social and environmental challenges otherwise ignored. This course will focus on using entrepreneurial skills to craft innovative responses to these social problems, utilizing both profit and non-profit structures to create social value. Students will be expected to develop a business plan summary and investment "pitch" to scale a social enterprise. Four credits. *Offered every spring.*

Magt 231 Business Law and Ethics I

Law, legal and ethical theories, a review of the judicial system, and legal principles applied in business. Major topics include torts, alternative dispute resolution, contracts, and intellectual property. Ethical issues of each topic are considered. LS. Prerequisites: Management 131 and sophomore standing. *Offered every fall.* Four credits.

Magt 232 Business Law and Ethics II

A continuation of Management 231, including agency, employment, forms of business organization, Uniform Commercial Code Articles 2, 3 and 9, debtor creditor law, and government regulation. Ethical issues of each topic are considered. Prerequisite: Management 231. *Offered every spring.* ETHICS. Four credits.

Magt 280 Independent Study in Management

Magt 290 Special Topics in Management

Magt 298 Independent Research in Management

Magt 300 Project Management

This course covers managing a project start up, scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management

software will be used to provide students with hands-on experience in a business environment. Four credits. Same as CIS 300. COLLABLDR and WRITCOM. *Offered every fall.*

Magt 310 Introduction to Health Care Systems in the U.S.

This course will examine how the health care system in the U.S. is structured and how it functions. Various topics will be studied including: access to health care, spending, reimbursement, the role of government, types of health care workers, quality, and issues of supply and demand. Prerequisites: Econ 100, Magt 131, Acct 201 and Mktg 234. Four credits. *Offered every fall.*

Magt 319 Internship in Management

EL course.

Magt 323 Human Resource Management

Review and analysis of policy, practice, and decision making in the management and administration of organizations' human resources functions. Primary frame of reference will be attracting, maintaining and retaining appropriate organization members. Consideration of legal and ethical issues will be included. Students will participate in group projects requiring research, analysis and presentation. Prerequisites: Management 131, 231. ORALCOM. Four credits. *Offered alternate years.*

Magt 324 Small Business Management

Introduction to the fastest growing segment in the U.S. economy. In this course students experience a hands-on approach by writing a business plan. Prerequisites: Management 131 and Accounting 201. INFOLIT. Four credits. *Offered alternate years.*

Magt 333 Organization and Behavior

This course is a study of the behavioral aspects of life within organizations, examining the individual, group and structural dimensions. Students participate in a semester-long group project culminating in a formal group presentation. It is suggested, but not required, that students take introductory courses in Psychology or Sociology before taking this course. Prerequisites: Management 131 and junior standing. COLLABLDR and ORALCOM. Four credits. *Offered every fall.*

Magt 340 Labor and Industrial Relations

An historical and analytical coverage of the relationship between organized labor and management, both in the private and public sectors. Course requirements include service activities with either management or labor side practitioners. Prerequisites: Management 131, 231 and either Accounting 201 or Economics 100. Class is best suited for juniors/seniors. COLLABLDR. Four credits. *Offered alternate years.*

Magt 345 Principles of Insurance

Introduction to concepts of risk, risk management and insurance generally as a risk-handling method. The consumer (individual and/or business) side of insurance contract focuses on identification of insurable risks and selection of insurance products. Coverage of insurer issues includes the government as insurer (e.g., unemployment compensation) and government regulation of insurance. Prerequisites: Management 131, 231 and sophomore standing. Four

credits. *Offered alternate years.*

Magt 350 Management and Administration of Healthcare Organizations

This course will examine the organizational and operational aspects of various types of health care organizations. Various topics will be studied including: organizational structure, leadership, human resource issues, financial models, budgeting, and internal control. Prerequisites: Econ 100, Magt 131, Acct 201 and Mktg 234. Four credits. *Offered every spring.*

Magt 380 Independent Study in Management

Magt 385 Senior Seminar in Strategic Management

This is an advanced course in management and should be taken as a capstone course during the student's senior year. Utilizing the case approach, the student will apply concepts of management, accounting, marketing, economics, and finance in case situations. The cases will cover a large number of companies engaged in widely diversified activities. Emphasis will be placed on policy formulation and top management decisions. Students will form small groups for the semester and perform a strategic case analysis of a company for their project, resulting in a collective written analysis and a formal group oral presentation. Prerequisites: Management 131, 333; Marketing 234; Econ 135; Economics 100, 339; Accounting 201. INFOLIT and WRITCOM, DSP, DW. Four credits. *Offered every semester.*

Magt 390 Special Topics in Management

Magt 398 Independent Research in Management

Marketing Courses

Mktg 180 Independent Study in Marketing

Mktg 190 Special Topics in Marketing

Mktg 198 Independent Research in

Marketing Mktg 219 Employment

Experience in Marketing

Mktg 234 Marketing

An analysis of the forces that influence existing and potential demand for goods and services and the role of marketing theory and technique in creating product and service offerings to satisfy this demand. Students interested in a Marketing major or minor should take this course in their sophomore year. Prerequisite: Management 131. Four credits. *Offered every semester.*

Mktg 240 Advertising Practicum

Training and supervised practical experience in managing, selling, servicing and designing advertisements for publication in *The Simpsonian* student newspaper. Prerequisite:

Permission of instructor. Two credits.

Mktg 280 Independent Study in Marketing

Mktg 290 Special Topics in Marketing

Mktg 298 Independent Research in Marketing

Mktg 319 Internship in Management

Mktg 328 Not-for-Profit and Services Marketing

The service sector comprises seventy-five percent of the United States economy; this course examines the challenges and opportunities facing managers at not-for-profit organizations and service providers such as advertising agencies, educational institutions, hospitals, law and accounting firms, and religious organizations, among others. These organizations offer “products” that are characterized by intangibility, perishability, variability, and inseparability. This course should be of interest to students studying management and marketing as well as those who are majoring in political science and pre-law, health services leadership, religion, and sports management. Prerequisites: Mktg 131 and Mktg 234. Four credits. *Offered fall of even numbered years.*

Mktg 336 International Marketing

This course begins with a survey of the economic, cultural, political, and financial environments that affect an enterprise's marketing activities outside its home country. Next, various options for market entry are examined, including licensing, joint ventures, ownership, and strategic alliances. The stages of development of today's global and transnational corporations are compared and contrasted. Finally, the impact of these factors and forces on the marketing mix is examined in detail. Particular attention is paid to the issue of standardization versus localization of global marketing programs. Prerequisites: Management 131; Marketing 234; Economics 100 or 101 or 102. GLOBAL and WRITCOM and INFOLIT. Four credits. *Offered every fall.*

Mktg 338 Innovation, Entrepreneurship, and New Product Marketing

Managing innovation means initiating change; entrepreneurship involves recognizing and seizing marketing opportunities; new product marketing requires going against the odds since most new product concepts never reach the market. This course is designed to introduce students to the managerial processes required to develop, nurture, and market new products, technologies, and services. Prerequisites: Management 131; Marketing 234; Economics 100 or 101 or 102. Four credits. *Offered alternate years.*

Mktg 341 Digital Marketing Strategies

A survey of the processes involved in creating and implementing integrated marketing communications programs within the context of an organization's overall marketing effort. Particular attention will be paid to the forces and factors disrupting the traditional advertising business model as the shift to digital communication channels gathers momentum. Prerequisites: Management 131; Marketing 234. Four credits. *Offered spring of odd numbered years.*

Mktg 380 Independent Study in Management

Mktg 390 Special Topics in Marketing

Mktg 398 Independent Research in Marketing

Chemistry and Physics

Brustkern, Ditzler, Lyons, Olsgaard

Department Mission Statement

The Department of Chemistry and Physics offers a complete and diverse curriculum, which provides students with the tools to understand and to utilize the chemical and physical nature of the world around them. Introductory courses provide both science majors and liberal arts students with the basic knowledge and critical thinking skills needed to become informed citizens and with further study good scientists. More advanced courses provide students with the firm foundation in chemical and physical principles needed for advanced study or for employment in fields related to the major. The courses available in the department allow students the flexibility to shape their course choices to reflect their individual interests. Project based labs, undergraduate research projects and seminar classes give students a firsthand appreciation of chemistry and physics as experimental sciences. The department supports an active research program involving students and participation is encouraged.

The Department of Chemistry and Physics offers majors in chemistry, biochemistry, biochemistry/forensics, physics and physics- engineering. In addition, the department offers minors in chemistry, physics, and forensic science, as well as coordinates the dual-degree engineering program. Students may, with permission of the department, test out of any course, with or without credit.

Chemistry Major

The chemistry major can prepare students for graduate study in chemistry, for teaching chemistry at the high school level, or for a career as a professional chemist in government or industrial labs. In addition, a chemistry major can prepare students for work in such fields as environmental control or science marketing and sales.

The basic chemistry major consists of 10 courses plus a Capstone Course as shown below. Depending on a student's intended application of the major, additional courses may be advisable. Students should consult with a faculty member in the department to determine what additional courses would best meet their needs. For example, the additional courses suggested for students planning on graduate work in chemistry are listed below.

Students will complete ten courses plus a capstone as follows:

Required:

Chem 101 General
Chemistry I
Chem 102 General
Chemistry II | Chem 201
Organic Chemistry I Chem
202 Organic Chemistry II
Chem 205 Quantitative
Analysis
Chem 301 Physical
Chemistry
Chem 330 Biochemistry
Math 151 Calculus I
Phys 191 General Physics
I Phys 192 General
Physics II

Capstone:

Chem 385 Capstone Writing & Presentation (.5
course) And
Chem 369 Chemistry Seminar (.5 course)

Or

Chem 319 Research/Internship

Or

Chem 398 Research

Capstone Experience – The department allows students to fulfill the requirement of a capstone experience in a variety of ways. Students can combine a summer research experience (like an REU), an internship, a seminar (Chem 369 or 370) and/or on campus research experience (Chem 398) with Chem 385 – Capstone Writing and Presentation to complete the capstone requirement. Students using a seminar as part of the capstone experience will need to complete a literature review of a topic

explored in the seminar as a basis for their paper and presentation in Chem 385.

Students interested in graduate work should plan on taking the following additional courses:

Chem 302 Physical Chemistry II
Chem 303 Physical Chemistry lab (.5 course)
Chem 307 Instrumental Analysis
Chem 369 Chemistry Seminar (.5 course)
Chem 398 Independent Research
Chem 350 Advanced Organic Chemistry
Chem 290 Introduction to Nanoscience
Chem 290/390 courses (as offered)
Math 152 Calculus II

Chemistry Minor

A chemistry minor will consist of five chemistry courses in the department which must include Chemistry 101 and 102, at least one course in Organic Chemistry (201,202), and at least one course in Analytical Chemistry (205, 307). The elective course must be approved by the department. In addition, competency in algebra (Math 130) is expected. The typical minor will be as follows:

Students will complete five courses as follows:

Required:

Chem 101 General Chemistry I
Chem 102 General Chemistry II

Choose one of the following:

Chem 201 Organic Chemistry I
Chem 202 Organic Chemistry II

Choose one of the following:

Chem 205 Quantitative Analysis
Chem 307 Instrumental Analysis

Choose one Chemistry Elective

Must be approved by the department.

Biochemistry Major

The biochemistry major is intended to prepare students for advanced study in areas such as biochemistry, biotechnology, medicinal chemistry, and the health sciences including medical school. It is also excellent preparation for students interested in careers in the area of cell and molecular biology and medical research.

A biochemistry major consists of a series of required courses in chemistry and biology plus at least 8 credits of biology and chemistry electives. Students planning to pursue advanced study are strongly encouraged to participate in research projects and to consider additional electives in their area of interest. Supporting courses in mathematics and physics are also.

Students will complete ten and a half courses plus a capstone as follows:

Required:

Chem 101 General Chemistry
I
Chem 102 General Chemistry
II
Chem 201 Organic Chemistry
I
Chem 202 Organic Chemistry
II
Chem 301 Physical Chemistry
Chem 330 Biochemistry
Chem 330L Cellular Biochemistry Laboratory (.5
course)
Biol 111 Principles of Biology II
Biol 334 Cell Biology
Biol 363 Genetics & Molecular Biology
Math 151 Calculus I

Capstone:

Biol/Chem 386 Capstone Writing and Presentation in Biochemistry (.5
course) And
Biol/Chem 370 Biochemistry Seminar (.5
course) And/Or
Biol/Chem 398 Independent Research

Capstone Experience – The department allows students to fulfill the requirement of a capstone experience in a variety of ways. Students can combine a summer research experience (like an REU), a seminar Biol/Chem 370) and/or on campus research experience (Biol/Chem 398) with Chem 386 – Capstone Writing and Presentation to complete the capstone requirement. Students using a seminar as part of the capstone experience will need to complete a literature review of a topic explored in the seminar as a basis for their paper and presentation in Chem 386.

For those students planning on going to graduate school in a field related to Biochemistry, the additional following course are recommended:

At least 2 additional electives selected from the following:

Biol 251 Microbiology
Biol 285 Developmental Biology
Chem 205 Quantitative Analysis
Chem 307 Instrumental Analysis
Biol/Chem 398 Independent

Research Biol/Chem 290/390
Special Topics

Recommended supporting classes:

Physics 151/152 or 191/192
Math 152

Biochemistry/Forensic Science Major

The Biochemistry/Forensic Science major is intended to prepare students to obtain entry-level jobs in labs performing forensic analyses, go on to graduate work in Forensic Science, or to provide a good foundation for advanced degree work in areas such as chemistry, biochemistry, forensics, molecular or cell biology, or related technology fields.

In addition to a series of typical biology and chemistry courses, supporting work in math, physics and forensics/criminal justice is required. Transfer students are welcome and may be able to complete many of the required courses before entering this program. Students intending to seek entry level forensic positions after graduation are strongly encouraged to enroll in an internship.

Students will complete ten courses plus a capstone as follows:

Required:

Chem 101 General Chemistry I
Chem 102 General Chemistry
II
Chem 201 Organic Chemistry I
Biol 111 Principles of Biology II
Biol 363 Genetics & Molecular
Biology
Any Statistics Course (Psyc 215, Soc 210, or Math 135)

Choose one of the following:

Chem 307 Instrumental
Analysis
Chem 205 Quantitative Analysis

**Electives-Choose three courses from the following:
(at least one and no more than two of which are CJ courses)**

Chem 205 Quantitative Analysis (if not used above)
Chem 307 Instrumental Analysis (if not used
above)
Chem 202 Organic Chemistry
Chem 330 Biochemistry
Biol 334 Cellular Biology
CJ 101 Introduction to Criminal Justice
CJ 224 Police and Society
CJ 343 Criminology
CJ 360 Criminal Law and Legal Process

Capstone:

Chem 309 Introduction to Forensic
Science and
Biol/Chem 319 Internship (Variable credit) (Or-Biol/Chem 398 Independent Research)
and
Biol/Chem Capstone Course

Capstone Experience – Students will use their experience in Biol/Chem 319 and/or Biol 309 as the basis of the writing requirement in Chem 387.

To increase a student's competitiveness for employment or for students planning on going to graduate school in a field related to Biochemistry/Forensics, the additional following courses are recommended: all of the electives listed for the major above, at least 2 additional electives selected from the following:

Biol 225 Physiology
Biol 251
Microbiology
Biol 340
Immunology
Chem 301 Physical Chemistry
Biol/Chem 398 Independent Research
And all of the supporting courses listed
below:
Phil 250 Applied Ethics
Math 151 Calculus I
Math 152 Calculus II
Physics 151/152 or
191/192

Forensic Science Minor

The forensic science minor is intended for law enforcement personnel, and persons in other fields, for whom a basic knowledge of forensic techniques and the science on which they are based would be helpful. Students intending to fulfill this minor are strongly urged to consult with the forensic science advisor.

Students will complete seven courses as follows:

Required:

Chem 101 General Chemistry I
Chem 102 General Chemistry II
Biol 111 Principles of Biology II
CJ 101 Introduction to Criminal Justice
CJ 260 Criminal Law and Legal Process
Soc 210 Statistics for the Social Sciences

Choose one course from the required or elective courses for the Biochemistry/Forensic Science major.

Chemistry Courses

Chem 101 General Chemistry I

The first course in a two course sequence of general chemistry for science majors. Among the topics usually covered this semester are elements, compounds and nomenclature; reactions and stoichiometry; reactions in aqueous solution; atomic structure, bonding and molecular structure; energy in chemical reactions; and an introduction to organic chemistry. QUANT and SCIREASON, SI. Four credits.

Chem 101D Discussion: General

Chemistry I Chem 101L Laboratory:

General Chemistry I

Chem 102 General Chemistry II

The second course in a two course sequence of general chemistry for science majors. Among the topics usually covered this semester are the properties of gasses, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. Lab is included. QUANT. Four credits.

Chem 102D Discussion: General

Chemistry II Chem 102L Laboratory:

General Chemistry II Chem 150

Chemistry & Society

An introduction to the nature of science and the fundamental concepts of matter and energy in relation to everyday life. Topics may include household products, food, and energy issues including the impact of energy use on the environment. The atomic/molecular nature of matter is emphasized. Designed for the non-major. Includes 1 lab each week. SCIREASON. Four credits.

Chem 150L Laboratory: Chemistry & Society

Chem 155 Environmental Chemistry

An introduction to chemistry and chemical analysis with emphasis on the chemistry of the environment. Topics include the atmosphere and atmospheric pollution, and water and water pollution. Environmental issues examined from a chemical perspective are the ozone layer, climate change, acid rain and energy production. The focus of the laboratory is on methods for analyzing chemical samples. The course is designed as a first course for the non-major and

students interested in environmental science. QUANT and SCIREASON. Four credits

Chem 155L Laboratory: Environmental Chemistry

Chem 180 Independent Study in Chemistry

Chem 190 Special Topics in Chemistry

Chem 198 Independent Research in Chemistry

Chem 201 Organic Chemistry I

Covalency; coordinate covalency; directionality; organic nomenclature, stereochemistry; functional groups. Prerequisite: Chemistry 101. Four credits.

Chem 201D Discussion: Organic Chemistry

I Chem 201L Laboratory: Organic Chemistry

I

Chem 202 Organic Chemistry II

A continuation of Chemistry 201, involving additional functional groups and stereochemistry, reaction mechanisms, reaction intermediates, and energetics of covalent compound reactions. Prerequisite: Chemistry 201. Four credits.

Chem 202D Discussion: Organic Chemistry

II

Chem 202L Laboratory: Organic Chemistry II

Chem 205 Quantitative Analysis

Periodicity; separations, identifications, gravimetry, titrimetry, equilibrium calculations. Prerequisite: Chemistry 102. QUANT. Four credits.

Chem 205L Laboratory: Quantitative Analysis

Chem 219 Employment Experience in

Chemistry

Chem 280 Independent Study in Chemistry

Chem 290 Special Topics in Chemistry

Chem 298 Independent Research in Chemistry

Chem 301 Physical Chemistry I

Topics in chemical thermodynamics and chemical kinetics. Prerequisites: Chemistry 102, Mathematics 151. QUANT. Four credits.

Chem 302 Physical Chemistry II

An introduction to quantum mechanics and atomic and molecular spectroscopy. Miscellaneous topics in physical chemistry. Prerequisites: Chemistry 102, Mathematics 151, and Physics 152 or 192. Four credits.

Chem 303 Experimental Physical Chemistry

Laboratory experience in physical chemistry primarily in the areas of thermodynamics and kinetics. Other topics may be included. The course focuses on the collection and analysis of experimental data and the writing of formal lab reports. One lecture and one lab per week. Corequisite: Chem 301. WRITCOM. Two credits.

Chem 307 Instrumental Analysis

Experience in modern chemical instrumental analysis in the areas of spectroscopy, chromatography, fluorimetry, and polarography. Explorations of instrumental response and data analysis. Prerequisite: Chemistry 205 or permission of instructor. QUANT. Four credits.

Chem 307L Laboratory: Instrumental Analysis

Chem 309 Introduction to Forensic Science

This course provides a survey of a wide variety of topics in forensic science, from fingerprints to DNA. The topics and theories discussed in lecture will be put into practice in the laboratory. Upon successful completion of the course, students will be better equipped to join a forensic science lab, or pursue an advanced degree in forensic science. Four credits.

Chem 319 Internship in Chemistry

Chem 330 Biochemistry

An introduction to the chemistry of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids. Topics may include enzymes, kinetics, energetics, metabolic pathways, cofactors, hormones, chemistry of genetics, and the chemistry of physiological activity. Prerequisites: Chemistry 202 and preferably Chemistry 205 or permission of the instructor. Four credits.

Chem 330L Cellular Biochemistry Laboratory (Same as Biology 334L)

This laboratory course, which accompanies either Cell Biology (Biol 334) or Biochemistry (Chem 330), offers experience in the purification, identification, characterization, and analysis of one of the most interesting and diverse macromolecules – proteins. One three-hour lab per week.

Prerequisite: Biol

334 or Chem 330 or concurrent enrollment in one of the courses. QUANT and WRITCOM. Two credits.

Chem 350 Advanced Organic Chemistry

Advanced topics selected from the field of organic chemistry. Prerequisite: Chemistry 202

or permission of instructor. INFOLIT. Four credits.

Chem 351 Advanced Inorganic Chemistry

Advanced topics selected from the field of inorganic chemistry. Prerequisite: Chemistry 201 or permission of the instructor. Four credits.

Chem 369 Chemistry Seminar

This seminar is part of the capstone experience for all Chemistry majors. The course is, however, open to other qualified students, who wish to explore current trends in Chemistry. The course will begin with a focus on topics and paper selected by the faculty and move on to topics selected by the participants. Students will read current scientific literature and will present their paper to the seminar in small groups. The course is designed specifically to teach students how to read scientific papers, how to analyze them critically and how to present them to a scientifically literate audience. Prerequisite: Chemistry 202. INFOLIT. Two credits.

Chem 370 Biochemistry Seminar

This seminar is part of the capstone experience for all Biochemistry majors. The course is, however, open to other qualified students who wish to explore current trends in biochemistry and cell biology. The course will begin with a focus on topics and papers selected by the faculty and move on to topics selected by the participants. Students will read current scientific literature and will present their paper to the seminar in small groups. The course is designed specifically to teach students how to read scientific papers, how to analyze them critically and how to present them to a scientifically literate audience. Same as Biology 370. INFOLIT and ORALCOM. Two credits. Prerequisites: Chemistry 330 or Biology 334.

Chem 380 Independent Study in Chemistry

Chem 385 Capstone Writing and Presentation

This course combined with a summer research experience, internship (Chem 319), seminar (Chem 369 or 370) or on campus research experience (Chem 398) will be the capstone for the chemistry, biochemistry and forensic science biochemistry majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM, DW, DSP. Two credits.

Chem 386 Capstone Writing and Presentation in Biochemistry

This course combined with a summer research experience, internship (Biol/Chem 319), seminar (Biol/Chem 370) or on campus research experience (Biol/Chem 398) will be the capstone for the biochemistry majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM, DSP, DW. Two credits.

Chem 387 Capstone Writing and Presentation in Biochemistry/Forensic Science

This course combined with a summer research experience, internship (Biol/Chem 319), seminar

(Biol/Chem 370 or Chem 369) or on campus research experience (Biol/Chem 398) will be the capstone for the biochemistry/Forensic Science majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM, DSP, & DW. Two credits.

Chem 390 Special Topics in Chemistry

Chem 398 Independent Research in Chemistry

Investigations in any of the areas of chemistry. Students will be required to present both written and oral reports of their research work. Open to chemistry majors and minors with permission of the department head. One to four credits.

Physics

Several program options are available to students interested in Physics and Engineering: a traditional Physics major, a Physics-Engineering major for dual-degree engineering students on a 3-2 transfer schedule, and a physics minor. A strong mathematical foundation is essential for physics and engineering. Therefore, students majoring in physics should begin the calculus sequence (starting with Math 151) as soon as possible, preferably during their first semester at Simpson.

Introductory physics

courses are available at appropriate levels for students majoring in the sciences or for liberal arts students.

Physics Major

The Physics major is intended to prepare students for advanced study in physics or engineering, for teaching high school physics, for a career in industrial research and development, government research laboratories, or any career involving quantitative problem solving and analysis. The requirements for the Physics major are as follows:

Students will complete 12.25 courses plus capstone as follows:

Required:

Phys 191 General

Physics I Phys 192

General Physics II Phys

230 Modern Physics

Phys 271 Experimental Physics I (.5

course) Phys 370 Physics Seminar (.25
course)

Choose two of the following four courses:

Phys 310 Thermal Physics

Phys 320 Classical

Mechanics Phys 340

Electromagnetic Fields Phys
360 Quantum Mechanics

Choose two and a half courses:

Physics Electives: 200-level or above

Capstone:

Phys 385 Capstone Completion (no credit)

Required Supporting Courses:

Math 151

Calculus I Math

152 Calculus II

Math 251

Calculus III

Math 345 Differential Equations

In addition to the required courses specified above, physics students are encouraged to consider additional physics electives according to their career goals as well as the following supporting courses: Math 255 Linear Algebra, CmSc 150 (155) Fundamentals of Computing I (II), and Chem 101 (102) Bonds and Structures I (II). For those students interested in graduate school in physics (or closely related area) it is virtually imperative to take all four of the 300-level physics theory courses: Phys 310 Thermal Physics, Phys 320 Classical Mechanics, Phys 340 Electromagnetic Fields, and Phys 360 Quantum Mechanics.

Physics Capstone

The physics capstone will require a student to demonstrate advanced and/or integrated disciplinary knowledge in the context of an approved experience, such as a research project. The capstone experience will culminate in a written and oral report directed to the student's scientific peers. The capstone experience will normally be based on one of the following: summer research in physics (including at another institution), on campus physics research (Phys 398), an appropriate internship, student teaching in physics, or additional exploration of an approved topic such as from Physics Seminar (Phys 370) or Experimental Physics II (Phys 371). Ideally students should begin planning this experience with a member of the physics faculty by spring of their junior year. Enrollment in Physics 385 Capstone Completion in Physics is required to verify satisfactory completion of the capstone. Note: Students whose capstone experience is student teaching in physics are not required to enroll in Physics 385 (neither is any other paper or oral report required).

Physics - Engineering Major

This major is only available to dual-degree students who transfer to an accredited engineering school. A maximum of 32 credits may be transferred back to Simpson College from the engineering school.

Students will complete 14 courses as follows:

Required:

Phys 191 General Physics I
Phys 192 General Physics II
Phys 230 Modern Physics
Phys 271 Experimental Physics I (.5 course)

Phys/Engr 250 Statics

Or

ESE 230 Introduction to Electrical and Electronic Circuits
(Available through Washington University, St. Louis, MO – J-Term)

Choose one course from the following:

Phys 310 Thermal Physics Phys
320 Classical Mechanics Phys
340 Electromagnetic Fields Phys
360 Quantum Mechanics

Engineering Electives 300- level or above (10 credits) transferred from engineering school

Required Supporting Courses:

Chem 101 General Chemistry I
CmSc 150 Introduction to Programming
Math 151 Calculus I
Math 152 Calculus
II Math 251
Calculus III
Math 345 Differential Equations

In addition to the above required courses, students should consider taking Math 255 Linear Algebra and be careful to meet any other specific course requirements of their chosen engineering program.

Physics-Engineering Capstone

The capstone of the Physics-Engineering major is the successful completion (and transfer back to Simpson College) of 10 credits of Engineering coursework, 300-level or above, from an accredited engineering school.

Physics Minor

A minor in physics consists of a two course introductory core and at least 10 credits (2.5 courses) of physics courses numbered 200 or higher. Some upper-level courses emphasize applied areas of physics. This is intended to make the minor in physics especially practical to students of engineering, physics education, chemistry, and mathematics. Although either Principles of Physics (151/152) or General Physics (191/192) will satisfy the core requirement for the minor, students satisfying the core requirement with the non-calculus based Principles of Physics (151/152) should realize that calculus is a pre-requisite for some 200- and 300-level courses.

Students will complete five or six courses as follows:

Required:

Phys 191 General Physics I
and
Phys 192 General Physics II

Or

Phys 151 Principles of
Physics I And
Phys 152 Principles of Physics II

Electives:

Choose 2.5 courses of physics electives numbered 200-level and above.

Physics Courses

Phys 101 Introduction to Astronomy

This course is a one semester survey of astronomy designed for non-science majors. The course covers topics such as the planets, the Sun, stars, galaxies, black holes, dark matter, cosmology and the search for extrasolar planets. A weekly lab accompanies the course and covers the unaided and telescopic observations of the night sky, methods of astronomical measurement, data analysis and astronomical modeling. QUANT. Four credits.

Phys 101L Laboratory: Introduction to Astronomy

Phys 121 Ideas in Physics

A qualitative introduction to physics for liberal arts majors or students who want a one semester introduction. The conceptual understanding of physics principles rather than their mathematical application is emphasized. The topics covered may vary each semester but will be selected from forces and motion, the properties of matter, heat, light, sound, electricity, magnetism, and relativity. Laboratory accompanies course. Four credits.

Phys 121L Laboratory: Ideas in Physics

Phys 151 Principles of Physics I

An introduction for science majors to the principles of physics and their applications using algebra and

trigonometry. This first semester of a two semester sequence with 152 will generally cover mechanics, heat, sound, and the properties of matter. Laboratory accompanies course. Prerequisites: Mathematics 130 and Mathematics 131 or Math ACT of 24 or higher. QUANT and SCIREASON, SI. Four credits.

Phys 151L Laboratory: Principles of Physics

I Phys 152 Principles of Physics II

A continuation of Physics 151. Topics covered this semester generally include electricity, magnetism, light, optics, and modern physics. Laboratory accompanies course. Prerequisite: Physics 151. Four credits.

Phys 152L Laboratory: Principles of Physics

II Phys 180 Independent Study in Physics

Phys 190 Special Topics in Physics

Phys 191 General Physics I

A two semester, calculus based, sequence with Physics 192 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity, magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Mathematics 151 or concurrent enrollment. QUANT and SCIREASON, SI. Four credits.

Phys 191L Laboratory: General Physics

I Phys 192 General Physics II

A two semester, calculus based, sequence with 191 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Physics 191 and Mathematics 151. Four credits.

Phys 192L Laboratory: General Physics II

Phys 198 Independent Research in Physics

Phys 210 Introduction to Laser Science

This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q- switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, and spectroscopy. Same as Engineering 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four credits.

Phys 210L Laboratory: Introduction to Laser Science

In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as

various applications such as spectroscopy.

Phys 230 Modern Physics

A basic introduction to quantum physics. Topics include: blackbody radiation, photoelectric effect, Bohr atom, Heisenberg Uncertainty Principle, wave functions, the Schrodinger Equation, expectation values, and applications of quantum concepts to atomic and nuclear physics.

Prerequisite: Physics 192 and Math 251 or concurrent enrollment. Four credits.

Phys 250 Statics

Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, radius of gyration, internal forces, shear and bending moment diagrams. Same as Engineering 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Four credits.

Phys 270 Sophomore-Junior Seminar

This course is designed for sophomore and junior physics and engineering majors. Its purpose is to introduce students to a modern area of research, teach them to find and read scientific literature, and orally present scientific information. Topics will vary each year. This course runs concurrently with Physics 370 Physics Seminar. Prerequisites: Phys 192. One credit. Offered every fall. May be repeated for credit.

Phys 271 Experimental Physics I

An introduction to methods in experimental physics including basic electronics and instrumentation, data acquisition and analysis, and report writing. Experimental subject areas may include the measurement of fundamental constants, electron, optical, atomic and nuclear physics, magnetic torque, atomic spectroscopy and lasers. Two lecture-lab sessions per week. Pre-requisite: Physics 230 or concurrent enrollment. QUANT, SCIREASON, WRITCOM, and DW. Two credits.

Phys 280 Independent Study in Physics

Phys 290 Special Topics in Physics

Phys 298 Independent Research in Physics

Phys 310 Thermal Physics

Topics in classical and statistical thermodynamics including heat, temperature, work, heat capacity, micro and macrostates, entropy, Einstein solids, ideal gases, heat engines, free energy, and the Boltzmann distribution. Prerequisite: Physics 192 required, Phys 230 or Chem 101 recommended. Four credits.

Phys 320 Classical Mechanics

An intermediate-level course in mechanics beginning with Newton's Laws. Topics include: projectiles, oscillations, damping, resonance, rotating coordinate systems, Coriolis forces, conservation laws, angular momentum, central forces, systems of particles, moments of inertia, rigid body rotation. The course emphasizes solutions to ordinary differential equations, and the use of cylindrical and spherical coordinate systems. Prerequisites: Physics 191 and Math 345, or permission of instructor. Four credits.

Phys 340 Electromagnetic Fields

A study of the electromagnetic field: vector calculus, electrostatics, magnetostatics, induction, Maxwell's equations and electromagnetic waves. The development and application of Maxwell's Equations comprises the core of this study. Other topics may include: Laplace's and Poisson's Equations, method of images, multipole expansion, dielectrics, magnetic properties of materials, vector potentials, and wave-guides. Prerequisites: Physics 192 and Math 345. Four credits.

Phys 360 Quantum Mechanics

Introduces the postulates and principles of quantum mechanics. Solutions to the Schroedinger Equation, square wells, tunneling, scattering, the uncertainty principle, eigenvalue problems, Hermitian operators, angular momentum, spin, hydrogen atom, two-particle systems, time-independent perturbation. Prerequisites: Math 345 and Phys 230 or Chem 302. Four credits.

Phys 370 Physics Seminar

This seminar is a course for students who are interested in current trends in physics. The course will begin with a focus on background information in one or two selected topics and then move on to individual student investigations in these areas. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. This course is designed to allow students to enhance and demonstrate their skills in analyzing and presenting scientific concepts. Prerequisite: Senior status or permission of instructor. INFOLIT, ORALCOM and DS. One credit.

Phys 371 Experimental Physics II

An introduction to advanced experimental techniques and instrumentation in physics including lock-in amplifiers, vacuum systems and lasers, electronics, data acquisition and software, statistical analysis of data and report writing. Students will normally work on several shorter experiments and one longer project. Two lecture-lab sessions per week. Prerequisite: Physics 271. Two credits.

Phys 380 Independent Study in Physics**Phys 385 Capstone Completion in Physics**

This course is to facilitate satisfactory completion of the physics capstone requirement. Senior physics students should enroll in this course immediately after or concurrently with the semester of expected completion of their capstone experience. The student will work with a designated faculty member to complete the written and oral requirements of the capstone. (Note: Students who complete the capstone experience by student teaching in physics are exempt from this course.) Prerequisite: senior standing in physics or permission. 0 credits. H/P/NP only.

Phys 390 Special Topics in Physics**Phys 398 Independent Research in Physics**

Dual-Degree Engineering Program

Olsgaard (liaison officer)

The Division of Natural Science offers a Dual-Degree Engineering program leading to a Bachelor of Arts degree from Simpson College and a Bachelor of Science degree from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three highly rated engineering schools: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis.

The Dual-Degree program begins with a strong, small college liberal arts foundation, followed by specialized training at a larger engineering institution. Students in this program normally follow a 3-2 schedule: three years at Simpson College, followed by two years at an engineering school. (For some programs, the engineering requirements may take longer.) A B.A. degree from Simpson College may be received after the fourth year by transferring back to Simpson up to 32 hours of course work from the first year of engineering school. A B.S. degree in engineering is received after completing the requirements of the engineering school.

Although any Simpson major may be pursued in this program, students normally choose a science discipline closely related to their interest in engineering, such as chemistry, computer science, math, or physics. Because of the time constraint of 3-2 scheduling, electives for a Simpson major may sometimes be satisfied by related engineering courses included in the 32 hours transferred back from the engineering school. Students must plan such a program with the respective Simpson department offering the major. For students who are interested in physics, a special *Physics – Engineering* major is available.

As an alternative to the 3-2 schedule outlined above, many students opt for a 4-2 transfer schedule, in this case all of the Simpson College requirements for the B.A. degree are completed before transferring, along with any other preparatory science and math courses required by the engineering school. In a few cases, a 3-3 or 4-2 transfer schedule leading to a Masters Degree in engineering is available.

The following is an outline of three transfer options available to Simpson students. The details of these programs are subject to change. There are also some program specific requirements not listed here. Therefore, prospective engineering students should consult with the liaison officer early in their study to ensure a smooth transfer. In addition to these options, a student-designed transfer to a different engineering school is possible.

Note: The following information is subject to change without

notice. Washington University, St. Louis

Programs available: Biomedical, Chemical, Computer, Electrical, Mechanical, Systems Science

General education requirements: The Simpson College ECC requirements satisfy WU's general education requirements with the following proviso: Washington University has a Humanities/Social Science requirement of 3 courses in a single department with at least one at the 300-level. This requirement must be met as students complete the regular general education requirements at Simpson.

Grade requirements: Minimum GPA: 3.00. Only those courses passed with a grade of C- or higher will transfer to WU.

Other: WU offers a 3-3 transfer program leading to a Masters Degree in engineering.

Institute of Technology (University of Minnesota), Minneapolis

Programs available: Aerospace, Biomedical, Biosystems and Agricultural, Chemical, Civil, Computer, Electrical, Geological, Materials Science, Mechanical.

General education requirements: The completion of Simpson College general education requirements satisfy IT's general education requirements.

Grade requirements: Minimum GPA: 2.50 – 2.80 (depending on specific program). Only those courses passed with a grade of C- or higher will transfer to IT.

Other: A 4-2 transfer option leading to a master's degree is available. Non-resident Dual-Degree transfer students are entitled to a discounted out-of-state tuition rate.

Iowa State University, Ames

Programs available: Aerospace, Agricultural and Biosystems, Chemical, Civil, Computer, Construction, Electrical, Industrial, Materials Science, Mechanical.

General education requirements: Although the Simpson ECC requirements match up well with ISU's requirements, students need to take care to match Simpson general education courses with ISU requirements as there are certain program-specific requirements.

Grade requirements: Minimum GPA: 2.00. Only those courses passed with a grade of C or higher will transfer to ISU.

Other: Students should be aware that not all engineering programs can be completed in two years.

Engineering Courses

Some engineering courses may be taught by part-time staff during the evening hours.

Engr 210 Introduction to Laser Science

This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q-switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, and spectroscopy. Same as Physics 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four credits.

Engr 210L Laboratory: Introduction to Laser Science

In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as various applications such as spectroscopy.

Engr 250 Statics

Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, radius of gyration, internal forces, shear and bending moment diagrams. Same as Physics 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Four credits.

Engr 290 Special Topics in Engineering

Computer Science, Computer Information Systems, and Management Information Systems

C. Brodie, M. Brodie, Little

Department Mission Statement

The mission of the Computer Science department is to provide, for majors and non-majors, traditional and part-time students, a learning environment that remains grounded in the liberal arts tradition while incorporating current curriculum standards and computing technologies. The department strives to insure that students graduate with a strong general education, a knowledge of computer science sufficient for professional competence or graduate school admission, and an understanding of the ethical issues associated with information technology. Learning experiences in the computer science department include individual and group activities which emphasize personal growth, critical thinking and communication skills.

Two majors are offered in the department, Computer Science and Computer Information Systems. Students interested in either major are strongly encouraged to enroll in CmSc 150 and CmSc 155 in their first year. While completing this core sequence students can, in consultation with their advisors, determine where their interests and abilities lie and decide which major is more appropriate for them. The department also offers minors in Computer Science and Computer Information Systems as well as certificate programs in database systems, web development, and object-oriented programming.

Students planning to major or minor in Computer Science or Computer Information Systems, or complete the Post-baccalaureate Computer Science Certificate program are urged to consult members of the department to plan their programs of study. This is particularly important because the department periodically reviews and changes the curriculum to reflect new technologies and methodologies in the computer science and information systems disciplines.

The courses offered by the Computer Science department are designed to fulfill the needs of a broad spectrum of students, including non-majors with an interest in computing and the role of computers in modern society. Students who want a better understanding of computer concepts within the context of business and information systems should consider MIS 145 Management Information.

Departmental Requirements

Courses within the Computer Science Department carry the designation "CmSc" for Computer Science, or "CIS" for Computer Information Systems, or "MIS" for Management Information Systems.

Computer Science Major

The primary goal of the Computer Science major at Simpson College is to give students a foundation for advanced study and professional practice. The program outlined below is designed to provide a coherent and broad-based

coverage of the discipline of computing, giving a reasonable level of understanding in each of the areas and processes that define the discipline, as well as the interrelationships among these areas.

Students planning graduate study in computer science are strongly encouraged to elect CmSc 315 Programming Languages and CmSc 365 Theory of Computation, and to take additional upper-division courses in Mathematics.

Students will complete ten courses plus capstone as follows:

Required:

CmSc 150	Introduction to Programming
CmSc 155	Data Structures and Object Oriented Programming
CmSc 175	Discrete Mathematics
CmSc 250	Introduction to Algorithms
CmSc/CIS 255	Introduction to Database Systems
One Elective:	CmSc 265+ or Math 300+
One elective:	CmSc 265+
One elective:	CmSc 265+
One elective:	CmSc 265+

Choose one of these three:

Math 151 Calculus
Math 152 Calculus II
Econ 135 Applied Statistics

Capstone:

CmSc 385 Capstone
OR
CmSc 386 Capstone

Computer Science Minor

Students will complete five courses as follows:

Required:

CmSc 150 Introduction to Programming
CmSc 155 Data Structures and Object Oriented Programming
CmSc 255 Introduction to Database Systems
CmSc 175+ Electives (Two courses required)

Computer Information Systems Major

Students who major in Computer Information Systems will be prepared to play a key role in specifying, designing, and implementing information systems within large and small organizations.

Students completing this program will be able to function competently at an entry level information systems position as well as enter an advanced course of study in the information systems field. Since information systems are an integral part of organizations and business systems, introductory courses in the disciplines of accounting and management are included in this course of study. Information systems professionals must be able to perform quantitative analysis and communicate in quantitative terms. Thus supporting courses in mathematics and statistics are also recommended.

Students will complete ten courses plus capstone as follows:

Required:

Magt 131	Management Concepts
CIS/MIS 145	Management Information Systems
CmSc 150	Introduction to Programming
CmSc 155	Data Structures and Object Oriented Programming
CIS 255	Introduction to Database Systems
CIS 120	Web Development
CIS 260+	16 credits of CIS 260+ electives required. One course may be Acct 201.

Capstone:

CIS 385/386	Capstone Course
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Computer Information Systems Minor

Students will complete five courses as follows:

Required

CIS 145	Management Information Systems
CmSc 150	Introduction to Programming
CIS 255	Introduction to Database Systems
CIS	Electives (Two courses required)

Computer Engineering

The Division of Natural Science offers a Dual Degree Engineering program leading to a Bachelor of Arts degree in Computer Science from Simpson College and a Bachelor of Science degree in Computer Engineering from an approved

engineering school. Simpson currently has dual-degree transfer arrangements with three engineering institutions: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis. Students in these programs normally spend three years at Simpson College completing all of the Simpson College ECC requirements and required core courses in computer science, followed by two years at an engineering school completing the requirements for the engineering degree. A Simpson degree may be earned in the fourth year by transferring back credits from the first year of engineering school. Approved engineering courses may be used to satisfy any remaining electives in the Simpson Computer Science program. For more information on the Dual Degree Engineering program see the Department of Chemistry and Physics section in this catalog.

Post-baccalaureate Computer Science Certificate

The post-baccalaureate Computer Science Certificate requires an individual to complete 32 credits in computer science and computer information systems. Those students interested in pursuing graduate work in computer science or computer information systems may require additional credit in science and related areas. Persons interested in this program must meet with either an academic advisor for the Division of Continuing & Graduate Programs or the chairperson of the Department of Computer Science.

Students will complete seven courses as follows:

Required:

CmSc 150 Introduction to Programming
CmSc 155 Data Structures and Object Oriented Programming
CmSc 255 Introduction to Database Systems & SQL
CmSc/CIS 260+ Elective (Four courses required)

Computer Science (CmSc) Courses

CmSc 150 Introduction to Programming

This course introduces computer programming, emphasizing algorithm design and implementation using conditionals, loops, functions, recursion, and object-oriented programming. The course is taught in Python. QUANT. Four credits. *Offered every semester.*

CmSc 155 Data Structures and Object Oriented Programming

This course explores object-oriented programming in Java, including encapsulation, overloading, interfaces, inheritance and data structures such as linked lists, stacks and queues. Algorithms for searching and sorting are examined. Prerequisite: CmSc 150. Four credits. *Offered every spring.*

CmSc 175 Discrete Mathematics

This course covers selected topics in discrete mathematics that are essential to the study of computer science. Topics include logic and proofs, sets, relations and

functions, algorithms and counting of operations, recursion and recurrence relations, and other structures. The course has a programming component to illustrate the discussed topics. Co-requisite: CMSC 150, or permission of instructor. Four credits. *Offered every spring.*

CmSc 180 Independent Study in Computer Science

CmSc 190 Special Topics in Computer Science

CmSc 198 Independent Research in Computer Science

CmSc 220 The Social Context of Computing

This course examines the role of computers and computing professionals in contemporary society. Topics include the history and development of computing, legal issues associated with computing (including the right to privacy, intellectual property rights, and liability), and social/moral issues associated with computing. ETHICS and INFOLIT. Four credits. *Offered on a rotating schedule.*

CmSc 250 Introduction to Algorithms and Algorithm Analysis

This course is an introduction to the fundamental ideas used in algorithm analysis and design, illustrated through a variety of algorithms of practical utility. Topics include efficient searching and sorting algorithms for advanced data structures (hash tables, priority queues, and various tree structures), introduction to graph representation and graph algorithms, and the fundamentals of algorithm analysis and computational complexity. Laboratory exercises are used to demonstrate, compare and contrast the advantages and disadvantages of the examined algorithms. Prerequisites: Computer Science 155 Fundamentals of Computing II, Computer Science 175 Discrete Mathematics, Math 151 Calculus I. WRITCOM. Four credits. *Offered every fall.*

CmSc 255 Introduction to Database Systems and SQL

The primary focus of this course is the design and implementation of database systems. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed as well. SQL commands for data administration and manipulation will also be covered along with creating triggers and stored

procedures. Prerequisite: Computer Science 150 or consent of instructor. *Offered every fall.* Four credits.

CmSc 265 Computer Organization

This course concentrates on the relationship between computing hardware and the execution of software at the machine language level. In addition to the hardware details of input-output, communications and storage devices, the operation of central processing units at the register level is studied in detail. Real world processors and their instruction sets are studied and compared as examples. Students program and employ emulated machine language instruction sets to study machine language and the translation of assembly language into machine language. Prerequisite: Computer Science 150. Four credits. *Offered every spring.*

CmSc 280 Independent Study in Computer Science

CmSc 290 Special Topics in Computer Science

CmSc 298 Independent Research in Computer Science

CmSc 310 Artificial Intelligence

This course presents basic topics related to intelligent agents with emphasis on knowledge representation, inference mechanisms and search strategies. Applications in expert systems, natural language understanding, and machine learning will be discussed. Students will be exposed to an AI programming language (Prolog or Lisp). Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits. *Offered on a rotating schedule.*

CmSc 315 Programming Languages

This course examines the organization of programming languages, and basic issues related to their design and implementation. Topics include language structures and abstraction mechanisms, language translation, major language paradigms – procedural, functional, object-oriented and logic programming, and techniques which support parallel and distributed computing. The major features of several programming languages will also be discussed. Prerequisites: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Computer Science 265 Computer Organization recommended. Four credits. *Offered on a three year rotation.*

CmSc 319 CMSC Internship

EL course.

CmSc 335 Operating Systems

This course covers the basic concepts, structure, and mechanisms of computer operating systems. The course begins with a review of computer hardware concepts, emphasizing topics related to operating system functionality, such as interrupts and memory organization. Hardware concepts for operating system functions, evolution of operating systems, control of processes, principles and problems of concurrency, memory management techniques, scheduling

algorithms, input/output and disk scheduling, file management, and security are studied in detail. Several real-world operating systems are used as examples throughout the course. Prerequisite: Computer Science 155 Fundamentals of Computing II, and Computer Science 265 Computer Organization. Four credits
Offered on a rotating schedule.

CmSc 340 Introduction to Networks

This course of study in computer networks concentrates on typical hardware interfaces, programming methods, and communications protocols. Topics considered in detail include electrical interfaces, data transmission, protocol stacks, data link protocols, local area networks, wide area networks, internetworking, transport protocols, application support, firewalls, virus scanning, and virtual private networks. Prerequisite: Computer Science 150 Fundamentals of Computing I and Computer Science 265 Computer Organization. Recommended: Computer Science 155 Fundamentals of Computing II. Four credits. *Offered on a rotating schedule.*

CmSc 360 Advanced Algorithms

This course presents design techniques for developing efficient algorithms. Students explore several classes of algorithms with respect to the underlying data structures, the design method, and application orientation. Topics to be selected from: dynamic programming, greedy algorithms, advanced data structures that support operations on dynamic sets, advanced graph algorithms, sorting networks, matrix operations, linear programming, string matching, computational geometry, and approximation algorithms for NP-hard problems. Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits. *Offered on a rotating schedule.*

CmSc 365 Theory of Computation

This course serves as an introduction to the basic theory of Computer Science and formal methods of computation. Topics include automata theory, formal languages and grammars, Turing machines, computability and computational complexity. Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits. *Offered on a rotating schedule.* Same as Math 365.

CmSc 375 Software Engineering

This course examines the formal process of software development. Topics include the software life cycle, project planning, requirements gathering and analysis, specifications, design paradigms, implementation, various testing strategies, security, and other current topics. Prerequisites: CmSc155 and CmSc/CIS 255. DSP. Four credits. *Offered on a rotating schedule.*

CmSc 380 Independent Study in Computer Science

CmSc 385 Capstone

Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission

of a proposal, and senior standing. WRITCOM, DSP, & DW. Four credits. *Offered spring semesters.*

CmSc 386 Capstone

Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. This is a one credit version of 385 for when a student is working on an internship or project in combination with another major that does not require an additional four credits of load. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. E L . One credit. *Offered every semester.*

CmSc 390 Special Topics in Computer Science

CmSc 398 Independent Research in Computer Science

Computer Information Systems (CIS) Courses

CIS 120 Web Development

This class introduces the technologies behind web development. Students will learn HTML and CSS to target web sites for web, mobile, and print media. Student will learn about usability, color theory, layout, and internationalization. Students will also learn to collaborate with other students by communication in meetings, documents, and by using version control. Students will learn to manage files and deploy websites onto the cloud. COLLABDR. Four credits. *Offered every fall.*

CIS 160 Introduction to the creation of 3-D movies and graphics

This course will introduce students to creating three dimensional graphics. Students will learn to create three dimensional models, and add texture, lighting, and structure. Students will learn how to animate models and create a movie. Students will work individually or in teams to create and publically present a final project. ART, ACE. Four credits. *Offered on a rotating schedule.*

CIS 180 Independent Study in Computer Science

CIS 190 Special Topics in Computer Science

CIS 198 Independent Research in Computer Science

CIS 255 Introduction to Database Systems and SQL

The focus of this course is database system design and implementation. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed as well. Coverage of SQL is included as well as the design and implementation of a practical application using a relational database management system. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent background. Four credits. *Offered every fall.*

CIS 260 XX Programming Language Lab

This course is intended for students or professionals who already have experience with at least one high-level object-oriented programming language at the level of CmSc 150. It provides students with the knowledge and skills one needs to develop applications in a specific programming language such as Visual Basic, C#, Java, C++, etc. The course focuses on the key aspects of the specific language. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent experience. Two credits. *Two courses are offered every fall.*

CIS 280 Independent Study in Computer Science

CIS 290 Special Topics in Computer Science

CIS 298 Independent Research in Computer Science

CIS 319 CIS Internship

EL course.

CIS 320 Advanced Web Development and Security

This class covers server and client side programming and security. Students learn to create, read, update, and delete records in a database through a website. Students learn how manage security with data validation and encoding, session management, encryption, hashing, and understanding common security vulnerabilities. Students will learn to fine, use, and integrate common code libraries and applications into their website. Prerequisites: CIS 120, CMSC 150, and CIS 255. WRITCOMM. Four credits. *Offered every spring of odd numbered years.*

CIS 355 Advanced Database Systems

This course concentrates on advanced database topics. Topics will be selected from data and database administration, transaction management and concurrency control, client/server systems and distributed databases, data warehousing and mining, object-relational databases and web technologies. Prerequisite: Computer Information Systems 255, Introduction to Database Systems. Four credits. *Offered every spring of even-numbered years.*

CIS 380 Independent Study in Computer Science

CIS 385 Capstone

Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. WRITCOM, DSP, & DW. Four credits. *Offered every spring semester.*

CIS 386 Capstone

Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. This is a one credit version of 385 for when a student is working on an internship or project in combination with another major that does not require an additional four credits of load. Prerequisite: Completion of at least one 300-level CmSc or

CIS course, submission of a proposal, and senior standing. EL. One credit.
Offered every semester.

CIS 390 Special Topics in Computer Science

CIS 398 Independent Research in Computer Science

Interactive Media Major

Interactive Media is an interdepartmental program with the Department of Multimedia Communication, the Department of Graphic Design and the Department of Computer Science. When you graduate, you will have created digital media applications, that are aesthetically pleasing, communicate the intended message, react to user input, store, retrieve and process information.

Students will complete 10 courses plus a capstone.

Required:

CmSc 150 Fundamentals of computing I
CIS 120 Web Development
GDSN 136 Graphic Design I
GDSN 236 Graphic Design II
Comm 101 Introduction to Multimedia Communication
Comm 111 Media & PR Writing

Capstone:

COMM 363 Multimedia Communication Seminar

Electives (students must take at least 16 credits, 8 of which must be numbered 300 or greater):

CIS 160 3-D Graphics
CIS 255 Database I
CIS 320 Advanced Web Development
MIS 300 Project Management
Comm 221 Digital Video
Comm 271 Media Law & Ethics
Comm 315 Mobile and Social Media
Comm 251 US Media History
ENG 204 Non-Fiction Writing

Interactive Media Minor

Students will complete five courses as follows:

Required:

CIS 120 Web Development
GDSN 136 Graphic Design I
Comm 111 Media & PR Writing

Choose two of the following classes, at least one of which must be numbered 300 or higher:

CmSc 150 Fundamentals of Computing I
Comm 101 Introduction to Multimedia Communication
CIS 160 3-D Graphics
CIS 255 Database I
CIS 320 Advanced Web Development
MIS 300 Project Management
Comm 221 Digital Video
Comm 271 Media Law & Ethics
Comm 315 Mobile & Social Media
Comm 251 US Media History
ENG 204 Non-Fiction Writing

Management Information Systems Major

Students majoring in Management Information Systems will gain knowledge of information technology and how it impacts the strategy and objectives of an organization. Through a balanced combination of both business-related and information systems-related courses, students will explore how information systems support organizational strategic and decision-making processes.

Students will complete ten courses plus capstone as follows:

Required:

MIS 145 Management Information Systems
MIS 150 Business Application Development
MIS 240 Information Security Management
MIS 300 Project Management
MIS 340 Systems Analysis and Design
Magt 131 Management Concepts
ECON 135 Applied Statistics

Electives: (Choose threeso courses)

Students need to be aware of any prerequisite requirements for the electives.

MIS 220 E-Commerce
MIS 230 Knowledge Management
CIS 255 Introduction to Database Systems
CIS 120 Web Development
Acct 201 Introduction to Accounting
Magt 333 Organization and Behavior

Capstone:

MIS 385 Senior Seminar in Information Systems

Management Information Systems (MIS) Minor

Students will complete five courses as follows:

Required:

MIS 145 Management Information Systems

MIS 150 Business Application Development
MIS 300 Project Management
MIS 340 Systems Analysis and Design

Electives: (Choose one course, 4 credits)

MIS 220 E-Commerce
MIS 230 Knowledge Management
MIS 240 Information Security Management

Management Information Systems (MIS) Courses

MIS 145 Management Information Systems and Business Intelligence

This course covers the fundamentals of information systems with an emphasis on business intelligence systems. The latest advances in these systems are covered along with topical references to ethical and societal issues. This course is designed to help students function more effectively and efficiently as managers, decision makers, and leaders in the business world. Students learn to use data analysis software for summarization and visualization of critical business data. Prerequisite: Experience using Microsoft Excel and Access. QUANT & DA. Four credits. Offered every semester.

MIS 150 Business Application Development

The course will introduce the development of business applications by exploring the fundamentals of application development process, programming logic and syntax, program testing, and documentation. Four credits.

MIS 220 E-Commerce

This course will cover topics associated with electronic commerce including information technologies and its impact on industries and organizational strategy, explore the process of developing and implementing e-commerce systems, identifying business opportunities, issues involving privacy, security, and marketing. Prerequisites: MIS 145. Four credits.

MIS 230 Knowledge Management

This course will cover topics to build an understanding of knowledge management from multiple perspectives within organizational structures. The objective is to explore current theories, practices, and techniques in knowledge management. Identification of the knowledge management stages of creation, acquisition, transfer, and utilization. Prerequisites: MIS 145. ETHICS. Four credits.

MIS 240 Information Security Management

This course will introduce concepts related to the discipline and present strategies for managing information security within organizations. Topics include, but not limited to governance, risk management, incident response, security technologies, and implementation of security plans. This is a non-programming course focusing on the managerial perspectives related to information security. Four credits. *Offered fall or spring semesters.*

MIS 300 Project Management

This course covers managing a project start up, scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management software will be used to

provide students with hands-on experience in a business environment. Four credits. Same as Management 300. COLLABLDR and WRITCOM, DSP. *Offered every fall.*

MIS 319 MIS Internship

EL course.

MIS 340 Systems Analysis and Design

This course will explore the practice of systems analysis, design concepts and techniques. Emphasis on the systems development life cycle and its phases, requirements definition, process and data modeling, testing, conversion, and implementation strategies. Prerequisites: MIS 145, MIS 150, and MIS 300. Four credits.

MIS 385 Senior Seminar in Information Systems

Topics in information systems will be explored through case studies of real-world situations, academic journals, current events, and research. Students will conduct literature reviews and critically analyze and discuss relevant literature. Students will complete a research paper demonstrating their knowledge of information systems and organizational impact. Prerequisites: MIS 145, MIS 150, MIS 300, and at least two of the required electives. WRITCOM and INFOLIT, DW. Four credits.

Education (Undergraduate)

Darrah, Holub, Jermeland, Keairnes, Lerseth, Ramos, Terlop, Timm

Department Mission Statement

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

Simpson Education Program graduates:

- *Care* about and respect students as unique human beings while nurturing their participation in our diverse democratic community within a larger global context;
- *Apply knowledge* of the historical, philosophical, and sociological foundations of education; child and adolescent development and learning; subject matter content; and research-based pedagogy to the teaching and learning process;
- *Reflect* critically upon what is, envision what could be, and act in a purposeful and humane manner;
- Are *ethical* and professional; and
- *Serve* the greater good of humanity.

Simpson College prepares students to serve in public and accredited private schools at all levels and in many endorsement areas. It offers a bachelor's degree program, a Master of Arts in Teaching (MAT), and a Transition to Teaching (TtoT) program for graduate students seeking initial teaching licensure at the secondary level. See the graduate catalog for information on these graduate programs.

Teacher Education Program Standards

All teacher licensure candidates must demonstrate competency on the twelve Teacher Education Program standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Professional Dispositional. The teacher consistently demonstrates the professional dispositions (i.e. caring, communicative, creative, and critical) that are characteristics of effective educators.

Standard #12: Personal Vision for Education. The teacher develops a personal vision for education that is informed by a critical examination of the historical, philosophical, and sociological foundations of education and serves as a guiding force in professional choices and actions.

All students attend an orientation to the Teacher Education Program. At that meeting, students are given information about the competency requirements and procedures for meeting the competencies. Students attend an orientation to the electronic portfolio (e-Portfolio) and are required to create an e-Portfolio. The e-Portfolio serves as a vehicle for demonstrating competency on the ten standards.

Accreditation

In addition to the college's Higher Learning Commission Accreditation, the Teacher Education Program is fully approved by the Iowa Department of Education. In spring of 2018 a team spent four days on the Simpson campus. The team conducted extensive interviews with faculty, college administrators, area teachers and principals, advisory council members, students, and graduates. A review of all files, documents, and support materials was conducted. Based on the evaluation, the Iowa State Board of Education noted that Simpson met all program approval standards and was granted full program approval.

Title II Assurance

Simpson College meets all state accreditation standards and is in good standing with the Iowa Department of Education.

Important Note to Students

In some cases, the Iowa State Department of Education requirements change after a College Catalog has been printed. It is essential that students work with Education Department advisors and follow the guidelines set forth in the Simpson College Education Department's Website in order to ensure compliance with current state regulations. While the department does everything it can to provide advising guidance, it is ultimately the responsibility of the student to meet all program requirements. It is a state law that candidates must meet all current state requirements at the time they are recommended for a license; the College Catalog at the time of admission is not the basis for current licensure requirements.

Education Programs— Undergraduate

Simpson College offers undergraduate teacher preparation for early childhood, elementary, and secondary education.

Program Options and Requirements

Candidates may earn a license to teach through one or more of the following programs:

- **Elementary Teaching License:** Requires a double major in Professional Studies in Elementary Education and Liberal Studies for Elementary Education, completion of an endorsement program, student teaching, the competency portfolio, and other graduation requirements.
- **Secondary Teaching License:** Requires a 30 hour major, completion of the Secondary Education Minor, at least one endorsement program, the state mandated liberal arts courses, student teaching, the competency portfolio, and other graduation requirements.
- **Specialty Area (Art, Music, Physical Education, and Health) License:** Requires a 30 hour major, the Education Professional Core for Art, Music, Physical Education, and Health students, at least one endorsement program, the state mandated liberal arts courses, student teaching, the competency portfolio, and other graduate requirements.

Student Teaching Requirements

Student teaching is the capstone experience for teacher licensure candidates and provides an opportunity for students to demonstrate their ability to serve as effective educators. Therefore, it is

important that students plan in advance to focus on their teaching responsibilities. Students are strongly encouraged to avoid working, taking classes, or participating in extra-curricular activities during the student teaching semester.

All initial licensure students must complete a minimum of 15 weeks of student teaching and the concurrent student teaching seminar. Student teaching, as required by state law, is a full-day (regular teacher hours) and full-semester experience. The student teaching semester may be divided into two or more endorsement placements pending approval of the Education Department.

Competency Portfolio

All licensure candidates complete an electronic portfolio as a demonstration of their competency on the ten program Standards. Students are provided with a training orientation and help sessions are available each semester.

Undergraduate Education

Gateways to Teaching for Undergraduate Candidates

Education students must qualify for, and pass through, a variety of gateways en route to their teaching license. Candidates are provided with ongoing feedback regarding their progress in the program. Additional information about the Gateways may be found on the department of education website.

- Gateway 1: Approval to take Additional Education Courses
(Immediately following Educ 114/129T)

- Gateway 2: Full Admission to the Teacher Education Program
(End of semester following admission to the Gateway 1)

- Gateway 3: Post- Advanced Practicum Course Review
(Semester immediately following the first advanced practicum)

- Gateway 4: Admission to Student Teaching*
(One year prior to student teaching)

- Gateway 5: Recommendation for Teacher Licensure
(Upon graduation and completion of the program)

Candidates must earn a minimum cumulative GPA of 2.500 once they attain junior level standing; this applies to transfer students as well. Students who do not have a 2.500 GPA at the beginning of the junior year will be placed on probation within the Teacher Education Program and must earn the required 2.500 by the end of that semester or they will be dismissed from the Teacher Education Program.

*Candidates must earn a 2.750 in order to *apply* and *be approved for* student teaching.

Elementary Education

Elementary Education licensure candidates must complete the Professional Studies Major for

Elementary Education, the Liberal Studies Major for Elementary Education, at least one additional endorsement program, meet the Gateways to Teaching, complete the competency portfolio, successfully complete of a full semester of full-time student teaching, and meet all graduation requirements.

Professional Studies Major for Elementary Education

- Educ 114 Foundations of Education
- Educ 115 Child and Adolescent Development
- Educ 222 Assessment, Planning, and Teaching
- Educ 237 Children's Literature (2 credits)
- Educ 300 Reading/Language Arts Education and Practicum
(Candidates strongly encouraged to complete Educ 237 before Educ 300; Must be taken concurrently with Educ 305 and 326P)
- Educ 303 Science and Health Education (2 credits)
(Requires concurrent enrollment in Educ 303, 304 and 326P)
- Educ 304 Math Education (2 credits)
(Must be taken concurrently with Educ 303, 304 and 329P)
- Educ 305 Social Studies Education (2 credits)
(Must be taken concurrently with Educ 300, 305 and Educ 329P)
- Educ 326P Advanced Elementary Practicum I (1 credit)
(Must be taken concurrently with Educ 300 and 303)
- Educ 329P Advanced Elementary Practicum II (1 credit)
(Must be taken concurrently with Educ 304 and 305)
- Educ 310 Exceptionalities
- Educ 321 Human Relations in Teaching

Capstone Course for Elementary Education Major

- Educ 388 Student Teaching (3-15 credits)*
- Educ 389 Student Teaching Seminar
- OR
- Educ 319 Education Internship

*All candidates must complete a minimum of 15 weeks of student teaching plus the student teaching seminar in order to be recommended for teacher licensure.

Liberal Studies Major for Elementary Education

Liberal Arts Content Core

Communication and Literacy (6-8 credits)

- Educ 236 Language and Communication
- Comm 102 Public Speaking in Society

Mathematics (6-8 credits)

- Math 116 Foundations of Arithmetic for Elementary Teachers
- Math 117 Foundations of Geometry for Elementary Teachers

Sciences (Life, Physical, Earth/Space) (6-8 credits)

Life Sciences (3-4 credits)—(any Biology except for Biol 103)

Suggested courses:

- Biol 104 Human Biology
- Biol 145 Introductory Plant Biology

Physical/Earth/Space Sciences (3-8credits)—Must include a course from each science group:

Physical Science (any chemistry, any physics, or NaSc 190) suggested courses:

NaSc 118 Physical Science for Elementary Teachers*

Biol 103 Environmental Issues

Chem 101 General Chemistry I

Chem 150 Chemistry and Society

Earth and Space Sciences suggested courses:

NaSc 102 Meteorology

NaSc 190 Geological, Energy, and Global Climate Change

NaSc 118 Physical Science for Elementary Teachers*

*Fulfills requirement for both science groups.

Social Sciences/Humanities (3-4 credits in US History and 3-4 credits in American Government)

American Government-Required

PoSc 101 American Government

US History—Choose one:

Hist 121 U.S. History to 1877

Hist 122 U.S. History from 1877

Ethics Course (3-4 credits) Choose any course with an EV designation.

The Arts

Educ 238 The Arts and Physical Wellbeing

Concentration in a Discipline

(minimum of 24 credits in one discipline with at least 16 credits at the 300 level)

Capstone: Student Teaching or Internship* (3-15 credits)

*Licensure candidates must successfully complete a full semester of student teaching.

Secondary Education Licensure Program

Candidates for licensure must complete a minimum 30 credit major, the Secondary Education Minor, at least one full endorsement program, State mandated liberal arts requirements, and a full semester of student teaching.

Secondary Education Minor

Educ 114 Foundations of Education

Educ 118 Student Development and Learning

Educ 222 Assessment, Planning, and Teaching

Educ 312 Exceptional Learners

Educ 316 Secondary Education and Practicum

Educ 321 Human Relations in Teaching

Educ 340s Content Specific Methods Course(s)

Students are strongly encouraged to take Educ 316 prior to Educ 340 class) Educ 341 English/Language Arts Education and Practicum

Educ 342	World Language Education and Practicum
Educ 343	Social Studies Education and Practicum
Educ 344	Science Education and Practicum
Educ 345	Math Education and Practicum
Educ 346	Business Education and Practicum

Licensure Requirement

Educ 388	Student Teaching
Educ 389	Student Teaching Seminar

Art, Music, Physical Education, Health, and Coaching

Candidates complete a minimum 30 hour major, a full endorsement program, the Professional Education Core in Education, a full-time and full-semester of student teaching, and state mandated liberal arts requirements.

Professional Education Core for Art, Music, Physical Education, Health, and Coaching*

Educ 114	Foundations of Education
Educ 118	Student Development and Learning
Educ 222	Assessment, Planning, and Teaching
Educ 312	Exceptional Learners
Educ 321	Human Relations in Teaching

Advanced Practicum:

Mus 241	Field Experience in Music
	OR
SpSc 241	Advanced Practicum in PE/Health
	OR
Art 360	Art for Public Schools
	AND
Art 361	Secondary Art Methods

Content Specific Methods Courses

Art

Art 360	Art for Public Schools
Art 361	Secondary Art Methods

Music

Mus 322	Elementary Music Methods
Mus 323	Secondary Music Methods

Physical Education

SpSc 208	Elementary Methods of Physical
SpSc 321	Secondary Methods of Physical Education

Health

SpSc 308	Health Methods and Curriculum
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Licensure Requirements

Educ 388 Student Teaching

Educ 389 Student Teaching Seminar

Endorsement Programs (Pre-kindergarten through High School)

Students may earn endorsements in the following areas and at the indicated grade levels.

Endorsements	Grade Levels			
	PK-3	K-8	5-12	K-12
All Business			X*	
Coaching				X
Early Childhood	X*			
Elementary Education (K-6)		X		
English/Language Arts				
World Language: French German Spanish	X	X*	X*	X
Health		X	X	
Journalism			X*	
Mathematics		X	X*	
Music		X	X	
Physical Education		X	X	
Reading		X*		
Science:				
Basic		X		
Biological			X*	
Chemistry			X*	
Physics			X*	
Social Sciences:				
American Government			X*	
American History			X*	
Economics			X*	
History			X*	
Psychology			X*	
Social Studies		X		
Sociology			X*	
World History			X*	
Special Education				
(Instructional Strategist I)		X*	X*	
Speech Communication/Theatre		X	X*	

X = Endorsement programs offered at the undergraduate level.

*Endorsement programs offered at the undergraduate and graduate levels

NOTE: For candidates who complete an endorsement in psychology and/or sociology, they must complete another endorsement in an area other than sociology or psychology.

Education Studies Major

Education Studies majors may choose one of two concentrations: Teaching and Learning or Culture, Context, and Policy. Students pursuing the Teaching and Learning Concentration must complete the requirements listed for the major, at least one secondary education endorsement program, a full semester of full-time student teaching, and meet all graduation requirements. Students seeking the Culture, Context, and Society Concentration must complete 10 courses plus the capstone experience.

Education Studies majors must choose one of the two following concentrations. Students pursuing a teaching license must choose the Teaching and Learning Concentration. Each Concentration totals 42 to 45 credits.

Teaching and Learning Concentration		
EDUC 114	Foundations of Education	4
EDUC 115	Child and Adolescent Development (formerly EDUC 118)	4
EDUC 222	Assessment, Planning, and Teaching	4
EDUC 310	Exceptionalities (formerly EDUC 312)	4
EDUC 316/EDUC 316P	Secondary Education Methods and Practicum	4
EDUC 320	Content Area Reading	2
EDUC 321	Human Relations in Teaching	4
EDUC 333	Inclusive Classroom Management	4
EDUC 34X/34XP	Secondary Content Methods (EDUC 341, EDUC 342, EDUC 343, EDUC 344, EDUC 345, EDUC 346) and Practicum (34XP)	2
EDUC 389	Student Teaching Seminar	1
EDUC 388	Student Teaching (Capstone)	12
	Total Credits	45

Culture, Context, and Policy Concentration		
EDUC 114	Foundations of Education	4
EDUC 115	Child and Adolescent Development (formerly EDUC 118)	4
EDUC 310	Exceptionalities (formerly EDUC 312)	4
EDUC 321	Human Relations in Teaching	4
EDUC 201	Education Studies <u>Experiential Learning</u>	2
EDUC 385	Education Studies Capstone	4
	Total credits in Core	22

Students will work with their Teacher Education advisor to choose five elective courses that allow them to focus the Culture, Context, and Policy Concentration on issues of particular interest to them. Must be from at least 3 different prefixes.

	Five elective courses from the following list in consultation with Teacher Education Advisor (Must be from at least 3 prefixes):	
EDUC 236	Language and Communication	4
EDUC 237	Children's Literature	2
EDUC 238	Art and Physical Well Being	4
EDUC 333	Inclusive Classroom Management	4
COMM 223	Principles of Public Relations	4
COMM 275	Gender, Race, Class and the Media	4
CJ 342	Juvenile Delinquency	4
CJ 335	Inequality and Justice (SOC 101 pre-req)	4
ENG 204	Non-Fiction Writing	4
ENG 236	US Ethnic/Multicultural Literature	4
HIST 211	African American History	4
HIST 222	American Women's History	4
HIST 322	Women and Gender in European History	4
HIST 357	Religion in American History	4
HSLD 110	Intro American Health Systems	4
HSLD 310	Health Policy and Reform (HSLD 110 pre-req)	4
HSV 101	Introduction to Human Services	4
HSV 343	Social Welfare Policy	4
PHIL 102	Introduction to Philosophy	4
POSC 245	Global Issues	4
POSC 266	Women in Politics	4
POSC 270	American Public Policy (POSC 101 pre-req)	4
POSC 290	American Social Policy	4
PSYC 220	Psychology of Gender	4
PSYC 224	Psychology of Prejudice	4

PSYC 332	Social Psychology (PSYC 101 pre-req)	4
REL 223	Religion, Gender, and Sexuality	4
REL 276	Religious Diversity and American Democracy	4
REL 322	Theologies of the Oppressed	4
SOC 204	Modern Social Problems	4
SOC 250	Social Justice Theory and Practice	4
SOC 255	Globalization and Social Justice	4
SOC 309	Women, Gender, and Society	4
SCJ 340	Race/Ethnic Relations	4
SJS 101	Introduction to Interdisciplinary Social Justice Studies	4
WmSt 101	Intro to Women's and Gender Studies	4
	Total Credits in Major	42-44

Education Courses for Undergraduates

Educ 114 Foundations of Education

An introduction to public education and to the profession of teaching. By focusing on the historical, philosophical, and sociological aspects of American public education, as well as policies and political issues arising from these foundational issues, the course leads students through a reflective critique of our current educational system and its significance to our society. The two primary goals of the course are to help students to formulate their own philosophy of education and to provide students with field experiences in the local schools. The latter requires a minimum of ten hours working with a host teacher and his/her students in a nearby elementary school. Orientations to the Teacher Education Program and the ePortfolio are included in this course. Candidates are required to pay for, and pass, a State DCI background check prior to beginning field experience in the schools. [Candidates who plan to continue in the Teacher Education Program are required to apply for, and be admitted to, Gateway 1 in the Teacher Education Program before taking any additional Education courses (after the Educ 114 semester). Gateway 1 requires the purchase of a Chalk and Wire account (for the creation of the electronic portfolios), and they must take the C-BASE test (there is a fee for the C-BASE test). Consult the Gateways to Teaching on the Education Department's Website for a complete list of requirements for Gateway 1 admission.] CIVIC. Four credits.

Educ 115 Child and Adolescent development

Explores typical and atypical growth and development of human beings from birth through adolescence. Relevant research and theories are examined especially as they relate to providing opportunities that support physical, cognitive, social-emotional development. An emphasis is placed on individual and group behavior, motivation, and engagement. Applicable to professions working with children and adolescents, coaching, and parenting. HBS. Four credits. Offered fall and spring semesters.

Educ 129T Orientation to the Teacher Education Program

This orientation program is required for all transfer and readmitted students who seek teacher licensure, but who have not been admitted to Gateway 1 of the Teacher Education Program. The goal is to work with students to meet the necessary requirements for Gateway 1 and in some cases Gateway 2 admission. Students will attend orientation sessions for the Teacher Education Program and the ePortfolio. 129T students will be assigned to a designated advisor in the Education Department. Required of all transfer students, readmitted students, licensure and/or endorsement only students, and others as required by the Education Department chair. Students must pass Educ 129T in order to take any additional education classes following the 129T semester. Requires that the C-BASE basic skills exam has been taken and in the case of those who need to achieve Gateway 2 status, they must pass all three subtests of the C-BASE exam. There is a fee for the C-BASE test. Candidates must purchase Chalk and Wire for the creation of the ePortfolio and must pay for and pass the state DCI background check before beginning a field experience. In some cases, field experience(s) is required. One credit.

Educ 180 Independent Study in Education

Educ 190 Special Topics in Education

Educ 198 Independent Research in Education

Educ 200 Families in Society

Families are the cornerstone of our society. Families rely on schools, hospitals, prisons, mental health clinics, nursing homes, recreational facilities, and even the evening news to thrive. This course will center on 1) how family systems function within larger social and political contexts and 2) ways to support strong families across various disciplines. Students will apply developmental, systems, pedagogical, and ecological theories to understand family functioning as it interfaces with family transitions across the family lifespan. Students will apply these theories to various social and political influences on the family as well, paying particular attention to how these factors disproportionately affect families from marginalized communities. In the end, students will be able to establish a social-ecological fit between their work and their unique values, concerns, and interests, as well as diverse social identities of families. LS. No prerequisite required. Four credits. DIVRSTY.

Educ 201 Education Studies Experiential Learning

Field Experience in the Culture, Context, and Policy Concentration of Educational Studies major. This course will engage students in making connections between their career interests and the field of education by integrating theory, knowledge, and practical experience using a series of readings, fieldwork experiences, and a project. Specifically, the field experience in the Culture, Context, and Policy Concentration of the Educational Studies will include the following components: 1. A research project that connects the students career interest and the field of education. 2. Practical field work carried out to explore the connections between the student's academic and career interests. This work will be done so in collaboration with appropriate community partners (35 hours). 3. Reading, discussion, writing, and critical analyses that involves reflection on the student's academic and career interest in relation to Education Studies. EL. Prerequisites: Educ 114. Two credits. Offered spring semesters.

Educ 222 Assessment, Planning, and Teaching

Teacher candidates gain knowledge about the assessment, planning, teaching, and evaluation for effective teaching; there is an emphasis on understanding the "why" behind fundamental aspects of effective teaching. A wide variety of teaching models and instructional strategies are presented as a means to encourage students' critical and creative thinking, problem-solving abilities, and the application of knowledge and skills. The purpose of this course is for teacher candidates to create an environment that encourages positive social interaction and engaged student learning. Requires a minimum of ten hours of clinical field experience. DW. Prerequisites: 114 and 115. Four credits. *Offered spring and fall.*

Educ 231 Foundations of Inclusive Education

Students will learn the historical, philosophical, and legal basis of services for young children with and without special needs. Students will identify laws, policies, models, theories, and philosophies that form the basis for inclusive education for students in K-12 settings. Attention will be given to individual learning differences including typical and atypical development and characteristics of learners with and without disabilities, the importance of the multidisciplinary team in providing appropriate education programming, family-centered practice, student and parent conferencing strategies, educational transitions, and professional and ethical practices. Students will gain skills to foster sensitivity to variations in beliefs, traditions, and values across and within cultures for learners with and without exceptionalities and their family members. A field experience component is included. Candidates are encouraged to take Educ 231 during the fall of their sophomore year. Prerequisites: EDUC-114, EDUC-115. Four credits.

Educ 236 Language and Communication

This course introduces linguistic foundations of language and communication as they apply to the learning process. Students will gain knowledge about language development and acquisition, and the variations related to culture and linguistic diversity. Emphasis is on a thorough, research-based understanding of phonology, morphology, semantics, syntax and pragmatics. Students learn ways to use the information to strengthen reading and language arts instruction. Prerequisites: Educ 114, 115 must be completed before taking this course. INFOLIT, WRITCOM. Four credits.

Educ 237 Children's Literature

A survey of fiction and nonfiction literature appropriate for the PK-8 grade level. Students learn to use children's literature to model the reading and writing process across the various genres, and they learn about the forms that literature may take (e.g. technology based, media based, print and non-print). The importance of matching children's proficiencies and interests with the selection of reading materials is emphasized as well as the selection of literature that reflects many cultures and viewpoints. Includes oral interpretation of the written word. Students learn about incorporating children's literature into many subject area lessons (e.g. math, science, social studies, etc.). A field placement allows candidates to practice matching books to children and sharing in the reading process. Prerequisites: Educ 114, 115. ORALCOM. Two credits.

Educ 238 The Arts and Physical Wellbeing

An introduction to teaching methods for art and its many forms; performing arts including dance, music, and theatre; physical education, wellness, and health. This course is required for all candidates who are seeing teacher licensure at the elementary level. Prerequisites: Educ 114, 115, and 222 must be completed before taking this course. ART. Four credits.

Educ 280 Independent Study in Education**Educ 290 Special Topics in Education****Educ 298 Independent Research in Education**

Educ 300 Reading and Language Arts Education and Practicum (PK through Middle School) An integrated literacy methods course that encompasses all of the language arts (reading, writing, speaking, listening, and viewing); reading content includes phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension. Current best-practice, research-based literacy instruction, including assessment, diagnosis, evaluation, technology, and classroom management are included. Introductions to Reading Recovery, Readers' Theatre, and strategies for the purposeful inclusion of English Language Learners are incorporated. Course content is aligned with Simpson's Teacher Education Program, the Iowa Teaching Standards, school district standards, the Iowa Core Curriculum, and the new National Core Curriculum Standards. A practicum experience will provide opportunities for student to observe, assist and facilitate literacy learning. Prerequisites: Educ 114, 115, 222. Educ 237 is recommended but not required as a prerequisite. Concurrent enrollment in Educ 326p is required. WRITCOM. Four credits. *Offered every fall.*

Educ 303 Science/Health Education (PK through Middle School)

Includes content in health and science, physical science, earth/space sciences and life sciences in addition to current best-practice, research-based methods of inquiry-based teaching, and learning of science and health. Course content is aligned with Simpson's Teacher Education Program, the Iowa

Teaching Standards, school district standards, and the Iowa Core Curriculum. Includes the assessment, diagnosis and evaluation of student learning in science, the integration of technology in teaching science, and the classroom management. Concurrent enrollment in Educ 326 is required. Prerequisites: Educ 114, 115, 222. Two credits. *Offered every fall.*

Educ 304 Math Education (PK through Middle School)

Current best-practice, research-based instructional methods in mathematical processes including problem-solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences for children from PK through middle school. Includes the assessment, diagnosis and evaluation of student learning in mathematics, the integration of technology in teaching, and classroom management relative to mathematics. Course content is aligned with Simpson's Teacher Education Program, the Iowa Teaching Standards, school district standards, and the Iowa Core Curriculum (including the National Core Standards). Prerequisites: Educ 114, 118, 222. Completion of Math 116 and Math 117 prior to enrollment encouraged, but not required. Concurrent enrollment in Educ 329 is required. Two credits. *Offered every spring.*

Educ 305 Social Studies Education (PK through Middle School)

Current best-practice, research-based instructional methods in teaching social studies, including citizenship, history, geography, civic literacy, and economics. Includes the integration of technology, classroom management, and the assessment, diagnosis and evaluation of student learning in social studies. Strategies for integrating reading, language arts, and social studies are explored. Course content is aligned with Simpson's Teacher Education program, the Iowa Teaching Standards, school district standards, and the Iowa Core Curriculum. Concurrent enrollment in Educ 329 is required. Prerequisites: Educ 114, 115, and 222 must be completed before taking this course. CRITTHK. Two credits. *Offered every spring.*

Educ 310 Exceptionalities

An introduction to the wide range of abilities and needs of children and adolescents, including but not limited to high-incident and low-incident disabilities, giftedness, English language learners, and at-risk students. The historical foundations and legal basis for accommodations, including special education, will be explored. Optimal experience for all children and adolescents will be planned using collaboration, accommodations, and differentiation. Those seeking teacher licensure must take Educ 222 as a prerequisite. Prerequisites: Educ 114, 115 or permission of instructor. COLLABLDLDR, INFOLIT. Four credits. Offered fall, semesters.

Educ 315 Assessment and Diagnosis for Early Childhood and Reading

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

Educ 316 Secondary Education and Practicum

This course is designed to serve students hoping to teach at the middle and/or high school levels, focusing on strategies and concerns common to most subjects at those levels. The students will build upon, expand, and apply their understandings of cognition, communication, motivation, management,

research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30 hours. In that practicum students will examine and practice a variety of evidence-based teaching strategies, including teaching at least one lesson; The students will also use and evaluate educational technology; and apply techniques that assist secondary-level students in reading in the content areas. This course must be taken concurrent with, or prior to, taking an Educ 340 course. Prerequisites: Educ 114, 118, 222. WRITCOM, & EL. Four credits.

Educ 316P Secondary Education Practicum

This secondary education practicum, which is taken concurrently with Educ 316, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 316. Zero credit. *Offered every fall and spring.*

Educ 317 Corrective and Remedial Reading Education

An in-depth study of research-based, remedial methods and materials appropriate for dealing with variabilities in the development of elementary aged students' reading and writing processes. Concurrent enrollment with Educ 317L required. Prerequisites: Educ 114, 118, 222, 300 and 315. Educ 237 is recommended but not required. ORALCOM. Four credits. *Offered every spring.*

Educ 317L Clinical Field Experience

A clinical and supervised field experience, of a minimum of 20 hours, will provide opportunities for identification and remediation of students' proficiencies and needs in reading and writing. Concurrent enrollment with Educ 317. Zero credits. *Offered every spring.*

Educ 318 Assessment, Diagnosis, and Programming for K-12 Students with Special Needs

A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students. Includes the collection and use of academic and behavioral data for assessment and instructional planning for students with mild and moderate disabilities in levels K to Grade 12. Prerequisites: Educ 114, 118, 222, and 233. Two credits.

Educ 319 Education Internship

Students complete an internship in an area related to education. Students must complete student teaching to be recommended for a teaching license. The education internship is intended as the capstone in the major for students choosing not to be licensed. Three to sixteen credits. *Offered every fall and spring.*

Educ 320 Reading and Writing in the Content Areas

A course that explores how students comprehend and learn with text and how teachers assist them in these processes. This course will provide in-depth study in critical components of the reading process (including reading, writing, speaking, listening) related to content area reading: knowledge of text structure, the dimensions of content area vocabulary and various forms of comprehension (e.g., literal, interpretive, critical and evaluative). Teacher-candidates will learn research-based teaching methods. Prerequisites: Educ 114, 115, and 222. Two credits. *Offered fall semesters.*

Educ 321 Human Relations in Teaching: Diversity and Inclusion

Students will understand and deconstruct the impact of gender, gender identity, sexual orientation, SES, ethnicity, language diversity, and other factors on equitable educational opportunity. Further they will explore, confront, and proactively work to minimize the impact of one's own biases on who they are as

teachers and how one relates to/interacts with students, parents, administrators, and community members. Students will also understand the social structures and systemic “isms” (created by the intersection of diversity and power) within our society that if left unaddressed create gaping educational inequality. They will reflect upon said understandings and use such to plan for how one will integrate the various human relations issues, topics, knowledge, awareness, sensitivities, attitudes, and understandings into one’s own future classroom to create and maintain caring and democratic learning communities. To accomplish this students will explore and utilize purposefully inclusive pedagogy and student engaging and empowering organizational structures to create within one’s own future classroom a learning and living community in which each and every student is valued, respected, and cared for as they are – and that each will see themselves and all others as persons of unique worth and possibility. STRONGLY recommended to be taken in junior or senior year. Prerequisites: Educ 114, 115 and 222. DIVERSTY and LS. Four credits.

Educ 324 Elementary Special Education (Instructional Strategist I) Methods and Practicum (K-8) A K through eighth grade methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild and moderate disabilities. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing developmentally appropriate curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet the individual needs of children. A practicum is included. Prerequisites: Educ 114, 118, 222, 233 and 318. (or concurrently with Educ 318 with permission of the Educ 324 instructor). Must be taken concurrent with Educ 324P. Four credits. Offered every fall.

Educ 324P Elementary Special Education Advanced Practicum

This elementary special education practicum, which is taken concurrently with Educ 324/524, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 118, 222, 234, and concurrent with Educ 324. *Offered every fall.* Zero credit.

Educ 326P Elementary Advanced Practicum I

The practicum of a minimum of 30 hours, provides an opportunity for candidates to apply their knowledge, skills, and dispositions to an elementary classroom setting. Must be taken concurrently with Educ 300 and/or Educ 303. Prerequisites: Educ 114, 115, 222, and admission to Gateway 2. One credit. *Offered every fall.*

Educ 327 Secondary Special Education (Instructional Strategist I) Methods and Practicum (5-12) A secondary level methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild and moderate disabilities in grades five through twelve. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet the individual needs of students. A practicum is included. Prerequisites: Educ 114, 118, 222, 233, and 318 (or concurrently with Educ 318 with permission of the Educ 327 instructor). Must take concurrent with Educ 327P. *Offered every spring.* Four credits.

Educ 327P Secondary Special Education Advanced Practicum

This secondary special education practicum, which is taken concurrently with Educ 327/527, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 118, 222, 234,

and concurrent with Educ 327/527. Offered every spring. Zero credit.

Educ 329P Elementary Advanced Practicum II

The practicum provides an opportunity for candidates to apply their knowledge, skills, and dispositions to an elementary classroom setting. Must be taken concurrently with Educ 304 and/or Educ 305. EL. Prerequisites: Educ 114, 115, and 222. Two credit.

Educ 330 Inclusive Early Childhood Education Methods

Students study curricula and methodology for early childhood education across developmental and academic domains in accordance with state and national standards and within the overall context of multicultural, nonsexist, developmentally appropriate practices. Students gain knowledge of the early intervention system as outlined in Part C of IDEA as well as early childhood special education programming as outlined in Part B of IDEA. Developmentally appropriate practice in context of natural and least restrictive environments, including routines within home, community, and school settings. Candidates will learn how to work with families to enhance child development across major developmental domains. Four credits. *Offered in the Fall.* Course must be taken concurrently with EDUC-330P.

Educ 330P Inclusive Early Childhood Education Methods Practicum

This practicum allows students to apply their classroom learning in the field and hone their skills in a clinical setting. Zero credits. Offered in the Fall. Prerequisites EDUC 222 and EDUC 231. Course must be taken concurrently with EDUC-330.

Educ 333 Inclusive Classroom Climate and Guidance (K-12)

Focuses on managing student behavior and social interaction skills for children in K-12 settings. Preparation includes individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Content includes theories of behavior problems in individuals with and without disabilities, the use of non-aversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities, and the design, implementation, and evaluation of instructional programs that enhance an individual's social participation in family, school, and community activities. Prerequisites: EDUC-222. Four credits. *Offered May term.*

Educ 334 Early Childhood Classroom Environment, Relationships, and Management

Information and skills necessary to classroom/program management including: strategic thinking, and planning, collaboration, administration, supervision, and the identification of key resources and materials. Classroom organization and individual interactions that create a sense of community and a positive learning environment. National and state legislation are reviewed and opportunities for advocacy are presented. Other topics include the creation of positive learning environments, and classroom management with a focus on quality instruction and prevention of discipline problems. Student and parent conferencing strategies are introduced. Candidates are encouraged to take Educ334 during the spring of their junior year. Prerequisites: Educ 222 and 231. Four credits. *Offered every fall.*

Educ 335 Special Education Teaming, Assessment, and Intervention (K-12)

A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students with exceptionalities. Includes the collection and use of academic and behavioral data for assessment and

instructional planning for students with mild and moderate disabilities in levels K to Grade 12. Includes strategies for collaboration between special and general education teachers, as well as strategies for working with support services personnel, paraprofessionals, and other individuals involved in the educational program. Includes content on career planning and the transition process for adolescents from school to adult living; includes sources of services, organizations, and networks for individuals with mild and moderate disabilities, as well as methods of educational and vocational support for students transitioning to post-school settings. Prerequisites: EDUC-222 & EDUC-231. Four credits. Offered annually in the spring.. Four credits.

Educ 341 Secondary Language Arts Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of learners' receptive and expressive communication skills. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with this discipline. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. An extensive practicum of a minimum of 30 hours is included during which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required of all students seeking secondary level teaching endorsements in English/language arts, speech/theatre, or journalism. Prerequisites: Educ 114, 115, and 222. Must be taken after, or concurrent with EDUC 316. Must be taken concurrently with, Educ 341P. Two credits. *Offered fall semesters.*

Educ 341P Secondary Language Arts Education Practicum

This secondary education practicum, which is taken concurrently with Educ 341, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 341. *Offered every fall.* Zero credit.

Educ 342 World Language Education Seminar

This course examines the history of world languages in the public schools, the issue of world language instruction in the elementary school, while emphasizing long range planning, instructional strategies, management issues, and technology associated with the teaching of world languages. These topics are examined in the context of the National Standards in World Language and those standards' alignment with the Iowa Common Core and the Simpson college teacher Education Standards. An extensive practicum of a minimum of 30 hours is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking preschool through high school teaching endorsements in French, German, or Spanish. Prerequisites: Education 114, 115, and 222. Must be taken after, or concurrent with, Educ 316. Must be taken concurrently with Educ 342P Two credits. *Offered fall semesters.*

Educ 342P World Language Education Practicum

This education practicum, which is taken concurrently with Educ 342, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 342. *Offered every fall.* Zero credit.

Educ 343 Secondary Social Studies Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of social studies taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with these subject areas. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. An extensive practicum of a minimum of 30 hours is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking secondary-level teaching endorsements in the social sciences, history, and government. (Students seeking an endorsement in economics may take this course or Educ 346.) Prerequisites: Education 114, 115, and 222. Must be taken after, or concurrent with Educ 316. Must be taken concurrently with Educ 343P. Two credits.

Educ 343P Secondary Social Studies Education Practicum

This secondary education practicum, which is taken concurrently with Educ 343, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 343. *Offered every fall.* Zero credit.

Educ 344 Secondary Science Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of natural sciences taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with instruction in the natural sciences. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. An extensive practicum of a minimum of 30 hours is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required of all students seeking secondary level teaching endorsements in the natural sciences, e.g. biology, chemistry, or physics. Prerequisites: Educ 114, 115, and 222. Must be taken after, or concurrent with, Educ 316. Must be taken concurrently with Educ 344P. Two credits. Offered fall semesters.

Educ 344P Secondary Science Education Practicum

This secondary education practicum, which is taken concurrently with Educ 344, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 344. *Offered every fall.* Zero credit.

Educ 345 Secondary Mathematics Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of mathematics taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with mathematics instruction. An extensive practicum of a minimum of 30 hours is included in which the student will be actively involved, including the teaching of at least one

lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required of all students seeking secondary level teaching endorsement in mathematics. Prerequisites: Educ 114, 115, and 222. Must be taken after, or concurrent with, Educ 316. Must be taken concurrently with Educ 345P. Two credits. *Offered fall semesters.*

Educ 345P Secondary Math Education Practicum

This secondary education practicum, which is taken concurrently with Educ 345, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 345. *Offered every fall.* Zero credit.

Educ 346 Secondary Business Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of business education, e.g. management, accounting, and computer applications taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with these subject areas. An extensive practicum of a minimum of 30 hours is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking a teaching endorsement in business. (Students seeking an endorsement in economics may take this course or Education 343.) Prerequisites: Educ 114, 115, and 222. Must be taken after, or concurrent with Educ 316. Must be taken concurrently with 346P. Two credits. *Offered fall semesters.*

Educ 346P Secondary Business Education Practicum

This secondary education practicum, which is taken concurrently with Educ 346, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. EL. Prerequisites: Educ 114, 118, 222, and concurrent with Educ 346. Offered every fall. Zero credit.

Educ 352 Inclusive Teaming, Assessment, and Intervention (B-8)

Students will learn about screening and assessment practices in early childhood education. Special health care considerations and their connection to developmental and academic supports will be explored in relation to teaming, planning, and intervention practices. Service coordination among physical therapy, occupational therapy, speech and language therapy, nutrition professionals as well as working with young children and their families during assessment will be examined. Includes a practicum for a minimum of 15 hours. Must be taken concurrently with EDUC-352P. Prerequisites: EDUC 222, and 231. *Offered in the Spring.*

Educ 352P Inclusive Teaming, Assessment, and Intervention (B-8) Practicum

The practicum provides the candidates with an opportunity to apply their knowledge, skills, and dispositions to an early childhood classroom setting. Must be taken concurrently with EDUC 352. Offered in the spring. Prerequisites: Educ 222 and 231.

Educ 380 Independent Study in Education

Educ 385 Capstone in the Culture, Context, and Policy Concentration of Educational Studies Major

This course will engage students in integrating the theory, knowledge, and practical experience gained in their Educational Studies major using a series of readings, fieldwork experiences, and a major project. Specifically, the capstone course in Educational Studies will include the following components: 1. Research project that address important contemporary educational studies issues. 2. Practical field work carried out to explore the impact of education upon society and/or the impact of society on education. This work will be done so in collaboration with appropriate ocommunity partners. (35 hours). 3. Reading, discussion, writing, and critical analyses that involves reflection on Education Studies goals and means. EL and DS. Four credits. Offered spring semesters.

Educ 388 Student Teaching

Student teaching is the capstone experience for licensure candidates. It provides an opportunity for students to apply, practice and demonstrate their knowledge, skills, and dispositions. All *initial* licensure candidates must complete a minimum of one full semester (15 weeks) of student teaching. Specific sections are designated for the various endorsement programs. A full semester of student teaching is 15 credits. Must be taken concurrently with Educ 389/589 Student Teaching Seminar. Prerequisite: Admission to Gateway 4.

Educ 389 Student Teaching Seminar

The student teaching seminar provides support for current student teachers and includes information on ethics, professionalism, and teaching resources. Must be taken concurrently with a full semester of Educ 388/588 Student Teaching. Prerequisite: Admission to Gateway 4. DSP. One credit.

Educ 390 Special Topics in Education

Educ 398 Independent Research in Education

Student Teaching

Students may combine some sections of student teaching, but all student teachers must student teach for a minimum of 15 weeks (15 semester hours) and must enroll in the student teaching seminar. Students seeking two or more divergent endorsements should expect to student teach longer than 15 weeks. The State of Iowa requires that all student teaching placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and not take classes or participate in extra-curricular activities during the student teaching semester. Student teaching placements are limited to a 35 mile radius of the Simpson College campus.

Educ 388/588 Sections

Educ 388/588PK	Student Teaching: Birth -Preschool
Educ 388/588P	Student Teaching: Primary (K-3 rd grade)
Educ 388/588UL	Student Teaching: Upper Elementary (4-6)
Educ 388/588LS	Student Teaching: Elementary Instructional Strategist I (K-8)
Educ 388/588M	Student Teaching: Middle School (4-
8) Educ 388/588S	Student Teaching: Secondary (7-12)
Educ 388/588SS	Student Teaching: Secondary Instructional Strategist I (5-12)
Educ 388ML	Student Teaching: Elementary Music (K-

8) Educ 388MS	Student Teaching: Secondary Music (5-
12) Educ 388AL	Student Teaching: Elementary Art (K-8)
Educ 388AS	Student Teaching: Secondary Art (5-12)
Educ 388PL	Student Teaching: Elementary Physical Education (K-
8) Educ 388PS	Student Teaching: Secondary Physical Education (5-12)
Educ 388PHL	Student Teaching: Physical Education and Health (K-8)
Educ 388PHS	Student Teaching: Physical Education and Health (5-12)

Geography Courses

Geog 120 Introduction to Human Geogrpby

This course provides students with an introduction to the major themes and concepts of the field of human geography. Through real-world case studies and examples, it offers an overview of the discipline's subfields of social, cultural, urban, political, and economic geography which investigate how humans and their practices vary across space and over time. Helping students to understand contemporary issues confronting our world from a geographic perspective is also an aim of the course. Two credits. *Offered once each year.*

Geog 124 Regional Geogrpby of the Developing World

This course offers an overview of the economically developing regions of the world through the lens of foundational geographic concepts of location, human-environmental interaction, and global economic and demographic patterns of people and places. Regions studied include Latin America, Sub-Saharan Africa, North Africa/Southwest Asia, India and China. Two credits. *Offered once each year.*

Geog 128 Regional Geogrpby of the Developed World

This course offers an overview of the economically developed regions of the world through the lens of foundational geographic concepts of location, human-environmental interaction, and global economic patterns of people and places. Regions studied include North America, Europe (including Russia), Japan, Australia, and Antarctica. Two credits. *Offered once each year.*

English

Butts, Griffin, Harrigan,

Department Mission Statement

Coursework in the department of English promotes integrative learning through the study of literature, culture, and expository and creative writing. All courses, whether focused on genre, author, period, or socio-cultural perspective, nurture an understanding of selves, communities, and cultures. Majors develop sophisticated critical reading, thinking, and writing skills; they also cultivate creative problem-solving skills and cultural literacy, allowing them to participate fully as citizens in a global community. Graduating majors enter the workforce prepared to apply these skills and perspectives to work in a variety of fields.

Majors acquire a general acquaintance with the traditions of English and American literature and are encouraged to explore in greater detail those writers, periods, and topics that best meet their individual aims and interests. Forty credit hours are required for the major.

English 101, 102, 103, 106 and 108 do not count toward the major or minor. Students may count a maximum of four credits of other 100-level English courses toward the major. Students seeking English/Language Arts teaching endorsements may count Eng 220, Adolescent Literature as an elective for the major or minor. (Note: All English/Language Arts endorsements also require Communications Studies 102, Public Speaking in Society. Please refer to the Education department web site for specific requirements for the elementary and secondary education endorsements.)

English Major

Student will complete ten courses, plus the capstone as follows:

Historical Survey Requirement (two courses; one British, one American)

Choose one British survey:

Eng 109 British Literature to 1660

Eng 110 British Literature since 1660

Choose one American survey:

Eng 112 U.S. Literature to 1865

Eng 113 U.S. Literature Since 1865

Creative Writing Requirement (one course)

Choose one:

Eng 202 Fiction Writing

Eng 203 Poetry Writing

Eng 204 Non-fiction Writing

Minoritized Literatures Requirement (one course)

Choose one course from the following:

Eng 222 African-American Literature and Culture

Eng 223 U.S. Latinx Literature

Eng 234 Women's Literature Women's Lives

Eng 236 Studies in Multiethnic Literatures of the U.S.

Literary Theory Requirement (one course)

Eng 245 Literary Theories

Pre-1900 Literature Requirement (two courses)

Choose two courses from the following:

Eng 114 Ancient and Classical Literature

Eng 109 British Literature to 1660

Eng 112 American Literature to 1865

Eng 233 Major Plays of Shakespeare

Eng 332 Early Modern Literature

Eng 334 The Long 19th Century

Eng 355 Medieval Literature

Electives (three additional English courses two of which must be at the 300-level)

Eng 360 Senior Capstone Seminar

English Minor

Students will complete six courses as follows:

Historical Survey (one course)

Choose one course from the following:

Eng 116 Ancient and Classical Literature

Eng 109 British Literature to 1660

Eng 110 British Literature since 1660

Eng 112 U.S. Literature to 1865

Eng 113 U.S. Literature since 1865

Creative Writing (one course)

Choose one course from the following:

Eng 202 Fiction Writing

Eng 203 Poetry Writing

Eng 204 Nonfiction Writing

Minoritized literary traditions (one course)

Choose one course from the following:

Eng 222 African-American Literature and Culture

Eng 223 U.S. Latinx Literature

Eng 234 Women's Literature, Women's Lives

Eng 236 Studies in the Multi Ethnic Literature of the U.S.

300 Level Elective

Two additional English courses: One must be at the 300 level)

English Courses

Eng 106 College Writing: Argument and Persuasion

Continued practice in the writing process, with assignments that teach students to deliberate on issues

and ideas they might encounter in the humanities, the arts, and the social and natural sciences, and to present carefully reasoned, well-supported, and -- where appropriate -- documented arguments in support of their opinions on these issues and ideas. The course includes strategies of persuasion and analysis, research, methods of documentation, and other discourse conventions of college writing. WRITCOM. Four credits.

Eng 108 Linguistics and Writing

Provides the fundamentals of linguistics including phonology, morphology, and grammatical structures of English. Students develop vocabulary and skills necessary for effective writing and the teaching of writing. Encouraged for candidates interested in the Teacher Education Program and required for elementary education candidates and some secondary endorsements. This is not a methods of teaching course. Prerequisites: Educ 114. WRITCOM. Four credits. *Offered fall and spring.* May not be used for the English Major or Minor.

Eng 109 British Literature to 1660

A survey course that explores English literature from its Anglo-Saxon beginnings to the Early Modern period with focus on the relationship between cultural shifts and genre development. Students will read epic poetry, lyric poetry, medieval romance, dramas, and essays. HISTRCL & HI. Four credits. *Offered fall or spring semesters.*

Eng 110 British Literature Since 1660

A survey course that explores Restoration drama, Neoclassicism, Romanticism, Victorianism, Modernism, and Postmodernism as cultural movements in which a variety of genres develop and are modified in response to shifting notions of class, race, and gender. Students will read poetry, novels, drama, short stories and essays. HISTRCL & CTI. Four credits. *Offered fall or spring semesters.*

Eng 112 U.S. Literature to 1865

This course investigates the literature and culture of (the region now bounded as) the United States during a period when individual, regional, and national identifications experienced great change. As a "survey" course, it takes as broad a swath of the field as possible, considering American Indian voices; colonial encounters with the "New World"; and the literature of the American Revolution, early national, and antebellum periods. It may consider various genres or types of text, such as fiction, nonfiction, oral poetry and stories, and lyric poetry, as well as visual texts and primary sources. HISTRCL, and INFOLIT, HI. Four credits. *Offered fall or spring semesters.*

Eng 113 U.S. Literature since 1865

This course investigates United States literature spanning from the end of the Civil War to the end of the twentieth century. It may consider novels, stories, and nonfiction texts from across this period, attending to developments in nineteenth- and twentieth-century U.S. literary history such as Regionalism, Realism, Naturalism, Modernism, and Postmodernism. Students may also consider the political, cultural, and historical events that run parallel to these literary developments. HISTRCL and CRITTHNK, CTI. Four credits. *Offered fall or spring semesters.*

Eng 114 Ancient and Classical Literature

A study of influential sacred and secular literature in translation through the fourteenth century. HI. Four credits. *Offered every other fall semester..*

Eng 117 Heritage of Western Literature II

A study of works that define the modern tradition in Western literatures. An examination of such writers as Shakespeare, Racine, Rousseau, Mary Shelley, Mill, Dostoevsky, Ibsen, and Kafka. The course explores the development of Western culture since the Renaissance as revealed by its literature. HISTRCL and WRITCOM. Four credits.

Eng 140 Introduction to Creative Writing

A general introductory course for students interested in creative writing. The course will introduce students to poetry, fiction, and creative nonfiction, making distinctions between these major genres as well as acknowledging crossover between them. The course is built on shared readings of work in each of these genres and on writing assignments designed to help student practice elements of craft. Students are also introduced to typical creative writing workshop processes, revision, and reflection in the process of taking work from initial draft to a revised final portfolio. *Offer every fall.* Four credits.

Eng 150 Introduction to Film

This course introduces students to film as an important visual, aural, and narrative art form. Focusing on several iconic films, students will explore cinematic form, ideology, and historical context. Four credits. *Offered fall of every third year.* ART and CRITTHNK, CTI.

Eng 180 Independent Study in English

Eng 190 Special Topics in English

Eng 195 Academic Writing

This course focuses on strengthening academic writing in various college disciplines. Areas of focus include main point or thesis, paragraph development, comma usage, and organization. Prerequisites: SC 101. One credit. *Offered every spring semester.* Enrollment in this course is limited to first-year, Student Support Services participants with prior instructor's approval.

Eng 198 Independent Research in English

Eng 202 Fiction Writing

An introductory course for students interested in writing fiction. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write and revise a substantial short story or group of stories. ART and ORALCOM, ACE. Four credits.

Eng 203 Poetry Writing

An introductory course for students interested in writing poetry. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write a collection 10-12 pages of revised poetry. ART and ORALCOM, ACE. Four credits.

Eng 204 Nonfiction Writing

An introductory course for students interested in writing nonfiction essays. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write and revise a substantial nonfiction essay or group of essays. ART, ACE

and ORALCOM. Four credits.

Eng 220 Young Adult Literature

A survey of literature written for young adults. The course provides an overview of various genres, cultural perspectives, and themes in adolescent literature and examines the relation of adolescent literature to adult literature. Required for secondary education. Four credits.

Eng 222 African-American Literature and Culture

A survey of the literature written by African-Americans from slavery times through the civil rights movement. Attention will also be given to outstanding examples of African-American music. The course covers a bit more than a century of African-American writing, from Douglass to Lorraine Hansberry. Selections from writers such as Dunbar, DuBois, Hughes, Hurston, Wright, Petry, Brooks, Ellison, and Baldwin will be included. The historical context of the works will be emphasized throughout the course. DIVRSTY, LS. Four credits.

Eng 223 U.S. Latinx Literature

This course explores literature by U.S. writers who represent the complex grouping of people of many national, racial, historical, cultural, and linguistic backgrounds, who share historical roots in Latin America. Four credits. *Offered spring of odd years.* DIVRSTY & LS.

Eng 233 The Major Plays of Shakespeare

Intensive study in significant plays from the histories, comedies, tragedies, problem plays, and romances. Emphasis on close readings of texts as well as their cultural contexts. Prerequisites: English 209, 210, 212, 213 or permission of the instructor. COLLABLDLDR, and WRITCOM. Four credits. *Offered every other fall semester.*

Eng 234 Women's Literature, Women's Lives

This course introduces students to literature written by women from the fourteenth century to the present and to feminist analysis as a tool for understanding that literature. Students will examine and analyze the cultural conditions which shaped both the authors' lives and the literature they produced, then apply this analysis to understanding the experience of women in American culture. DIVRSTY and LS. Four credits.

Eng 236 Studies in Ethnic and Multicultural Literatures of the U.S.

Readings in the literatures of ethnic and other groups who have traditionally been assigned minority status and marginalized in U.S. culture. Such groups include the writing of Native Americans, Asian Americans, Hispanic Americans, and Gay and Lesbian Americans, among others. The specific focus may vary each time the course is offered. DIVRSTY & LS. Four credits.

Eng 240 Global Literatures

This course focuses on one or more national, international, or transnational literary traditions written in English or translated into English primarily located outside of the United States or England. It seeks to acquaint students with an understanding of the sociohistorical contexts that shaped these traditions and the ways they have developed. It will also consider how English as a language has shaped global literary marketplaces. HBS, GP, & GS. Four credits. *Offered spring, every other year.*

Eng 245 Literary Theories

An introduction to the field of literary theory, with special emphasis on the philosophy, historical

roots, and applications of those theories employed by contemporary critics. Strongly recommended

for students anticipating graduate work in English. Prerequisite: Successful completion of at least one of the following courses or by permission of instructor: English 209, 210, 212, 213, 220, 222, 234, 236, 238, 280, 290, 298. ETHICS. Four credits.

Eng 250 Genres, Movements, and Modes

This course focuses on formal properties and contexts among groups of literary texts or movements. It emphasizes conventions, debates, and contexts defining the specific literary topic chosen by the instructor and may include a focus on transnational or subnational literary formations. CTI. Four credits. Offered spring of even years.

Eng 270 Writing Center Practice

This course is designed primarily to prepare writing consultants for the Simpson Writing Center, and only students hired to work at the Writing Center may take this course. The first half of the semester will focus heavily on observing writing center sessions, reflecting on them, and tying observations to published research. The second half of the semester will immerse students in live tutoring, co-consulting, and presenting on writing center topics. Students will also prepare a conference proposal and develop a consulting philosophy statement. This course can be taken before or after a student takes English 275 Writing Center Theory. By permission of instructor only. Prerequisites: SC 111, SC101, or SC 201. EL. Two credits. *Offered every fall.*

Eng 275 Writing Center Theory

This course is designed primarily to prepare writing consultants for the Simpson Writing Center, but is open to anyone interested in teaching writing. Provides the fundamentals of writing center theory, emphasizing writing processes, genre awareness, interpersonal dynamics, evaluation of writing-in-progress, and rhetorical theory as it pertains to working one-to-one with writers. Through readings, discussions, corpus analysis, and presentations, students develop the necessary vocabulary and skills to help themselves and their peers improve as communicators. This course can be taken before or after a student takes English 270 Writing Center Practice. By permission of instructor only. Prerequisites: SC 111, SC101, or SC 201. Two credits. *Offered every spring.*

Eng 280 Independent Studies in English

Eng 283 Literary Journal Production

This course focuses on developing and publishing Simpson's literary and arts journal *Sequel*. Students enrolled in the course will work together to determine the form of the journal and its editorial policies, to solicit submissions, and to make editorial and publication decisions. One credit. *Repeatable. Offered every spring.*

Eng 385 Advanced Creative Writing Workshop

Advanced, multi-genre workshop in creative writing with a sustained focus on the production and critique of student work. Prerequisites: ENG 202, 203 or 204 or permission of the instructor. Four credits. COLLAB. *Offered every fall.*

Eng 290 Special Topics in English

Eng 295 Writing Center Theory and Practice

Provides the fundamentals of writing center theory and practice including how to identify troublesome areas in student writing and how to provide effective oral and written feedback to peer writers. Through readings, observations, consultations, workshops, and presentations students develop the necessary vocabulary and skills to help themselves and their peers identify and revise error patterns or otherwise weak writing practices. English 295 does not count toward the English major or minor. Prerequisite: Completion of SC 101 or SC 201. One credit. ORALCOM.

Eng 298 Independent Research in English**Eng 332 Early Modern Literature**

A study of influential works from the fifteenth through the eighteenth centuries. Prerequisite: Successful completion of at least one 200 level English course. WRITCOM. Four credits. *Offered fall or spring semesters.*

Eng 334 The Long Nineteenth Century

A study of topics in literature from 1750-1900, Prerequisite: Successful completion of at least one 200 level English course or permission of the instructor. HISTRCL. Four credits. *Offered fall or spring semesters.*

Eng 340 Contemporary Literature

Selected works of living writers from around the world. The course explores current developments in the forms of fiction, poetry, drama, and nonfiction and emphasizes literature as a means of understanding the perspectives and experiences of people in different cultures. Prerequisite: Successful completion of at least one 200 level English course. Four credits. *Offered fall or spring semesters.*

Eng 355 Medieval Literature

This course focuses on the study of literature from the Old and Middle English periods. Select works of influential continental literature of the same time periods may be included for context. Prerequisite: Successful completion of at least one 200 level English course or permission of instructor. Four credits. *Offered fall or spring every other year.*

Eng 360 Senior Capstone Seminar

The Senior Capstone Seminar offers a focused examination and exploration of a specific topic within literary studies. Students will explore the topic through research and writing. Supplementary activities will provide students an opportunity to consider socio-ethical dimensions of the discipline and professional opportunities enhanced by studying writing and literary texts. Pre-requisite: open only to senior English majors. INFOLIT and WRITCOM, EL, DW, & DSP. Four credits.

Eng 370 Advanced Literary Studies

A concentrated study of an author, genre, theme, interpretive approach, or text(s). Prerequisite: Successful completion of at least one 200 level course in English or by permission of instructor. Four credits. *Offered fall/spring every other year.*

Eng 375 20th Century Literature and Culture

This course focuses on topics in the literary and textual culture of the twentieth century. Prerequisite: Successful completion of at least one 200 level English course or permission of

the instructor. Four credits. *Offered fall or spring every other year.*

Eng 380 Independent Study in English

Eng 390 Special Topics in English

Eng 398 Independent Research in English

Prerequisite: Successful completion of at least one of the following courses or by permission of instructor: English 209, 210, 212, 213, 220, 222, 234, 236, 280, 290, 298.

Experiential Learning Courses

Simpson College recognizes that learning occurs both in and out of the classroom on our campus. Students and their co-curricular and extracurricular activities contribute to the college community in a variety of ways and the skills that students learn through these activities parallel those learned in the classroom; the experiential learning courses acknowledge this reality and allow students to complete general education requirements while they are involved in these activities. Through purposeful instruction and guidance led by instructors, students meet the learning objectives of embedded skills in the Engaged Citizenship Curriculum through a variety of projects and initiatives to demonstrate their achievement of the learning objectives.

ExpL 129 Career and Workplace Preparation and Observation

This course is an examination of and the development of personality strengths, values, interests and skills in preparation to meet individual career goals. Students participate in two semester-long projects: An individual job shadow with presentation and a formal group presentation based on research of a workplace-related topic. The individual presentation will reflect the student job shadow experience and specific resources used and important to the career and workplace observed. The formal group presentation will address topics such as: team building and dynamics, conflict management, effective social media usage in the workplace, time management tools for professionals, networking, business etiquette, etc. The group presentation must include an activity to demonstrate and practice the soft skill researched. Two credits. *Offered fall and spring.*

ExpL 138 Cultivating Oral Communications in Your Career

Course designed to improve oral communication skills in the professional and personal realms. Purposeful instruction in both formal and informal oral communication with a focus on professional standards, oral communication strategies and practical implementation in daily life. This course is non-repeatable. Prerequisite: By permission of the instructor. ORALCOM. Zero credit. Offered every semester.

ExpL 139 Cultivating Collaborative Leadership in Your Career

Translate new or continuing work, volunteer, and/or military experiences into weekly journals and a reflective essay that describes how those experiences meet the Collaborative Leadership Embedded Skill. Specific examples include project or team management, military leadership, or volunteerism where students have taken a leadership role. These experiences will be evaluated against the criteria of the Collaborative Leadership Embedded Skill to determine whether they meet the requirements. In addition, students will be required to submit a professional letter of support from a supervisor, co-worker, officer, or other professional referrer. Students will be required to participate in three class meetings over the course of the term. COLLAB. (No credit). *Offered every semester.*

ExpL 140 Information Literacy in the Modeling Competition

The Interdisciplinary Competition in Modeling and Mathematical Competition in Modeling (ICM/MCM) are held in the spring semester each year where teams of 3 students work collaboratively to solve a real-world problem. The best teams are those that include students from different disciplines, have strong research and writing skills, can think outside the box and follow through on a plan, and work collaboratively as an integrated team. In this experience, students will participate in pre-competition workshops, discussions or activities designed to help the student build the information literacy skills needed to be successful in the competition. The skills include being able to develop a research strategy, knowing how to access appropriate databases, web sites and paper resources, being able to assess and evaluate those sources and materials, and acknowledging the

intellectual property of others through appropriate references and citations. The team will actively use those skills during the competition. Afterward, students will reflect on their success or failure and make plans for changes if needed to successfully apply those same information literacy skills in other contexts.

All Simpson students who participate in the ICM/MCM are eligible to enroll, and all Simpson students are eligible to participate in the ICM/MCM. However, space is limited in the competition and completion of the competition is required to complete this IL experience. INFOLIT. (No credit). *Offered every spring.*

ExpL 145 Collaborative Leadership in the Modeling Competition

The Interdisciplinary Competition in Modeling and Mathematical Competition in Modeling (ICM/MCM) are held in the spring semester each year and pit teams of 3 students against a real-world problem. The best teams are those that include students from different disciplines, have strong research and writing skills, can think outside the box and follow through on a plan, and work collaboratively as an integrated team. In this experience, students will participate in pre-competition workshops, discussions or activities designed to help the student build collaborative leadership skills such as defining a shared goal, delegating work tasks, making decisions, resolving conflict, acting ethically and communicating effectively within the team. The team will actively use those skills during the competition. Afterward, students will reflect on their success or failure and make plans for changes if needed to successfully apply those same collaborative leadership skills in other contexts.

All Simpson students who participate in the ICM/MCM are eligible to enroll, and all Simpson students are eligible to participate in the ICM/MCM. However, space is limited in the competition and completion of the competition is required to complete this CL experience. COLLABLDR, EL. (No credit). *Offered every spring.*

ExpL 149 Chapel Interns Collaborative Leadership

All Chapel Interns (CI) are members of the Religious Life Community (RLC) Council, which is responsible for planning and implementing the vision and values of the RLC. This course gives students a unique opportunity to actively connect faith and life by taking a collaborative leadership role in ministry, within a supportive, affirming environment. COLLABLDR and EL. Zero credit. *Offered spring semesters.*

ExpL 150 Life Experience Portfolio Workshop

This course guides students through the process of creating a Life Experience Portfolio (LEP). The LEP is a written product which uses documented evidence to show how significant skills and knowledge gained through professional and personal experience align with course content, allowing students to gain course credit for those experiences. Students engage in the cyclical writing process of brainstorming, organizing ideas, drafting, and revising. Following the completion of the portfolio, students also present their arguments orally to a faculty committee, which determines the credits to be awarded. To be eligible for the LEP process, students must be at least 25 years of age with a minimum of 5 years of full-time work experience. They must have fewer than 64 earned credits and fewer than 32 non-traditional credits counted toward their degree. Credits awarded for the portfolio can range from 0 to a maximum of 24, depending on the nature of the life experiences, the quality of the portfolio, and the credits remaining within the maximum of 64. WRITCOM. One-two credits. *Offered most semesters on demand.*

ExpL 195 SSS Peer Mentors

SSS Peer Mentors are returning TRIO student leaders who want to help incoming students transition to

college. Mentors will build important transferrable professional skills and form close bonds with other SSS students. Mentors will also work very collaboratively with each other and the SSS Staff. COLLABLDLDR. Zero credit. *Offered fall semesters.*

ExpL 196 Career Peers Advising Program

This course is open to students selected as Career Peers by the Office of Career Development. Students will earn a collaborative leadership designation for their work supporting their peers as well as their associated goal setting and reflections. COLLABLDLDR. (No credit). *Offered every spring.*

ExpL 201 Healthy & Responsible Lifestyles: The Red Watch Band

The Red Watch Band is a course open to all Simpson students who are interested in learning about healthy and responsible choices regarding alcohol and training on how to respond to alcohol toxicity in others. The course is designed to provide college students with the knowledge, awareness, and skills to prevent toxic drinking deaths and to promote a student culture of responsibility, compassion, and respect. Students in ExpL 201 will also be certified in CPR/AED as part of their course. Simpson College was accepted to be a campus site for The Red Watch Band, an alcohol awareness initiative of Stony Brook University, in 2011. The experience is administered through the offices of the Director of Health Services and the Associate Dean of Students. COLLABLDLDR.

ExpL205 Teaching/Laboratory Assistant in the Natural Sciences

This course is intended for students who are serving the Division of Natural Sciences as teaching or laboratory assistants. Content includes training in course specific hazards, blood borne pathogens, and fire safety. Enrollment is by permission only. COLLABLDLDR. (No credit.)

ExpL 210 Supplemental Instruction Leader

Through on-going training and instruction in collaborative leadership and pedagogy, Supplemental Instruction Leaders develop skills and knowledge essential to being peer leaders. Specific experiences include planning and delivering Supplemental Instruction study sessions, collaborating with professors and the Supplemental Instruction Coordinator to ensure effectiveness of SI, facilitating student learning, modeling appropriate student behavior, modeling effective study strategies as well as collecting and analyzing data. The experience is administered by Student Support Services' Academic Support Coordinator. Application required. COLLABLDLDR and EL. Zero credit. Offered Every fall and spring semester.

ExpL 212 President's Leadership Certificate: Bronze Level

The President's Leadership Certificate (PLC) program supports and recognizes students who are committed to engaging in the leadership process in their communities. The program celebrates students' ability to create positive change in the world. Inspired by the mission of the college, the program nurtures values of personal integrity, moral responsibility, social justice, and global citizenship. Participants will engage in their communities in various ways, demonstrating that leadership is a process of engaging with others towards a common goal. Students will also participate in small group reflection sessions as well as design and attend leadership development retreats. All Simpson students are eligible to enroll, although failure to complete program requirements results in an indefinite probationary period until requirements are satisfied. The experience is administered by the Leadership Coordinator through the office of the Center for Vocation and Integrative Learning. COLLABLDLDR.

ExpL 215 Residence Life Student Staff

Through an intense training period and on-going in-services, student staff members within

Residence Life will develop skills and knowledge pertaining to being collaborative leaders. Specific experiences include planning large-scale events, upholding community standards, and serving on a committee to focus on a specific area within the department. The experience is administered through the office the director of residence life. COLLABLDR.

ExpL 236 Written Communication in Undergraduate Research

This course would provide students with discipline-specific writing experience to be completed concurrent with an undergraduate research project. (Offered summer only).

ExpL 240 Leadership Development

In congruence with CAS Student Leadership Program Standards and Guidelines, this program will help students prepare to be strong leaders in varied leadership experiences through personal and interpersonal skill development including collaboration, communication, critical reflection, strategic thinking, and team building. Via curriculum drawing from the Social Change Model of Leadership and co-curriculum, Simpson College's Leadership Development Program will provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership. COLLABLDR. Zero credit. *Offered fall semesters.*

ExpL 281 Sexual Assault Response Advocates (SARA)

SARA provides 24/7 advocacy services to anyone in need of support and/or assistance due to sexual assault. SARA is a campus organization aimed at creating greater awareness about sexual assault. The goal of SARA is to educate and assist members of the Simpson community in dealing with sexual assault and sexual misconduct. SARA consists of faculty, staff and student advocates who are specially trained to provide education and support in sexual assault incidents on campus. SARA is also a student-run organization which provides educational programming about issues related to dating violence, sexual harassment, sexual assault, and being conscientious about sexual choices. Students must apply to become a SARA; call for applications will go out during spring semester each year. The experience is administered through the counseling services office. COLLABLDR.

ExpL 302 Student Conduct Board

The Student Conduct Board is a group of 9 students chosen by the Student Government Association to hear student disciplinary cases. Student Conduct Board members will exercise collaborative leadership skills as they make decisions that impact student development as well as the campus community as a whole. The experience is administered through the office of the Associate Dean of Students. COLLABLDR and EL.

ExpL 315 Residence Life Returning Student Staff

Residence Life student staff members returning for a second or third year will focus on applying previous experiences and knowledge to new situations and more significant leadership opportunities. New responsibilities will include leading staff groups, presenting to fellow staff members, and continuing to lead a group of residents. The experience is administered through the office the director of residence life. COLLABLDR.

Graphic Design

Justin Nostrala

The Graphic Design Major at Simpson College includes extensive, focused studies in design and technical aspects of Graphic Design. Through courses that use the latest software design programs students will have the opportunity to learn the principles of effective visual communication while determining their personal niche within the graphic design industry.

Graphic Design Major

Students will complete ten courses plus a capstone as follows:

Required:

GDSN 136 Graphic Design I
GDSN 236 Graphic Design II
GDSN 336 Graphic Design III
GDSN 237 Digital Photography
GDSN 246 Digital Design
GDSN 248 Illustration
COMM 101 Introduction to Communication and Media Studies
CMSC 150 Intro to Programming
CIS 120 Web Development
GDSN 319 Internship in Graphic Design

Capstone:

GDSN 385 Senior Seminar in Graphic Design

Graphic Design Minor

Students will complete five courses as follows:

Required:

GDSN 136 Graphic Design I
GDSN 236 Graphic Design II
GDSN 336 Graphic Design III
GDSN 237 Digital Photography
GDSN 248 Illustration

Graphic Design Courses

GDSN 136 Graphic Design I

This introductory graphic design course includes a review of the history of graphic design, and studies in the foundations of design and color theory. Students will also learn about various graphic design practices such as company branding and research design. The main industry programs, Photoshop, Illustrator, and InDesign are introduced and used to practice building logos, posters, brochures, and more. ART & ACE. Four credits. *Offered fall and spring semesters.*

GDSN 236 Graphic Design II

This course builds on content explored in Graphic Design I, with advanced-level projects that will prepare students professionally for the field. Substantial emphasis is put on typography and branding practices. WRITCOMM and DW. Prerequisite: GDSN 136. Four credits. *Offered fall or spring semesters.*

GDSN 237 Digital Photography

Students will learn basic principles of digital photography. Camera operation, photo composition, and Photoshop manipulation will be emphasized. The course will also teach students about the power of visual images and how photography is used as an effective element of graphic design. (ACE). Four credits. Offered fall semesters. ART.

GDSN 246 Digital Design

This course will explore the principles and practice of User Experience (UX) and User Interface (UI) design for digital platforms. In UX and UI Design students will study a human centered design process in order to create digital tools that are intuitive and engaging. In the second half of the course students will be introduced to Motion Design, using such programs as *Adobe After Effects*. Moving imagery will allow students to enhance the user experience and create state-of-the-art apps and websites. ART, CL, & DA. Four credits. *Offered fall or spring semesters.*

GDSN 248 Illustration

In this illustration course, students will study the principles of drawing as means to developing unique, content-specific imagery that can enhance the practice of graphic design. Techniques for form building, linear perspective, foreshortening, dynamic distortion and shading in drawing will be reviewed as students discover how illustration can be used to add original touches to visual communication. (ACE) Four credits. *Offered spring semesters.*

GDSN 319 Internship in Graphic Design

In order to gain practical experience in Graphic Design, Graphic Design Majors will work with a faculty supervisor for the internship and/or Career Development to secure an adequate internship. Once an internship opportunity is chosen, the student will work with the faculty supervisor to complete all registration guidelines defined by the Career Development office. (EL). Four credits.

GDSN 336 Graphic Design III

This course builds on content explored in Graphic Design I and II. Special emphasis is put on designing larger publications and color management for print production. Prerequisite: GDSN 236. (DSP). Four credits. *Offered fall or spring.*

GDSN 385 Senior Seminar

The Senior Seminar in Graphic Design will provide a culminating experience in which students will have the opportunity to build a professional portfolio that represents skills and techniques acquired, along with a refined, personal artistic style. The end-result of this semester long seminar will be a formal presentation of the portfolio. Items in career development, such as building a resume, letter writing and understanding copy right and fair use issues will also be addressed in the course. WRITCOMM. Four credits. *Offered spring semesters.*

History

Livingstone, Proctor, Sasser, Walden

Department Mission Statement

Simpson College history majors will graduate with a critical understanding of the essential features of the western tradition, a discriminating knowledge of cultures different than their own, and the communication and thinking skills necessary for both a career and full participation as citizens.

History Major

Students will complete ten courses plus a capstone as follows.

100-Level Course Requirements-Select 3 of the following:

Hist 105 Peacemaking and WWI
Hist 106 Henry VIII: Heads Will Roll
Hist 115 Ancient Rome
Hist 121 U.S. History to 1877
Hist 122 U.S. History from 1877
Hist 130 Royal Murder Mystery
Hist 125 Frontier Wars
Hist 152 The Holocaust
Hist 150 World War II
Hist 155 Debates in Pre-Modern History
Hist 160 Debates in World History
Hist 170 The Crusades
Hist 190 Special Topics

Hist 285 Thinking Historically

200 Level US -Select 1 of the following:

Hist 210 Topics in US History
Hist 211 African-American History
Hist 222 American Women's History
Hist 255 History of Iowa
Hist 261 American Environmental History

200 Level European -Select 1 of the following:

Hist 230 Topics in European History
Hist 233 Themes in British History
Hist 240 The Medieval World
Hist 241 The Early Modern World
Hist 245 Revolutionary Europe
Hist 246 20th Century Europe

200 Level Non-Western -Select 1 of the following:

Hist 275 History of India
Hist 276 History of China

300 Level US -Select 1 of the following:

- Hist 350 United States Photo History
- Hist 357 Religion in American History
- Hist 359 Colonial and Revolutionary America
- Hist 363 American Civil War
- Hist 364 Readings in United States History

300 Level European- Select 1 of the following:

- Hist 304 Tudor England
- Hist 305 Renaissance and Reformation 1300-1648
- Hist 322 Women & Gender in European History
- Hist 333 Crime & Punishment in European History
- Hist 344 Readings in European History
- Hist 370 Europe and World War I

300 Level Elective-Select 1 not used above:

- Hist 304 Tudor England
- Hist 305 Renaissance and Reformation 1300-1648
- Hist 319 Public History Internship
- Hist 322 Women & Gender in European History
- Hist 333 Crime & Punishment in European History
- Hist 344 Readings in European History
- Hist 350 United States Photo History
- Hist 357 Religion in American History
- Hist 359 Colonial and Revolutionary North America
- Hist 363 American Civil War
- Hist 364 Readings in United States History
- Hist 370 Europe and World War I
- Hist 386 Senior Research Seminar
- Hist 390 Special Topics
- Hist 392 Honors in History

HIST 385 - Historiography

History Minor

Student will complete 6 courses as follows:

Required:

- Hist 285 Thinking Historically

Two 100 Level Courses: Select from-

- Hist 105 Peacemaking and WWI
- Hist 106 Henry VIII: Heads Will Roll
- Hist 121 U.S. History to 1877
- Hist 122 U.S. History from 1877
- Hist 130 Royal Murder Mystery
- Hist 115 Ancient Rome
- Hist 125 Frontier Wars

Hist 152 The Holocaust
Hist 150 World War II
Hist 155 Debates in Pre-Modern World History
Hist 160 Debates in Modern World History
Hist 170 The Crusades
Hist 190 Special Topics

One 200 Level Course: Select from-

Hist 210 Topics in US History
Hist 211 African-American History
Hist 222 American Women's History
Hist 230 Topics in European History
Hist 233 Themes in British History
Hist 240 The Medieval World
Hist 241 The Early Modern World
Hist 245 Revolutionary Europe
Hist 246 20th Century Europe
Hist 255 History of Iowa
Hist 261 American Environmental History
Hist 275 History of India
Hist 276 History of China
Hist 290 Special Topics

Two 300 Level Courses: Select from-

Hist 304 Tudor England
Hist 305 Renaissance and Reformation 1300-1648
Hist 322 Women and Gender in European History
Hist 333 Crime & Punishment in European History
Hist 344 Readings in European History
Hist 350 United States Photo History
Hist 357 Religion in American History
Hist 359 Colonial and Revolutionary America
Hist 363 American Civil War
Hist 364 Readings in United States History
Hist 370 Europe and World War I
Hist 319 Public History Internship
Hist 386 Senior Research Seminar
Hist 390 Special Topics
Hist 392 Honors in History

History Courses

Hist 101 History of Western Civilization I

A brief examination of cultural contributions of the ancient Middle East, followed by a survey of the classical civilizations of Greece and Rome and an investigation of the rise of Christianity. A survey of the Middle Ages serves as a background for the development of European life culminating in the era of the Renaissance and Reformation. CIVIC, and CRITTHNK. Four credits. *Offered every fall.* **PLEASE NOTE: Students may receive credit for only one of the following courses: HIST 101, HIST 111, or**

HUM 101.

Hist 102 History of Western Civilization II

Beginning with the early modern era, the survey of Western civilization continues during the second semester with a consideration of the changes wrought by the Intellectual and Scientific Revolution, English ferment, the French Revolution, and the growth of modern industry and nationalism. The course concludes with an examination of the great world upheavals of the twentieth century.

CRITTHNK and CIVIC. Four credits. *Offered every spring.* **PLEASE NOTE: Students may receive credit for only one of the following courses: HIST 102, HIST 112, or HUM 102.**

Hist 105 Henry VIII: Heads Will Roll

This May Term course will explore why Henry VIII was so keen on marrying again and again and the impact that it had on England. Students will consider why Henry wanted a son so badly that he was willing to split with the Catholic Church and marry many times. Through the playing of a *Reacting to the Past* game students will 'experience' how and why this Protestant Reformation came about in England (and who was willing to die for it). The course ends with evaluating whether or not Henry got the result he so risked it all for, a stable succession for the Tudor dynasty. Four credits. *Offered only in May terms.*

Hist 106 Peacemaking and World War I

This May term course focuses on how nations came together in Paris in 1919 to create the peace treaties that would end the First World War. The centerpiece of the class is an historical role-playing simulation where students will engage in negotiations and backroom deals with other students in the course. Students will learn about the factors contributing to the outbreak of WWI as well as the conduct of the war itself in order to contextualize the decisions that they will have to make about how to achieve peace for the country that they will represent at the peace conference. Four credits. *Offered only in May terms.*

Hist 115 Ancient Rome

This course will explore the foundation and evolution of the Roman Republic, its metamorphosis into an empire, and centuries of Roman domination of the Mediterranean. There will be legions, gladiators, assassinations, and barbarians. But there will also be sewers, fish sauce, slumlords, and a she-wolf. Students will read about Ancient Rome, discuss historical interpretations, and write analytical essays mentioning Ridley Scott's film *Gladiator* as prescribed. HI.

Hist 121 U.S. History to 1877

An examination of the forces which have shaped American history from the earliest colonial settlements to the Civil War. Emphasis upon the American Revolution, the establishment of the government under the Constitution, and the succeeding political, social, and economic movements which culminated in the Civil War. HISTRCL, and INFOLIT, HI. Four credits. *Offered every fall.*

Hist 122 U.S. History since 1877

An introductory analysis of the factors which have defined our history from the Reconstruction after the Civil War to America's position in the twentieth century. Emphasis on industrialization, urbanization, and the emergence of the United States as a world power in the twentieth century. HISTRCL and INFOLIT, HI. Four credits. *Offered every spring.*

Hist 125 Frontier Wars

This course will introduce students to some of the conflicts that arose between Native Americans and whites during the period of European colonization of North America and American westward expansion. It will also analyze the concept of "frontier" and what it meant to Native Americans, Europeans, Africans, and Americans. In addition, students will become acquainted with academic historical practice through the use of evidence, argument, and analysis. Finally students will have the opportunity to explore and write about a topic of their choice (as long as it relates to the course material) for individual historical research. HI. Four credits.

Hist 130 Royal Murder Mystery

Acting as detectives, students will examine historical evidence, comb through contemporary documents, and question literature and historical interpretations to construct solutions to the mysterious disappearance of two boys - one a prince, the other an uncrowned king of England - who disappeared in 1483. The man accused of their mysterious murder was none other than their uncle, the man who took the throne as Richard III. However, no one has been able to prove that Richard actually murdered his two nephews. This course will attempt to unravel this royal murder mystery and put potential culprits on trial. HISTRCL, COLLABLDLDR and CTI. Four credits. *Offered every three years.*

Hist 150 World War II

By examining a wide array of primary sources, this course develops student skills in critical source analysis, narrative construction, and the assessment of causality. In addition to reading about grand strategy and the broad sweep of warfighting, we will explore the "new military history," which focuses on culture, society, gender, memory, popular culture, and ethnicity. We will also play at least one Reacting to the Past simulation game. HISTRCL, INFOLIT and HI. Four credits. *Offered every three years.*

Hist 152 The Holocaust

This class focuses on understanding the Holocaust in its historical context and its representation in the popular culture (including film) and historical memory. The course will also introduce students to historical thinking and methods. HI. Four credits. *Offered every three years.*

Hist 155 Debates in Pre-Modern World History

This course is an introduction to key debates and moments of global history in the ancient and premodern era (ca. 400 BCE-1600) through immersive role-playing historical simulations. Themes and topics covered each semester will vary, but may include the relationship between the individual and the state, competing ideas of political authority, and contentious debates in philosophy and religion. EL, HP, OC & HI. Four credits. *Offered fall semesters.*

Hist 160 Debates in Modern World History

This course is an introduction to key debates and moments of global history in the modern era (ca. 1500-present) through immersive role-playing historical simulations. Themes and topics covered each semester will vary, but may include the relationship between tradition and modernity, the development of human rights, revolutions and social change, and the tensions between national sovereignty and global community. Four credits. COLLABLDLDR, ORALCOM, and GLOBAL, GS, EL. *Offered every semester.*

Hist 170 The Crusades

This course explores the nature and idea of the Crusades by examining their religious, political and cultural motivations and their effect they had on the people of Europe, Byzantium and the Islamic world. The course culminates in an examination of the legacy of the Crusades and how later generations invoke their image and memory as inspiration. COLLABLDR, CRITTHNK, and GLOBAL, CTI. Four credits. *Offered every other year.*

Hist 180 Independent Study in History

Hist 190 Special Topics in History

Hist 198 Independent Research in History

Hist 210 Topics in US History

This course explores special topics in US History. Topics will vary. LS. Four credits. *Offered every year.*

Hist 211 African-American History

The history of the Black Americans is traced from the time of their appearance as slaves in the New World to the struggle for equality in the twentieth century. DIVRSTY, LS. Four credits. *Offered every fall.*

Hist 222 American Women's History

This course treats women's history as both an integral element of American history and as a unique subject of historical investigation. Students will learn to think critically about how the category of gender interacts with class, race, ethnicity, and sexuality. DIVRSTY, LS. Four credits. *Offered every spring.*

Hist 230 Topics in European History

This course explores special topics in European History. Topics will vary. Four credits. *Offered spring semesters.*

Hist 231 History of England to 1688

A survey of English political, social, economic, and intellectual development from the beginnings to 1688. After a brief consideration of Roman and Saxon Britain, the course focuses on English medieval institutions and constitutional developments. Tudor and Stuart times are given extended treatment, with special attention to religious and political changes. CRITTHNK and HISTRCL. Four credits. *Offered every other fall.*

Hist 232 History of England since 1688

A survey of English history from 1688 to present. An examination of the Hanoverian monarchy, the growth of cabinet government, the development of political parties, the industrial revolution, the age of reform, and the expansion of Britain abroad. The course concludes with a consideration of Britain's significance in the twentieth century. CRITTHNK and HISTRCL. Four credits. *Offered every other spring.*

Hist 233 Themes in British History

This course will explore selected themes or topics in British history. HI & HP. Four credits. *Offered fall semesters.*

Hist 240 The Medieval World

This course explores the development of medieval Europe following the fall of the Roman empire in the west. Why did feudalism develop and what did it mean for those who ruled, prayed and worked? What did it mean to be a king, a knight, a monk or a serf? How was power constructed and wielded by kings, the church and the people? What impact did the Black Death have on society? What role did faith play in the lives of medieval people? These are some of the questions that students will have the opportunity to explore through lecture, discussion and examination of primary sources. ETHICS & CTE. Four credits. *Offered fall of every third year.*

Hist 241 The Early Modern World

This course will explore early modern Europe, c. 15th through 18th centuries, a period of fundamental transformations for the individual, the state and Christendom as a whole. Here the seeds of the modern world were sown. How did Renaissance ideas about the value of Man change and challenge one's relationship with God, the state and each other? In what way did art bring human beings closer to God and each other? What was worth dying for in a world wracked by civil and religious war? How did politics affect the religious and vice versa? What impact did the discovery of "new" worlds have on the imagination? These are some of the questions that students will have the opportunity to explore through lecture, discussion and examinations of primary sources. ETHICS and CTI. Four credits. *Offered every other year.*

Hist 245 Revolutionary Europe 1789-1914

A survey of major events and developments in European history from the French Revolution to the outbreak of World War I. Topics covered will include the French Revolution and Napoleon, the impact of industrialization, class society and democratization, nationalism, and imperialism. CIVIC, INFOLIT, and GS. Four credits. *Offered every third year.*

Hist 246 Twentieth-Century Europe

This course will cover European history from 1914 to the 1990's. Topics to be covered include the great wars of the twentieth century and their social, political, and cultural ramifications, the growth of fascism and totalitarian governments, the creation of the welfare state, and the impact of nationalism on modern European society. HISTRCL, INFOLIT, and WRITCOM. Four credits. *Offered every third year.*

Hist 255 History of Iowa

A survey of Iowa and its people from prehistoric times to the present. Emphasis will be placed on key personalities and the social, cultural, economic, and political developments that have impacted the lives of Iowans. HISTRCL and LS. Four credits. *Offered every spring.*

Hist 261 American Environmental History

This course deals with the interaction between people and the natural world in North America from colonial times to the present. Various ideas of nature, the environmental consequences of European settlement, the spread of market agriculture, and the impact of industrialization are among the topics that will be examined. CRITTHNK, HISTRCL, and INFOLIT, LS. Four credits. *Offered every other year.*

Hist 275 History of India

A survey of the history of the Indian subcontinent, with emphasis on the period from the Mughal Empire to independence and partition. Topics include Hindu and Muslim traditions, caste, imperialism, Indian nationalism, the life and ideas of Gandhi, and decolonization and its aftermath. COLLBLDR, GLOBAL, and ORALCOM, DSP, GS. Four credits.

Hist 276 History of China

An introduction to Chinese history and culture, with emphasis on the period from 1600-present. Topics covered include major religious and philosophical traditions, imperial dynasties, “opening” to the West, early 20th century political conflicts, civil war, Communist rule, and China’s place in the 21st century global economy. WRITCOM, ORALCOM, GLOBAL, GS, and DS . Four credits.

Hist 285 Thinking Historically

This course introduces students to different types of history, the methods and practices used by historians, and the foundation of historical philosophy. It should be taken in the sophomore year by students intending on majoring or minoring in History. Prerequisite: Two History courses or permission of instructor. EL Four credits. *Offered every spring semester.*

Hist 280 Independent Study in History**Hist 290 Special Topics in History****Hist 298 Independent Research in History****Hist 304 Tudor England**

This course explores some of the major crises of the Tudor era, 1485-1603 by highlighting issues in each reign of the Tudor monarchs. While not a comprehensive history of the dynasty, this course will address such questions as: why did the English Reformation take place (i.e. was it more than Henry VIII’s lust driving reformation); why the need for a smooth succession: how was female kingship viewed; how Protestant was England and its people. Prerequisite: Take at least one 200-level History course or permission of the instructor. Four credits. *Offered every three years.*

Hist 305 Renaissance to Reformation 1300-1648

The period of transition from medieval to modern times. Emphasis will be placed upon the origins of humanism, capitalism, and the nation state; the beginnings of modern science; the Protestant and Catholic Reformations; and the political and religious settlement at the end of the Thirty Years’ War. Prerequisite: Take at least one 200-level History course or permission of the instructor. CRITTHNK, HISTRCL, INFOLIT. Four credits. *Offered every other year.*

Hist 319 Public History Internship

These internships provide students with experience in a public history setting and are ideal for those considering careers involving history in areas outside of teaching. Typically, these internships take place in museums, historical societies, libraries, archives, living history sites, and oral history projects. Available during fall, spring, and summer terms. *Prerequisite:* Completion of at least one 300 level history course and permission of instructor. *Offered every semester.*

Hist 322 Women and Gender in European History

This course focuses on the actions, roles, and perceptions of women in European history, with attention to the interaction of gender expectations in regard to women’s economic, political, social, and cultural experiences. GLOBAL, WRITCOM, and INFOLIT. Prerequisite: WmST 101 or one 200/300-level history course or permission of the instructor. Four credits. *Offered every other year.*

Hist 333 Crime and Punishment in European History

Criminal behavior is historically relative, determined by the values and concerns of society at a particular moment in time. What and how a society chooses to prosecute and punish crime reveals a great deal about the values of that society. This course explores how European societies, particularly in Britain, have thought about, defined and dealt with crime throughout history. HISTRCL and INFOLIT, and WRITCOM. Prerequisite: At least one 200-level history course or permission of the instructor. Four credits. *Offered every other year.*

Hist 344 Special Topics in European History

This seminar provides an extensive background in European or British history through a close reading of the significant secondary literature of a particular topic or time period. Emphasis is placed on developing the ability to deal critically with historical writing. HISTRCL. Prerequisite: At least one 200-level history course or permission of the instructor. Four credits.

Hist 350 United States Photo History

This course explores the use of photographic images as historical primary sources. Students will consider and discuss photographic theory (how to read a photograph), war photography, documentary photography, landscape photography, and photography as social activism. Students will analyze the photographic work of Alfred Stieglitz, Walker Evans, Robert Frank and others. Also students will apply theory and analytical techniques to photographic images in order to gain new insights about historic American ideas and events including Manifest Destiny, The Great Depression, and Hurricane Katrina. Pre-requisites: One history course or permission of the instructor. CRITTHNK and HISTRCL. Four credits. *Offered every fall.*

HIST 357 Religion in American History

This course will consider the religious history and character of the United States from the colonial era to the present. Special emphasis will be given to revivals, the Church of Jesus Christ of Latter-day Saints, the immigrant experience, Native American traditions, and religious pluralism. Students will read and discuss secondary literature on these topics and write book reviews. Prerequisite: At least one 200-level history course or permission of the instructor. Four credits. *Offered every other year.*

Hist 359 Colonial and Revolutionary North America

This study of 17th and 18th century North America examines issues like religious toleration, race relations, identity politics, class conflict, immigration, environmental degradation, and property rights through the perspective of Indian, African, and European servants, slaves, artisans, farmers, soldiers, and merchants. Pre-requisite: At least one 200-level history course or permission of the instructor. DVRSTY, CRITTHNK, and INFOLIT. Four credits. *Offered every other year.*

Hist 363 American Civil War

A survey of the major issues, events and personalities of the American Civil War from the origins of the sectional conflict throughout the ultimate failure of Reconstruction. This course investigates how the war changed the lives of all Americans, including those who never set foot on the battlefield. CRITTHNK, HISTRCL, and INFOLIT. Prerequisite: At least one 200-level history course or permission of the instructor. Four credits. *Offered every other year.*

Hist 364 Special Topic(s) in American History

This seminar provides an in-depth understanding of American history through an intensive study of the secondary literature of a particular topic or period. Emphasis is placed on developing the ability to deal critically with historical writing. Prerequisite: At least one 200-level history course or permission of the instructor. HISTRCL. Four credits.

Hist 370 Europe and World War I

This course examines aspects of World War I including the causes of the war, military tactics and innovations, the impact of war on both soldiers and civilians, the global impact of the war, the resulting peace treaties, and the depiction of the war in art, literature, and film.

Prerequisite: At least one 200-level history course or permission of the instructor.
WRITCOM, INFOLIT, and GLOBAL.

Hist 380 Independent Study in History**Hist 382 RTTP Preceptorship**

Students will serve as preceptors for a Reacting to the Past historical simulation in 100-level history courses with RTTP game(s) to mentor and advise students. One to two credits depending on the number of games. Prerequisite: Permission of instructor. One to two credits. *Offered every semester.*

Hist 385 Historiography

A senior seminar which seeks to explore the methodological problems in historical research, followed by a survey of the important theories of history. Against this background in historical interpretation, the course considers selected topics in European and American historiography. Open only to seniors (or juniors with permission) whose major field of concentration is history.

WRITCOM and DW. Prerequisite: Grade of C- or higher in Hist 285. Four credits. *Offered every fall.*

Hist 386 Senior Research Seminar

This course allows majors to apply their understanding of the discipline by preparing an original piece of historical work. Students will select a topic, examine the appropriate primary and secondary sources, and prepare an interpretative research paper based on their study. INFOLIT and WRITCOM. Prerequisite: History 385. Four credits.

Hist 390 Special Topics in History**Hist 391-392 Honors in History****Hist 398 Independent Research in History**



Iowa History Center at Simpson College

Founded in 2006, the Iowa History Center is committed to preserving and promoting the state's history and encouraging a public conversation about the story of Iowa.

Mission Statement

The mission of the Iowa History Center is to advance the understanding and appreciation of Iowa history among our state's students, scholars, and the general public.

Programs

For Simpson College students we offer courses in Iowa history and internships at facilities such as the State Historical Museum, Terrace Hill, and the Ft. Des Moines Museum and Education Center.

For elementary school students, we fund Iowa history oriented field trips.

For graduate students and scholars we give an annual prize for the best master's thesis in Iowa history and provide grants to support research in Iowa history.

And for the general public, we are recording and transcribing the stories of Iowans with our Iowa Oral History Project, hosting lectures and presentations in our Iowa History Speaker Series, and publishing works on Iowa history.

Contact Information

Daryl Sasser
Director, Iowa History Center
515 961-1226

Honors Courses

HONR 180 Independent Study in Honors

HONR 280 Independent Study in Honors

HONR 380 Independent Study in Honors

HONR 385 Honors Program Capstone

Students and professor meet regularly to discuss shared readings and reflect on what they have learned through the liberal arts at Simpson generally and in the Honors program specifically. Students will be asked to reflect on their own personal experience in the program, their education in the liberal arts, and collectively how they have met the learning objectives of the program. Original products (e.g. research papers, forms of aesthetic expression) will be presented to other students in the program. These original products will demonstrate interdisciplinary connections and objectives of honors. Prerequisite: Senior in the Honors Program having met all other program requirements, or permission from the program director. Two credits. *Offered spring semesters.*

Humanities

Proctor, Pauley, Sasser, Walden

Hum 101 Western Traditions I

An interdisciplinary introduction to enduring ideas of the classical and Judeo-Christian traditions at the root of Western civilization. Through study of selected works of literature by Greek, Roman, Hebrew, early Christian, and Renaissance authors, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 101, Hist 111, Eng 116, or Rel 103. CIVIC, CRITTHNK, and WRITCOM. *Offered every fall.* **PLEASE NOTE: Students may receive credit for only one of the following courses: HIST 101, HIST 111, or HUM 101.**

Hum 102 Western Traditions II

An interdisciplinary introduction to enduring ideas of Western civilization from the Reformation to the present. Through study of selected primary texts, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 102, Hist 112, or Eng 117, and may count for credit in Religion. ETHICS, WRITCOM, and CRITTHNK. *Offered every spring.* **PLEASE NOTE: Students may receive credit for only one of the following courses: HIST 102, HIST 112, or HUM 102.**

Hum 163 Journalism Practicum: SEQUEL

Practical experience in putting together a magazine of literature and art. SEQUEL is issued once a year, usually in the spring. Students on the staff are responsible for all aspects of the compilation and publication of SEQUEL from start to finish. Staff solicit material, make selections from the submitted writings and artwork, then edit, proofread, and prepare the manuscript for printing. Student staff also handle all publicity and budget responsibilities associated with SEQUEL. The faculty advisor is just that, and it is really the student staff who make all final decisions concerning content and format of SEQUEL. One hour of credit for each semester selected; eight hours maximum. Increased responsibility on staff, generally for the editor(s), will warrant an increase of credit to a maximum of

three hours, more commonly two. In order to earn more than one credit per semester, a student must have participated in SEQUEL for at least one year. An increase of credit is available only upon approval of the SEQUEL'S faculty advisor. No prerequisites for first-time participants. COLLABLDLDR.

Hum 164 Journalism Practicum: SEQUEL
SEQUEL Editor. COLLABLDLDR.

Interdisciplinary Studies

Butts, Steffen, Pauley

Department Mission Statement

The Independent Interdisciplinary Major (IIM) is available to students who wish to study a multidisciplinary field of concentration that is not provided by one of the current majors or multidisciplinary concentrations of the college. The student will design the IIM around a topic, theme, issue, or set of questions that cannot be adequately addressed within a single existing major. Students are recommended to look for interdisciplinary programs at other institutions as models or interdisciplinary study recommended by graduate of professional programs.

Students can submit a proposal for an IIM after the completion of the first year and before the second semester of the junior year. The student must complete two semesters of work at Simpson after approval of the IIM. The major will include 11 courses including a senior project. The course list should include options that allow for changes in course availability. The course list must include:

- No more than four 100-level courses
- At least four 300-level courses
- No more than two independent studies (IntSt 180, IntSt 280 or IntSt 380), not including the senior project
- The courses must span at least two academic departments.

No more than 4 courses may be counted as part of the IIM and any other major or minor. Other requirements common to all majors (minimum GPA, etc.) also apply to the IIM.

A senior project is required as a capstone experience for the IIM. The student, in consultation with student-chosen advisory board, will design the senior project, which must be appropriate for the field of study. Possibilities include advanced readings in the field, undergraduate research, performance or internship.

To propose an IIM, students must have a strong academic record demonstrated by a cumulative GPA of 3.0 or higher. Students must also request two letters of recommendation from faculty or staff to demonstrate seriousness of purpose and an ability to work independently and in a dialogue with faculty advisors.

For more information on the application process, contact the program faculty.

Independent Studies Courses

InSt 180 Independent Study in Interdisciplinary Studies

InSt 251 The Call of Service

This course is designed to help students connect their gifts, talents, and deep gladness with the hunger of the world. The course begins with an on-campus week of readings, discussion, and a brief reflection paper. The classes will involve systematic and rigorous study of the major conceptual themes of community, service, compassion, social justice, social change, and leadership. The second week of the course involves an intensive service experience that addresses a specific need such as homelessness. During the last week, students will participate in a retreat to reflect on the studies, the week of service, and to incorporate the experience into an understanding of their own gladness in relation to the hunger witnessed and addressed during the service week. LS, EL. Four credits. Every May.

InSt 280 Independent Study in Interdisciplinary Studies

InSt 380 Independent Study in Interdisciplinary Studies

InSt 385 Interdisciplinary Capstone Experience

The capstone experience is designed to give a student the opportunity to synthesize the course work and experiences of the Independent Interdisciplinary Studies Major. In consultation with one or more faculty advisors, the student will formulate and carry out an interdisciplinary research project, internship or other capstone experience. Students will be required to present both written and oral reports of their capstone experience to the Interdisciplinary Studies Program faculty and the student's advisory board at the conclusion of the capstone experience. Prerequisite: Senior standing and acceptance into the Independent Interdisciplinary Major program. DSP & DW. Three credits. *Offered fall and spring semesters.*

InSt 398 Independent Interdisciplinary Research

Investigations in the concentration area of an Independent Interdisciplinary Major. Research in interdisciplinary studies is to be completed in consultation with one of more faculty advisors. If used as a capstone, students will be required to present both written and oral reports of their research work to the Interdisciplinary Studies Program faculty and the students's advisory board at the conclusion of the research experience . Prerequisite. Acceptance into the Independent Interdisciplinary Major program. One to four credits. DSP & DW.

Mathematics

Berger, Vazquez Landrove, Sweet, Vance

Department Mission Statement

The Mathematics program is designed to give students an opportunity to develop a mathematical foundation as a tool for understanding the world and society in which they live. The major curriculum allows students to develop their problem solving and deductive reasoning skills and enhances their ability to model the present and predict the future status of systems in a changing world.

The goal of the Mathematics Department is to give students the opportunity to develop mathematics as a tool applicable throughout their professional and personal lives. We do this by building a community of learners consisting of students and faculty and by building interdisciplinary relationships with our partner disciplines. Experiences beyond the classroom, including undergraduate research, give our students a competitive edge in the job market or for graduate school.

The Mathematics Department offers two majors, Mathematics and Actuarial Science, and one minor, Mathematics. The department prepares students for graduate study, careers in secondary education or employment in mathematics-related fields. The teaching and learning process incorporates modern technology and innovative techniques to assist students in developing critical analytical skills. Oral and written communication are integrated into the curriculum so graduates have the ability to effectively communicate technical results.

Mathematics majors can strengthen their resume by completing a major or minor in a related area. Suggested disciplines include Economics, Biology, Chemistry, Physics, Computer Science, Accounting, Philosophy, Psychology and Education.

More information can be found at our website, www.simpson.edu/math including information on careers in mathematics, extracurricular opportunities in mathematics and biographies of current and past students. On the website, you will also find recommendations on which courses to take for different career paths and a plan of study for the majors.

Mathematics Major

Students must complete ten courses plus the capstone as follows:

Required:

Math 151 Calculus I
Math 152 Calculus II
Math 251 Calculus III
CmSc 150 Intro to Programming
Math 265 Introduction to Advanced Mathematics
Math 255 Linear Algebra

300-Level Theory Course**Take one of the following:**

Math 315 Graph Theory
Math 325 Topology
Math 331 Real Analysis
Math 350 Abstract Algebra
Math 375 Geometry

300-Level Applications Course**Take one of the following:**

Math 301 Probability and Statistics I
Math 302 Probability and Statistics II
Math 308 Advanced Data Modeling
Math 345 Differential Equations
Math 360 Complex Variables

Electives: Two additional 4-credit 300-level mathematics courses from the following list:

Math 301 Probability and Statistics I
Math 302 Probability and Statistics II
Math 308 Advanced Data Modeling
Math 315 Graph Theory
Math 325 Topology
Math 331 Real Analysis
Math 345 Differential Equations
Math 350 Abstract Algebra
Math 360 Complex Variables
Math 375 Geometry
Math 390 Special Topics in Math
CmSc 365 Theory of Computation

Capstone:**Take one of the following:**

ExpL 140 Information Literacy in the Modeling Competition
OR
ExpL 145 Collaborative Leadership in the Modeling Competition

AND**One of the following:**

Math 384 Senior Internship Seminar (.25 course)
Math 385 Senior Research Seminar
Math 386 Senior Experience Seminar (.25 course)

A student cannot get an Actuarial Science Major in addition to the Mathematics Major.

Mathematics Minor

Students will complete five courses as follows:

Required:

Math 151 Calculus I
Math 152 Calculus II

Electives: *Three additional 4 credit mathematics courses from the following list (at least one must be numbered above 300):*

Math 208 Introduction to Data Modeling
Math 251 Calculus III
Math 255 Linear Algebra
Math 265 Introduction to Advanced Mathematics
Math 290 Special Topics in Mathematics
Math 301 Probability and Statistics I
Math 302 Probability and Statistics II
Math 308 Advanced Data Modeling
Math 315 Graph Theory
Math 325 Topology
Math 331 Real Analysis
Math 345 Differential Equations
Math 350 Abstract Algebra
Math 360 Complex Variables
Math 375 Geometry
Math 390 Special Topics in Mathematics

Actuarial Science Major

Students must complete ten courses plus the capstone as follows:

Required:

Math 151 Calculus I
Math 152 Calculus II
Math 205 Financial Mathematics
Math 208 Introduction to Data Modeling
Math 251 Calculus III
Math 255 Linear Algebra
Math 301 Probability and Statistics I
Math 302 Probability and Statistics II
Acct 201 Introduction to Accounting
CmSc 150 Intro to Programming
Econ 100 Principles of Economic
Acct 339 Corporate Finance & Accounting

Take one of the following:

ExpL 140 Information Literacy in the Modeling Competition
OR
ExpL 145 Collaborative Leadership in the Modeling Competition

Capstone:

Math 308 Advanced Data Modeling
AND

ONE of the following:

Math 384 Senior Internship Seminar

Math 385 Senior Research Seminar

Math 386 Senior Experience Seminar

A student cannot get a Mathematics Major or Mathematics Minor in addition to the Actuarial Science Major.

Data Science Major

Data Science is a rapidly growing field that provides students with a wide variety of career paths and opportunities for advanced study. Students majoring in Data Science will learn to think critically about the process of understanding data. The major includes a foundation in the mathematics, data analysis, and computing that are needed for the acquisition, visualization, and analysis of complex data sets. Students will also have a capstone internship experience to put the skills and knowledge learned and to put it in action.

A student cannot get a Data Science Major in addition to a Computer Science Major.

Students must complete twelve courses plus the capstone as follows:

Required:

Math 151 Calculus I

Math 152 Calculus II

Math 208 Introduction to Data Modeling

Math 251 Calculus III

Math 255 Linear Algebra

Math 265 Intro to Advanced Math

Math 301 Probability and Statistics I

Math 302 Probability and Statistics II

CmSc 150 Intro to Programming

CmSc 155 Data Structures & Object-Oriented Programming

CmSc 250 Intro to Algorithms & Algorithm Analysis

CIS 255 Intro to Database Systems & SQL

Capstone:

Math 308 Advanced Data Modeling
AND

ONE OF the following:

Math 384 Senior Internship Seminar (.25 course)

Math 385 Senior Research Seminar

Math 386 Senior Experience Seminar (.25 course)

AND -Take one of the following:

ExpL 140 Information Literacy in the Modeling Competition

OR

ExpL 145 Collaborative Leadership in the Modeling Competition

It is strongly recommended that the student have a minor in a subject area where data analysis is used such as political science, psychology, sociology, biology, environmental science, neuro science, business administration health services leadership, or others.

Students may not get a major in two of the following: Mathematics, Actuarial Science, Data Science.

Data Analytics Minor

The data analytics minor is an interdisciplinary minor that provides students with the fundamental tools of data exploration, visualization, and modeling that can be applied to data in their major field of study. The minor is intended to be a companion to a major area where data is used, such as biology, environmental science, management, economics, health services leadership, sociology, psychology, and others. It is a good choice for any student interested in using big data in research, inference, or exploration in their career

Students will complete five courses as follows:

Required:

CmSc 150 Introduction to Programming

MIS/CIS/Magt 145 Management Information Systems

Math 208 Introduction to Data Modeling

One statistics course, introductory level or above

Math 108 Elementary Statistics Using Data

Econ 135 Applied Statistics

Soc 210 Statistics for Social Science

Biol 135 Biostatistics

Psyc 215 Statistical Methods in Psychology

Math 302 Probability & Statistics II

Four credits of data applications, preferably from the student's major field of study and approved by the Math Department chair and chair of department of course. All prerequisites for elective must be met. Possible courses are listed below.

Biol 372 Capstone Experience in Environmental Science

Chem 307 Instrumental Analysis

CIS 255 Introduction to Database Systems

CmSc 155 Data Structures and Object Oriented Programming

CmSc 250 Introduction to Algorithms and Algorithm Analysis

Econ 385 Econometrics
Hsld 260 Fundamentals of Health Information Management and Informatics
Math 308 Data Science
MIS 340 Systems Analysis and Design
NaSc 102 Introduction to Meteorology
Phys 101 Introduction to Astronomy
Phys 271 Experimental Physics I
PoSc 285 Political Research
Psyc 375 Advanced Research I
Soc 321 Methods of Social Research I
SpSc 372 Research Methods in Exercise Science

Data Analytics Certificate

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

Students will complete five courses as follows:

Required:

Econ 135 Applied Statistics OR Math 108 Elementary Statistics
Math 208 Introduction to Data Modeling
CmSc 150 Introduction to Programming
MIS/CIS/Magt 145 Management Information Systems
CmSc 255 Introduction to Database Systems and SQL

Mathematics Courses

Math 105 Quantitative Reasoning

A survey of quantitative topics to prepare students for college courses requiring quantitative reasoning skills. Interdisciplinary topics will build skills in these areas: descriptive statistics; graphical analysis with an emphasis on dimensional analysis and slope; problem solving and informal proof; functions, ratios and proportions. Emphasis will be placed on the use of technology and writing-to-learn mathematics. QUANT. Satisfies the Quantitative Literacy Competency. Four credits. *Offered fall and spring.*

Math 105T Quantitative Reasoning

An examination of the concepts in Math 105. Passing this exam satisfies the Quantitative Literacy Competency and serves as a prerequisite for subsequent courses, but does not satisfy QUANT. Graded as P/NP only. Zero credit.

Math 108 Elementary Statistics Using Data

A first course for any student requiring knowledge of the fundamental procedures for data

organization and analysis. Topics include data visualization, summarizing data, and decision making using confidence intervals and hypothesis testing. The course takes modern, simulation-based approach to using data to make inferences and draw conclusions about real world phenomena.

Advising information: This course is appropriate for any student enrolled at Simpson College, but should not be taken after any college-level statistics course (Simpson, transfer, dual credit, etc. , includes stats courses from Econ, Biol, Psych, and Soc departments) or if student had AP stats score of 3 or higher. QUANT & DA. Four credits. *Offered fall and spring.*

Math 116 Foundations of Arithmetic for Elementary Teachers

This course is the one of two courses designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. Topics covered include problem-solving techniques, whole numbers and numeration, set theory, elementary number theory, integers, rational numbers, ratios, proportions, decimals, and percents. This is not a "methods-in-teaching" course.

Advising information: A student is ready for this course if they have had any of the following: College credit with a C- or better in Math 108 or any college level math or statistics course (Simpson, transfer, dual credit, etc., includes stats course from Econ, Biol, Psyc, and Soc departments), AP stats score of 3 or higher, ACT math of 18 or higher, SAT math of 500 or higher or four years of high school math that includes Algebra 2 or equivalent with a C or better. Co-requisite: Educ 114. QUANT. Four credits. *Offered fall semesters.*

Math 117 Foundations of Geometry for Elementary Teachers

This course is the one of two courses designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. Topics covered include geometric vocabulary and concepts in two and three dimensions, coordinate geometry, measurement, elementary probability and descriptive statistics. This is not a "methods-in-teaching" course.

Prerequisite: Math 116. QUANT & DA. Four credits. *Offered spring.*

Math 130 College Algebra

Fundamentals of college algebra including equations and inequalities in one variable; linear, polynomial, rational, radical, exponential and logarithmic functions; graphing; and systems of equations. Advising information: A student is ready for this course if they have had any of the following: College credit with a C- or better in Math 108 or any college level math or statistics course (Simpson, transfer, dual credit, etc., includes stats course from Econ, Biol, Psyc, and Soc departments), AP stats score of 3 or higher, ACT math of 18 or higher, SAT math of 500 or higher or four years of high school math that includes Algebra 2 or equivalent with a C or better. QUANT Four credits. *Offered every fall.*

Math 130T College Algebra

An examination of the concepts in Math 130. Passing this exam satisfies the Quantitative Literacy Competency and serves as the prerequisite for subsequent courses. Graded as P/NP only. Zero credit.

Math 131 Trigonometry

Fundamental concepts of trigonometry needed for calculus including right triangle and general trigonometry and trigonometric functions. Advising information: A student is ready for this course if they have had any of the following: College credit with a C- or better in Math 108 or any college level math or statistics course (Simpson, transfer, dual credit, etc., includes stats course from Econ, Biol, Psyc, and Soc departments), AP stats score of 3 or higher, ACT math of 18 or higher, SAT math of 500 or higher or four years of high school math that includes Algebra 2 or equivalent with a C or better.

One credit. *Offered fall and spring.*

Math 151 Calculus I

Topics include limits, continuity, derivatives, applications of derivatives, and definite and indefinite integrals as applied to algebraic, trigonometric, exponential and logarithmic functions. Advising information: Students whose backgrounds do not include trigonometry should register for Math 131 concurrently with Math 151. A student is ready for Math 151 if they have had any of the following: ACT Math of 24 or higher, SAT Math of 580 or higher, precalculus in high school with a C or better, Math 130 with C- or better. Note: If student had a high school calculus course, but does not have AP or college credit, the student must talk to a math faculty member for placement in Math 151 or Math 152. QUANT. Four credits. *Offered fall and spring.*

Math 152 Calculus II

Topics include applications of integration, methods of integration, improper integrals and infinite series. Advising information: A student is ready for this course if they have had any of the following: Math 151 or college equivalent or higher with a C- or better, AP Calc AB score of 3 or higher. Note: If student had a high school calculus course, but does not have AP or college credit, the student must talk to a math faculty member for placement in Math 151 or Math 152. Prerequisite: Math 151. QUANT. Four credits. *Offered spring semesters.*

Math 180 Independent Study in Mathematics

Math 190 Special Topics in Mathematics Math

Math 198 Research in Mathematics

Independent research in any area of mathematics. Cannot be used as an elective for the mathematics major or minor. There is no limit to the number of times a student may take Math 198. Prerequisite: Permission of the instructor. One to Four credits.

Math 205 Financial Mathematics

An introduction to the field of Actuarial Science including an orientation to the curriculum required of the designation of Associate of the Society of Acturaies. Fundamental concepts of financial mathematics and calculations concerning present, current, and accumulated values of cash flows and annuities, loans, bonds, yield curves, rates of return, measures of duration and convexity, cash flow matching, immunization, interest rate swaps, and determinants of interest rates, and the components of interest. Co-requisies: Math 151. Four credits. *Offered every spring.*

Math 208 Intro to Data Modeling

Data Science is the study of the generalizable extraction of knowledge from data. This course will introduce students to this rapidly growing field and equip them with some of its basic principles, tools, and general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data modeling, including exploratory data analysis, predictive modeling, descriptive modeling, evaluation, and effective communication. To make the learning contextual, real datasets from a variety of disciplines will be used. Students will also learn how to use the software package R for exploration, prediction, and evaluation of data models. Advising information: A student is ready for this course if they have had any of the following: College credit with a C- or better in Math 108 or any college level math or statistics course (Simpson, transfer, dual credit, etc., includes stats course from Econ, Bio, Psyc, Soc departments), AP Stats score of 3 or higher, ACT math of 18 or higher, SAT math of 500 or higher or

four years of high school math that includes Algebra 2 or equivalent with a C or better. COLLABLDR and QUANT, DA. Four credits. *Offered every fall and spring.*

Math 210 Ethics in Data Science

The goal of this course is to understand the way in which ethical considerations are an inherent aspect of every quantitative statistical analysis and consider them appropriately. This will be done through a series of readings and examinations of studies. Students will identify ethical considerations in relation to quantitative statistical analysis and appropriately justify the choices made given competing ethical concerns. EDM and ETHICS. Four credits. Permission of instructor for registration required. *Offered spring of even years*

Math 251 Calculus III

An introduction to multivariable calculus including polar coordinates, functions of several variables, partial derivatives, multiple integrals, infinite series, and vector functions. Use of a computer algebra system will allow for exploration of multidimensional calculus concepts. Advising information: A student is ready for this course if they have had any of the following: Math 152 or college equivalent or higher with a C- or better, AP Calc BC score of 3 or higher. Prerequisite: Math 152. QUANT. Four credits. *Offered fall semesters.*

Math 255 Linear Algebra

Topics include systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, diagonalization, and applications. Advising information: A student is ready for Math 255 if they have any of the following: ACT Math of 24 or higher, SAT Math of 580 or higher, precalculus in high school with a C or better, Math 130 with C- or better, or a higher-level math course. Prerequisite: Math 130 or Math 151. ORALCOM. Four credits. *Offered every fall.*

Math 265 Introduction to Advanced Mathematics

A bridge from elementary to abstract mathematics. Emphasis on basis discrete and continuous mathematical concepts and methods of proof. Topics may include logic, operations, relations, functions, sets, topology of the reals and number theory. Advising information: A student is ready for Math 265 if they have any of the following: ACT Math of 24 or higher, SAT Math of 580 or higher, precalculus in high school with a C or better, Math 130 with a C- or better. It is recommended that a student take Math 151 before taking Math 265. CRITTHNK and WRITCOM. Four credits. *Offered spring semesters.*

Math 270 Counting Votes

Does my vote matter? Should we really be voting this way? How do we make sure elections are fair and every citizen's voice is represented? Math has much to teach us about the big questions around voting and elections, from how to draw precinct or district boundaries so that everyone in our diverse society has fair representation to how to tally the votes so that the will of the voters is reflected in the outcome of the election. In this course we will use both theoretical analysis and examples from real elections in the United States to dive into the math behind different voting methods, apportionment and gerrymandering, polling, and other topics. LS. Four credits. *Offered fall semesters of even years.*

Math 280 Independent Study in Mathematics

Math 285 Industry-Mentored Research

This course gives real-world experience by pairing small groups of students with mentors in business,

industry, and government who will guide the students through research problems. Projects will come from a variety of fields in science, technology, engineering, and mathematics, but will all have connections to the mathematical sciences. Prerequisite: At least one college-level mathematics, statistics, or computer science course with the minimum level of Math 151, Econ 135, or CMSC 150 respectively. EL. Two credits. *Offered spring semesters.*

Math 290 Special Topics in Mathematics

Math 298 Research in Mathematics

Independent research in any area of mathematics. Cannot be used as an elective for the mathematics major or minor. There is no limit to the number of times a student may take Math 298. Prerequisite: Permission of the instructor. One to Four credits.

Math 301 Probability and Statistics I

An introduction to probability theory and mathematical statistics that emphasizes the probabilistic foundations required to understand probability models and statistical methods. Topics covered will include the probability axioms, basic combinatorics, Bayes Theorem, univariate and multivariate discrete and continuous random variables, probability distributions, mathematical expectation, common families of probability distributions, and the Central Limit Theorem. Co-requisite: Math 251. Four credits. *Offered fall of even years.*

Math 302 Probability and Statistics II

Mathematical statistics including random sampling, statistical inference, and sampling distributions. Estimation methods that may include matching moments, percentile matching, and maximum likelihood, and their properties including bias, variance, mean squared error, consistency, efficiency, and UMVUE. Confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions. Hypothesis testing that may include Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria, with tests for mean, variance, contingency tables, and goodness-of-fit. Pre-requisite: Math Math 301. Four credits. *Offered spring of odd years.*

Math 308 Advanced Data Modeling

This course covers methods used in data analytics, including exploratory data analysis, regression, and classification. Both supervised and unsupervised learning approaches to data modeling will be covered. Methods will include the generalized linear model, classification trees, clustering, and principal component analysis. Emphasis will be placed on model selection and refinement and communication results. The analyses and methods will be implemented in the statistical software package R. Pre-requisites: Math 130 or higher, and CMSC 150 or Math 208, and a statistics course (Math 108, Math 302, Econ 135, Biol 135, SOC 210 or Psys 215). Four credits. *Offered every fall.*

Math 315 Graph Theory

An introduction to the study of graph theory, including connectivity, trees, cycles, matching theory, coloring and planarity. Prerequisite: Math 265 or CMSC 175. Four credits. *Offered fall of odd years.*

Math 319 Internship in Mathematics

Math 325 Topology

Topology is the study of the properties of mathematical objects that are preserved under continuous deformations; for example, the properties of curves, surfaces, and other geometric

objects that are preserved when they are stretched or twisted, but not torn or glued. In topology, we investigate the abstract relationships between mathematical objects, while ignoring their detailed form, to better understand why they are fundamentally similar or different objects. This course is an introduction to general topology, including set theory, topological spaces, connectedness, compactness, and the countability and separation axioms.

Prerequisite: Math 265. Four credits. *Offered spring of even years.*

Math 331 Real Analysis

A study of the basic concepts of real analysis, including real numbers, limits, continuity, derivatives, Riemann integrals, and infinite series. Prerequisite: Math 265 and 151. Four credits. *Offered fall of odd years.*

Math 345 Differential Equations

Topics include ordinary differential equations, systems of ordinary differential equations and applications of differential equations. Use of a computer algebra system will allow for the computation of complex systems of differential equations and their applications. Prerequisite: Math 152. Four credits. *Offered spring of even years.*

Math 350 Abstract Algebra

Fundamentals of modern algebra, including a survey of the following algebraic systems: semi-groups, groups, rings, integral domains, fields, and vector spaces. Prerequisite: Math 255 and 265. Four credits. *Offered spring of odd years.*

Math 360 Complex Variables

An introduction to the study of functions of a complex variable, including the algebra of the complex numbers, the topology of the complex plane, analytic functions, integration techniques, conformal transformations and applications. Co-requisite: Math 251. Four credits. *Offered spring of odd years.*

Math 375 Geometry

A review of Euclidean geometry based upon Hilbert's axiom system and an introduction to hyperbolic geometry. Prerequisite: Math 265. Four credits. *Offered fall of even years.*

Math 380 Independent Study in Mathematics

Math 384 Senior Internship Seminar

A capstone course in the mathematical sciences for students who have or have just completed an internship in an area that requires them to use the knowledge and skills gained from their major program. In this course students will reflect on the internship through discussion in a seminar setting and will share that reflection in both written and oral communication to a broader audience. Particular emphasis will be made on the connections between prior coursework and the job experience.

Prerequisites: Declared major in Actuarial Science, Data Science or Mathematics. One credit. ORALCOM and WRITCOM, DW, DSP. *Offered every fall.*

Math 385 Senior Research Seminar

A capstone course in the mathematical sciences. Emphasis will be placed on further development of skills in the areas of written and oral communication, problem solving, and research. Prerequisite: Declared major in Actuarial Science, Data Science or Mathematics. ORALCOM and WRITCOM, DSP,

DW. Four credits. *Offered spring semesters.*

Math 386 Senior Interdisciplinary Research Seminar

A capstone course in the mathematical sciences. Emphasis will be placed on further development of skills in the areas of written and oral communication in the context of upper-level mathematics and its applications. It is required that students have a relevant co-experience to take this seminar, including but not limited to successful completion of or concurrent involvement in a senior-level research experience at Simpson or other college or university or mathematically-related capstone experience from another department, as approved by the mathematics department. Prerequisite: Declared major in Actuarial Science, Data Science or Mathematics. ORALCOM and WRITCOM, DSP, DW. One credits. *Offered spring semester.*

Math 390 Special Topics in Mathematics

Math 398 Research in Mathematics

Independent research in any area of mathematics. Prerequisite: An A in Math 385 and admission to the Honors in Mathematics program. Instructor permission is required. One to four credits. Repeatable up to a total of four credits. *Offered fall and spring.*

Multimedia Communication

Carponelli, Siebert, Steffen

Department Mission Statement

Simpson's Department of Communication and Media Studies seeks to produce accomplished practitioners and consumers of communication and media texts for the purpose of promoting democratic citizenship in accord with the larger mission of Simpson College. It does so through promoting integrative learning that enables students of all ages to develop intellectual and practical skills; nurturing values that foster personal worth and individuality within a creative, diverse and just community; graduating students who continue to grow as free, responsible and fulfilled individuals in the world of family, work, service and scholarship; and drawing upon the college's relationship with the United Methodist Church and its religious traditions, which guide us on issues of personal integrity, moral responsibility, social justice and global citizenship.

The department accomplishes its mission by offering major and minor courses of study in Multimedia Journalism and in Integrated Marketing Communication. Consistent with the goals of a liberal education, students enrolled in a major program of study in Communication and Media Studies must pursue a second major or a minor program of study outside of the department.

Communication and Media Studies distinctively balances and integrates research and theory with practice. These include attention to speaking, writing and critical-thinking skills, all of which are essential to a student's experience at Simpson. Furthermore, Communication and Media Studies is an area of study instrumental in improving any political, economic, cultural or social institution. Graduates of the program should be able to critically examine communication behavior with the goal of discerning the structures, patterns and effects necessary for facilitating a higher quality of communication. Graduates of the program should also be able to succeed in a professional environment and ultimately take leadership roles in their professions and communities.

Program Orientations

Professional Presentation Orientation: Graduates of the program will be able to gather, present and edit information in a variety of contexts to general and specialized audiences and publics.

Research and Critical Thinking Orientation: Graduates of the program will demonstrate an ability to seek and integrate high-quality research for the purposes of knowing, comprehending, applying, analyzing, synthesizing and evaluating their own insights into the professional and academic study of Communication and Media Studies. Also, graduates of the program will understand and embrace the historical, legal and ethical basis of a free and responsible system of communication, while also understanding the roles that communication plays in developing individuals and social institutions.

Professional Development Orientation: Graduates of the program will demonstrate the development of their professional skills through the completion of career exploration experiences, practica and internships.

Policy on Major-Minor Combinations

Effective Fall 2017, students majoring in a Multimedia Communication program of study may choose to major or minor in another department if there are no more than three courses in common between the programs. Students may not choose more than a double major or a major-minor in Multimedia Communication.

New York and Washington Media Experience Programs

Students in Communication & Media Studies at Simpson have opportunities to take part in unique semester-long internship programs in New York City and Washington, D.C. Simpson students may take advantage of a cooperative New York Media Experience Program administered by Marist College in Poughkeepsie, N.Y. Simpson students have in the past interned through this program at Fox News Channel, CBS News, CBS Productions, Sports Illustrated magazine and Interscope Records. Through the college's Capitol Hill Internship Program, students have interned at Free Speech Radio Network, USA Today, the Student Press Law Center, Roll Call newspaper and congressional offices. See the department chair for more information.

Senior Portfolios in Communication & Media Studies

Majors in Communication & Media Studies are required to build and maintain a portfolio of their written and creative work throughout their tenure in the department. Portfolios are a compilation of work completed during a student's academic career and must be successfully accepted by the department prior to graduation. Portfolios are collected as part of the student's senior seminar course.

Marketing Communication Major

Students will complete ten courses plus internship as follows:

Required:

Magt 131 Management Concepts
Comm 111 Media & PR Writing
Comm 223 Principles of Public Relations
Econ 250 Business Data Analytics
Mktg 234 Marketing
Mktg 341 Digital Marketing Strategies

Skills Elective: (Choose one)

Comm 221 Digital Video
Comm 311 Multimedia Editing
Comm 315 Mobile & Social Media
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship, and New Product Marketing

Concept Elective: (Choose one)

Comm 275 Gender, Race, Class & Media
Comm 271 Media Law & Ethics

Practicum: (Four credits total required)

Comm 155/255 Student Media Practica

Internship: (Four credits required)

Comm 319 Internship

Capstone:

Comm 363 Multimedia Communication Seminar

Marketing Communication Minor

Students will complete 6 courses as follows:

Required:

Magt 131 Management Concepts
Comm 111 Media & Public Relations Writing
Comm 223 Principles of Public Relations
Mktg 234 Marketing
Mktg 341 Digital Marketing Strategies

Skills Elective: (Choose one)

Comm 221 Digital Video
Comm 311 Multimedia Editing
Comm 315 Mobile & Social Media
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship, and New Product Marketing

Multimedia Journalism Major

Tell the story, research the facts, meet the deadline, start all over again. This could be a day in the life of a Simpson communication student or the start of a new career for a graduate.

Students will complete ten courses plus capstone as follows:

Required:

Comm 101 Introduction to Multimedia Communication
Comm 111 Media & PR Writing
Comm 275 Gender, Race, Class & Media
Comm 221 Digital Video
Comm 251 U.S. Media History
Comm 271 Media Law & Ethics
Comm 311 Multimedia Editing
Comm 315 Mobile & Social Media
Comm 155 Student Media Practicum

Comm 319 Internship*

Capstone:
COMM 363 Multimedia Communication Seminar

Multimedia Journalism Minor

Students will complete six courses as follows:

Required:

Comm 101 Introduction to Multimedia Communication
Comm 111 Media & Public Relations Writing
Comm 221 Digital Video
Comm 275 Gender, Race, Class & Media
Comm 271 Media Law & Ethics
Comm 311 Multimedia Editing

Sports Communication Major

Sports Communication is an interdepartmental program with the Department of Multimedia Communication and the Department of Sport Science & Health Education. You will learn a diverse set of presentation and critical thinking skills in journalism, public relations, sport marketing and management and gain a strong foundation in the relationship of sports and athletics to the worlds of media and communication.

Students will complete ten courses plus internship as follows:

Required:

Comm 101 Introduction to Multimedia Communication
Comm 111 Media & PR Writing
Comm 155 Student Media Practicum
(.5 course) (taken twice)

Comm 221 Digital Video

OR

Comm 315 Mobile & Social Media

Comm 223 Principles of Public Relations
SPSC 253 Sport & Fitness Management
Comm 261 Sport Reporting & Writing
SPSC 273 Sport & Fitness Marketing
Comm 311 Multimedia Editing
Comm 311 Multimedia Editing
Comm/SpSc 219 Internship*
SpSc 320 Event & Facilities Management

Capstone:

Comm 363 Multimedia Communication Seminar

Sports Communication Minor

Students will complete six courses as follows:

Required:

Comm 101 Introduction to Multimedia Communication

Comm 211 Media & PR Writing

Comm 223 Public Relations Principles

SpSc 253 Sport & Fitness Management

SpSc 273 Sport & Fitness Marketing

SpSc 320 Event & Facilities Management

Multimedia Communication Courses

Comm 101 Introduction to Communication & Media Studies

An introductory examination of the practices and theories that inform the study of human communication as a social and cultural phenomenon. Students consider quantitative, qualitative and critical social-science research into the processes and effects of communication in interpersonal, organizational and mass communication contexts. The course also provides students with a first look at the variety of professional opportunities awaiting Communication & Media Studies graduates. CIVIC and HBS. Four credits.

Comm 102 Public Speaking in Society

This course focuses on how language and culture intersect to produce meaning and identity. Topics include a variety of basic Communication issues: intention, interpretation, outcomes, and ethics. Emphasis is placed on public speaking, the analysis of communication situations, and thinking critically about the influences and limitations of language. ORALCOM. Four credits.

Comm 111 Media & Public Relations Writing

Study of the fundamentals of news writing, including methods of news judgment, news gathering and modern news style. Development of communication materials, strategies and key messages that organizations use to reach different publics. WRITCOM. Four credits. *Offered both fall and spring semesters.*

Comm 153 Mock Trial Practicum

Students provide team leadership and develop skills related to litigation in the form of mock trial or moot court. Students prepare oral presentations, such as oral arguments, opening statements, closing arguments, and evidentiary objections. Student may also develop storytelling and narrative communication skills by developing roles based on witness affidavits, depositions, and professional reports. Student develop and model litigation skills in regular practices and intercollegiate competitions. EL. Two credits. Repeatable. *Offered fall and spring semesters.*

Comm 154 Speech and Debate Practicum

Students provide team leadership in speech and debate. Students prepare argument blocks, lead limited preparation speech practice, maintain current research, and compete regularly. Student practice and model the art of argumentation while focusing on delivery techniques that are the most effective given the purpose and the audience. COLLABLDR and CRITTHNK, EL. Two credits. *Offered fall and spring semesters.* May be repeated for credit.

Comm 155 Professional Skills Practicum

Experience working in converged media environments via assignments for the Simpson College student newspaper, online news service, yearbook, radio, television and integrated marketing communication agencies. Students must ordinarily complete two semesters of entry-level work before being considered for management positions in student media. Students must complete two semesters of this entry-level practicum before being eligible to complete an internship. Prerequisites: COMM 111 or 222. Two credits.

Comm 160 The Media & the JFK Assassination

The assassination of President John F. Kennedy in 1963 was a watershed event in American history in the 1960s, and the impact of his murder continues to reverberate nearly 50 years later. The course will critically examine the ways the assassination and its aftermath was presented via media of the day, as well as how media continue to shape our understanding of the assassination. Materials will include recordings of the events as they happened, later documentary and dramatic films, and critical readings and writing. Four credits. *Offered May Term.*

Comm 161 Topics in Media and Communication

Media and Communication in ... will focus on the exploration of media and PR-based careers and organizations in various American cities. Students will research, write and present profiles of the various organization they will visit. On their return to campus, students will participate in class discussions and reflect on their experience and how it will help shape their professional plans. Four credits. *Offered May Term of even-numbered years.*

Comm 180 Independent Study in Communication**Comm 190 Special Topics in Communication****Comm 198 Independent Research in Communication****Comm 201 Argumentation and Rhetoric**

An examination of argumentation as the art of persuasion, pulling from a variety of theoretical perspectives. This course will focus its attention on argumentation form and content, initially grounded in the traditional argumentation principles of claim, data, and warrant. As the course progresses, alternative visions of argumentation, rooted in cooperative argumentation, will be examined. *Prerequisite:* Comm 102. Four credits.

Comm 204 Small Group Communication

A survey of the concepts and competencies of small-group Communication. The course integrates dominant theoretical perspectives with skill-building. Emphasis is placed on the development of small-group leadership and participation competencies. *Prerequisite:* Comm 101. Offered every other year. Four credits.

Comm 205 Interpersonal Communication

A survey of the concepts and contexts of interpersonal communication. The course combines theoretical material and skills orientation. Emphasis is placed on the development of interpersonal competencies. *Prerequisite:* Comm 101. Offered every other year. Four credits.

Comm 220 Mass Communication and Society.

Examination of the history, audience characteristics and effects of mass communication; relationship of

mass communication to public opinion, crime and violence, political affairs, racism and sexism. Offered every other year. Four credits.

Comm 221 Digital Video

Students will learn to write and report news stories using video technology. Students will learn the components of a traditional television newscast and the skills to produce, write and report for such newscast. In addition students will study and put into practice basic videography and non-linear editing skills. *Prerequisite:* Comm 211. ORALCOM. Four credits. *Offered both fall and spring semesters.*

Comm 223 Principles of Public Relations

Survey the history, theory, and practice of public relations – focusing on public opinion, media relations, employee relations, community and consumer relations, reputation management and crisis communication. The course will introduce the four-step process used in PR campaigns. ORALCOM. Four credits. Offered both fall and spring semesters.

Comm 251 U.S. Media History

A survey of media history in the United States from the colonial press through the early stages of the Internet, focusing on the relationship between the country's media institutions and more than two hundred years of political, cultural, socioeconomic and technological change. Students will study the development and impact of different forms of print, telegraphy, broadcasting, visual and digital media. INFOLIT and WRITCOM. Four credits. *Offered every spring.*

Comm 255 Professional Leadership Practicum

Experience managing students in covered media environments, such as the Simpson College student newspaper, online news service, yearbook, radio, television and integrated marketing communication agencies. Instruction includes classroom work in media management. Four credits. May be repeated for up to 16 credits. *Prerequisite:* 4 credits of Comm 155. COLLABLDR.

Comm 261 Sports Writing & Reporting

Instruction in reporting and writing sports journalism, ranging from basic game coverage to previews, features and breaking-news. Social-media practices that affect sports journalism also will be covered. Students must have a flexible schedule that will permit them to cover games and other stories outside of class. WRITCOMM. Four credits. *Offered spring semsters.*

Comm 271 Media Law & Ethics

Examination of the traditions and problems of a free and responsible system of mass communication. First Amendment theory and selected legal topics in communication, including defamation, privacy, sedition, obscenity, access, contempt, lottery, copyright, governmental regulation of broadcast and new media, and commercial speech. Also, the course considers the application of philosophy and ethics to the work of professionals in mass communication. CIVIC and ETHICS. Four credits. Offered once per year either fall or spring semesters.

Comm 275 Gender, Race, Class & Media

An exploration from the perspectives of marginalized groups in the United States of the ways that popular media represent our diverse and dynamic culture. The course focuses on images of race, class and gender in television, film and popular culture. DIVRSTY & CTI. Offered every other year. Four credits.

Comm 280 Independent Study in Communication

Comm 290 Special Topics in Communication

Comm 298 Independent Research in Communication

Comm 311 Multimedia Editing

The study of story and photographic editing and modern publication design and production, including instruction in desktop publishing systems. *Prerequisite:* Comm 211. Four credits. *Offered every fall.*

Comm 315 Mobile & Social Media

Experiential, laboratory-type course designed to teach students the basic skills required to produce multimedia journalism packages in a professional setting. Students will work individually and in teams to produce audiovisual content for online display, using a variety of technologies and storytelling techniques to investigate and present subject matter of their choosing. Techniques to be covered include slideshows, podcasts, Web videos, short-form writing and interactive graphics. *Prerequisite:* Comm 211. Four credits. *Offered every spring.*

Comm 319 Internship

An off-campus practical experience in a communication-related professional setting. The internship offers an opportunity for study in a prepared and monitored individual learning setting. *Prerequisite:* Four credits of COMM 155 or permission of instructor. EL. Credit arranged. (Repeatable to a maximum of 12 credits.)

Comm 348 Writing for Public Relations

Development of communication materials, strategies and key messages that organizations use to reach different publics. Prewriting, preparation and editing will be emphasized. This course will focus on printed materials and electronic media. *Prerequisites:* Comm 211, and 223. Four credits.

Comm 356 Public Relations Research

An introduction to research methods used in public relations, including industry and organizational research, surveys, polls, focus groups and interviews. The course will introduce methods for recording and interpreting research results and highlight relevant ethical issues. Students will analyze case studies and complete a public relations research project. *Prerequisites:* Comm 223. INFOLIT, SICREASON, and WRITCOM. Four credits.

Comm 363 Multimedia Communication Seminar

Capstone study in the Multimedia Communication majors in which students debate significant current issues in the field and complete a semester-long professional or research project in conjunction with community partners. Students also complete a reflective essay on their studies in Multimedia Communication as well as an assessment of their ability to serve as engaged citizens and working professionals. DSP. *Pre-requisite:* Senior standing. Four credits. *Offered every spring.*

Comm 380 Independent Study in Communication

Comm 390 Special Topics in Communication

Comm 398 Independent Research in Communication

Music

Evans, Arnold, Benoit, Eckerty, Heffner, Lau, Motter, Poulsen

Department Mission Statement

We are a distinctively student-centered music department that believes strongly in the creative and intellectual growth of every student. We are committed to serving:

- 1) students choosing to major in music,*
- 2) students majoring in other academic areas but who enjoy participation in the department,*
- 3) the cultural environment of the larger community.*

We are committed to preparing each student for a successful life in music after Simpson. Our program offers a variety of classroom and performance experiences that enable our students to graduate fully prepared to become highly effective music educators and performers, enter quality graduate programs, or use music successfully in related fields.

Through our concerted efforts, students and the community at large will come to realize that music moves beyond the realm of entertainment and that an understanding of and appreciation for music can profoundly enrich our lives.

Simpson College is accredited by the National Association of Schools of Music.

Degrees

The Department of Music provides a broad plan for the study of music. In order to serve all types of music students, courses leading to the following degrees are offered:

Bachelor of Music with a major in performance or music education. Bachelor of Arts, with a major in music.

Bachelor of Arts Degree with a Major in Music

Students will complete ten courses plus a capstone as follows:

Required:

Mus 001 Experiencing Performance (required every semester) (No credit.)

Mus 151 Theory 1 (.75 course) & Mus 153 Aural Skills 1 (.25 course)

Mus 152 Theory 2 (.75 course) & Mus 154 Aural Skills 2 (.25 course)

Mus 251 Theory 3 (.75 course) & Mus 253 Aural Skills 3 (.25 course)

Mus 252 Theory 4 (.75 course) & Mus 254 Aural Skills 4 (.25 course)

Mus 101 Survey of Music Literature (.5 course)

Mus 371 Conducting (.5 course)

Mus 211 Music from the Medieval era through 1700

Mus 212 Music from 1700 through 1900

Mus 311 Music from 1900 through the Present

Applied Music (Ten credits required)

MUS-170xx: Applied Music Level I (≥4 credits)

MUS-270xx: Applied Music Level II (≥4 credits)

MUS-370xx: Applied Music Level III (≥4 credits)

*In addition to completion of the minimum number of credits at the previous level, advancement to Levels II and III requires approval from the applied music jury (see Jury below). If advancement is not granted, students will complete another semester of applied music at the current level and be considered again for advancement at the next applied music jury.

Ensembles:

(A minimum of six credits and participation in at least 2 different ensembles is required)

Mus 014 Instrumental Chamber Music (no credit)

Mus 015 Opera (no credit)

Mus 214 Ensembles (.25 course)

Capstone:

Mus 000B or Mus 000S Senior recital (no credit)

Mus 00X Piano Proficiency (no credit)

Bachelor of Music

Students will complete 14.5 courses plus a capstone as follows:

Core Courses in the Bachelor of Music Degree

Required:

Mus 001 Experiencing Performance (required every semester) (No credit).

Mus 151 Theory 1 (.75 course) & Mus 153 Aural Skills 1 (.25 course)

Mus 152 Theory 2 (.75 course) & Mus 154 Aural Skills 2 (.25 course)

Mus 251 Theory 3 (.75 course) & Mus 253 Aural Skills 3 (.25 course)

Mus 252 Theory 4 (.75 course) & Mus 254 Aural Skills 4 (.25 course)

Mus 101 Survey of Music (.5 course)

Mus 371 Conducting (.5 course)

Mus 372 Advanced Conducting (.5 course)

Mus 211 Music from the Medieval era through 1700

Mus 212 Music from 1700 through 1900

Mus 311 Music from 1900 through the Present

Ensembles: (A minimum of 8 credits and participation in at least 2 different ensembles)

Mus 214 Ensembles (.25 course)

Mus 014 Chamber Music (no credit)

Mus 015 Opera (no credit)

Applied Music (Sixteen credits required)

MUS-170xx: Applied Music Level I (≥4 credits)
MUS-270xx: Applied Music Level II (≥4 credits)
MUS-370xx: Applied Music Level III (≥4 credits)

*In addition to completion of the minimum number of credits at the previous level, advancement to Levels II and III requires approval from the applied music jury (see Jury below). If advancement is not granted, students will complete another semester of applied music at the current level and be considered again for advancement at the next applied music jury.

Capstone:

Mus 000B or Mus 000S Senior recital –(no credit)
Mus 00X Piano Proficiency (no credit)

Additional Courses Required for the Performance Major (B.M.)

Mus 000J Junior Recital (no credit)

Choose two theory courses from the following three:

Mus 305 Counterpoint
Mus 309 Orchestration
Mus 310 Form and Analysis

Advanced History: Choose three courses from the following:

Mus 257 Race Relations in Jazz
Mus 352 History of Opera
Mus 355 Vocal Literature
Mus 359 Instrumental Music Literature

Vocal Track:

Mus 220 Diction for Singers I (.5 course)
Mus 221 Diction for Singers II (.5 course)

Bachelor of Music Degree with a Major in Music Education

Core Courses in the Bachelor of Music Degree

Required:

Mus 001 Experiencing Performance (required every semester) (No credit).
Mus 151 Theory 1 (.75 course) & Mus 153 Aural Skills 1 (.25 course)
Mus 152 Theory 2 (.75 course) & Mus 154 Aural Skills 2 (.25 course)
Mus 251 Theory 3 (.75 course) & Mus 253 Aural Skills 3 (.25 course)

Mus 252 Theory 4 (.75 course) & Mus 254 Aural Skills 4 (.25 course)

Mus 101 Survey of Music (.5 course)

Mus 371 Conducting (.5 course)

Mus 372 Advanced Conducting (.5 course)

Mus 211 Music from the Medieval era through 1700

Mus 212 Music from 1700 through 1900

Mus 311 Music from 1900 through the Present

Applied Music (Fourteen credits required)

MUS-170xx: Applied Music Level I (≥ 4 credits)

MUS-270xx: Applied Music Level II (≥ 4 credits)*

MUS-370xx: Applied Music Level III (≥ 4 credits)*

*In addition to completion of the minimum number of credits at the previous level, advancement to Levels II and III requires approval from the applied music jury (see Jury below). If advancement is not granted, students will complete another semester of applied music at the current level and be considered again for advancement at the next applied music jury.

Ensembles: (A minimum of 7 credits and participation in at least 2 different ensembles)

Mus 214 Ensembles (.25 course)

Mus 014 Chamber Music (no credit)

Mus 015 Opera (no credit)

Capstone:

Mus 000B or Mus 000S Senior recital –(no credit)

Mus 00X Piano Proficiency (no credit)

Additional Courses Required for the Music Education Major (B.M.)

Mus 322 Elementary Music Methods

Mus 323 Secondary Music Methods

Instrumental Track:

Required:

Mus 185 Vocal Methods (.25 course)

Mus 284 Instrumental Techniques (.5 course)

Mus 381 Marching Band Techniques (.5 course)

Mus 382 Jazz Methods (.5 course)

Choose three courses from the following:

Mus 181 Brass Methods (.25 course)

Mus 182 Woodwind Methods (.25 course)

- Mus 183 String Methods (.25 course)
- Mus 184 Percussion Methods (.25 course)
- Mus 186 Guitar Methods (.25 course)

Vocal Track:

Required:

- Mus 185 Vocal Methods (.25 course)
- Mus 220 Diction for Singers I (.5 course)
- Mus 221 Diction for Singers II (.5 course)
- Mus 282 Choral Techniques (.5 course)

Choose three courses from the following:

- Mus 181 Brass Methods (.25 course)
- Mus 182 Woodwind Methods (.25 course)
- Mus 183 String Methods (.25 course)
- Mus 184 Percussion Methods (.25 course)
- Mus 186 Guitar Methods (.25 course)

Courses required outside the Music Department for Teacher Licensure in the Music Education Major (B.M.)

Required:

- Educ 114 Foundations of Education
- Educ 118 Student Development and Learning
- Educ 222 Assessment, Planning and Teaching (.5 course)
- Educ 312 Exceptional Students
- Educ 321 Human Relations in Teaching
- Mus 241 Field Experience in Music
- Educ 388 ML Student Teaching – Elementary (7 credits)
- Educ 388 MS Student Teaching – Secondary (7 credits)
- Educ 389 Student Teaching Seminar (.25 course)

Music Minor

Students will complete requirements as follows:

Required:

- Mus 101 Music Survey (.5 course)
- Or
- Mus 103 Discovering Music

- Mus 151 Theory I (.75 course) & Mus 153 Aural Skills 1 (.25 course)
- Mus 152 Theory II (.75 course) & Mus 154 Aural Skills 2 (.25 course)

Choose one of the following:

- Mus 211 Music from the Medieval Era through 1700
- Mus 212 Music from 1700-1900
- Mus 311 Music from 1900 to the Present
- Mus 257 Race Relations in Jazz

Complete six credits of Ensemble: Mus 214

Complete four credits of Applied Music:

Mus 170xx A Applied Music Level I (2 credits)

Mus 270xx A Applied Music Level II (2 credits)

Piano The study of piano is a combination of professional preparation and cultural pursuit. For professional students a thorough course is followed, including the early clavecinists, the works of Bach, and the sonatas of Mozart, Haydn, and Beethoven. In addition to composers of the Romantic and Impressionist schools, stress is placed on 20th-century music, including the works of Griffes, Barber, Schoenberg, Bartok, Prokofiev, and Ginastera. Piano students are given instruction and experience in techniques of accompanying when appropriate.

Organ Representative compositions from all major periods and styles of organ composition are taught, with particular emphasis on major composers of the 18th- , 19th- , and 20th-centuries. In addition, emphasis is placed on preparing organ students in the area of church service playing. A thorough piano background is required of beginning organ students.

Voice The ultimate goals are beautiful tone, dependable technique, a musical style of singing and knowledge of repertoire from the 17th-century to the present. Emphasis is placed on the use of the voice as a natural instrument. Repertoire is chosen to foster technical development. During the course of four years, the student gains experience singing in at least three foreign languages.

Guitar, Woodwind, Brass and Percussion Instruments The goal of the instrumentalist is to attain the highest degree of proficiency and artistry possible within the limits of the individual talent. This is accomplished by a thorough study of solo literature, technical material, etudes, and orchestral excerpts. Transposition is taught for those instrumentalists who require a working knowledge of that skill. Typical of literature performed by Simpson instrumentalists are works of Bach, Mozart, Brahms, Strauss, Hindemith, and Haydn. Technical and etude materials and scales are included in the studies. Emphasis is placed on developing and mastering the appropriate techniques applicable to each instrument.

Strings Although the music department does not offer a major in orchestra strings, playing in the Simpson College and Community Orchestra and taking lessons in string instruments are available to students. Private instruction includes technical studies as well as study of the standard repertoire from the Baroque period to the 20th-century. A string methods class provides music education majors with an introduction to string pedagogy.

Ensembles Ensemble organizations for credit include The Simpson College Chamber Singers, College Choir, Chorale, Madrigal Singers, Symphonic Band, Jazz Ensemble, College and Community Orchestra, and Opera Workshop. Two credits in ensemble per year are required of Bachelor of Music students and participation in at least one ensemble is required each semester of full time academic work. Each ensemble is awarded one credit per semester. Students with a voice concentration are required to enroll in Chamber Singers, Choir or Chorale each semester. Students with instrumental concentrations are required to be in the Symphonic Band or the College and Community Orchestra each semester. In addition, numerous non-credit ensembles are available. They comprise the Instrumental Chamber Music (Mus 014) and Opera (Mus 015) offerings.

Jury At the end of each semester, final examinations in applied music are conducted by a jury composed of selected faculty members. All students enrolled in applied music are required to perform a jury.

Piano Requirements All students in the Bachelor of Music program or with a Bachelor of Arts major in music are encouraged to study piano and are required to pass a piano proficiency examination. This examination may be taken at any regularly scheduled time, but is required of all students before they may register (normally after the fourth semester) for 300-level courses in music. No student may register for student teaching until he/she has passed this examination. The proficiency exam must be passed one full semester before student teaching is undertaken. Students must enroll continuously in piano until the proficiency exam is passed if the exam was not passed on the first attempt.

Recital Requirements Bachelor of Music in Performance students are required to perform full recitals in both the junior and senior years. Bachelor of Music in Music Education students are required to perform a full recital in the senior year. A half recital is required of Bachelor of Arts students with a major in music in the senior year. All degree seeking candidates must be enrolled in the applied music area of concentration when degree recitals are performed. The senior recital is normally performed in the seventh or eighth semester of attendance. Any exceptions must be approved by the department chair. Attendance at weekly music convocations, visiting artist recitals, ensemble and opera performances, faculty recitals, all senior and junior performance major recitals is required of the major in music. All full-time degree-seeking candidates must be enrolled in Music 001 Recital Attendance, each semester of attendance.

Performance Major Admission to the Performance Major is determined by audition for the music faculty at the end of the sophomore year or its equivalent. Until this audition is successfully completed, a student is not a Performance Major.

Theory, History and Applied Study Courses

Mus 001 Experiencing Music

By attentively listening to and observing other musicians- especially in live performance – musicians acquire an understanding of various musical styles and performance conventions. Mus 001: Experiencing Music is an attendance-based course that requires students to attend a minimum number of live musical performances and weekly Convocations. All music majors must enroll in Mus 001 each semester. BA degree candidates must pass Mus 001 a minimum of three times to graduate. BM degree candidates must pass four times. No credit. *Offered every semester.*

Mus 014 Instrumental Chamber Music

Chamber ensembles (brass, woodwind, saxophone, percussion, mixed) assembled for the performance of literature for small ensembles. No credit. *Offered every semester.*

Mus 015 Opera

Opera participation as a member of the cast, chorus, production crew, or orchestra. No credit. *Offered*

every semester.

Mus 101 Survey of Music

Open to non-majors with permission of the instructor. This course serves as an introduction to the music major. Students will receive an overview of the great eras of music history with particular attention to the development of listening skills. Consideration will also be given to other musical traditions such as American jazz and popular music. In addition, the course will also address topics of particular interest to music majors, such as careers in music, musician etiquette, development of effective practice regimens, and research resources for musicians. INFOLIT. Two credits.

Offered every fall.

Mus 103 Discovering Music

A study of the history of Western art, classical music and how music has helped shape and reflect the human spirit throughout various cultures and time periods from which it emanates. Students will come to realize that music moves beyond the realm of entertainment and that an understanding and appreciation of music can profoundly enrich the quality of living. This course will concentrate mainly on traditional Western art music, but there will also be studies of other genres, such as world folk music, ethnic music and different types of American popular music. ART & ACE. Four credits. *Offered every semester.*

Mus 151 Theory 1

Study of scales, intervals, triads, seventh chords, and their inversions. Harmonization of melodies and basses, modulation, analysis. Creative use of materials. Prerequisite: placement examination. Three credits. *Offered every fall.* This 3-credit course is normally taken in conjunction with the Mus 153 1-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 152 Theory 2

Study of scales, intervals, triads, seventh chords, and their inversions. Harmonization of melodies and basses, modulation, analysis. Creative use of materials. Prerequisite: Mus 151 or placement examination. Three credits. *Offered every spring.* This 3-credit course is normally taken in conjunction with the Mus 154 1-credit course as a complete 4-credit course. However, the either course may be taken separately if one of the two requirements has been completed.

Mus 153 Aural Skills 1

Aural and vocal study of rhythmic patterns, scales, intervals, triads, seventh chords, and song and choral materials primarily in treble and bass clef. Prerequisite: placement examination. One credit. *Offered every fall.* This 1-credit course is normally taken in conjunction with the Mus 151 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 154 Aural Skills 2

Aural and vocal study of rhythmic patterns, scales, intervals, triads, seventh chords, and song and choral materials primarily in treble and bass clef. Prerequisite: Mus 153 or placement examination. One credit. *Offered every spring.* This 1-credit course is normally taken in conjunction with the Mus 152 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 180 Independent Study in Music

Mus 190 Special Topics in Music

Mus 198 Independent Research in Music

Mus 211 Music from the Medieval era through 1700

This course covers Western sacred and secular music from the Medieval period (beginning c. 400 A.D.) through the early Baroque period (ending c. 1700). Major composers and representative genres are highlighted. In addition, consideration is given to the context created by related developments in the other arts, architecture, literature, philosophy, and society. INFOLIT. Four credits. *Offered every fall.*

Mus 212 Music from 1700 through 1900

This course examines vocal and instrumental music of the Baroque through Romantic eras. Major composers and representative genres are highlighted. In addition, consideration is given to the context created by related developments in the other arts, architecture, literature, philosophy and society. HSTRCL and WRITCOM. Four credits. *Offered every fall.*

Mus 214 Ensembles

The Simpson College Chamber Singers, Choir, Chorale, Jazz Ensemble, Madrigal Singers, Symphonic Band, and Orchestra. One credit for each ensemble. *Offered every semester.*

Mus 214D Ensemble Discussion

Students seeking to fulfill their AR requirement through ensemble participation must complete one semester of MUS 214D, an on-line discussion section which provides the reflective component of the AR/ACE (ART) requirement. . Prerequisite: at least 3 credits of Mus214. Corequisite: MUS 214. P/NP. 0 hours. *Every semester.*

Mus 170 Applied Music Level I

Beginning level private study in instruments and voice. One or two credits. *Offered every semester.*

Mus 220 Diction for Singers I

This is the first semester in a sequence of two. This term includes the study of the International Phonetic Alphabet (IPA) and its application to singing in English and Italian. Practical usage will be emphasized, employing examples from the repertoire and student performances in class. Two credits. *Offered every fall.*

Mus 221 Diction for Singers II

This is the second semester in a sequence of two. This term includes the application of the International Phonetic Alphabet (IPA) to singing in German and French. Practical usage will be emphasized, employing example from the repertoire and student performance in class. Prerequisites: Mus 220. Two credits. *Offered every spring.*

Mus 241 Practicum in Music

The Practicum in Music Education allows students of advanced standing in Music Education to apply their knowledge, skills, and dispositions during May Term in a public school music teaching placement. In cooperation with a mentor teacher, students observe and participate in the teaching process. Students create lesson and rehearsal plans, teach students, and both the mentor teacher and the supervising professor from Simpson College evaluate the student. Prerequisites: Successful

completion of Mus 283. Four credits. *Offered every May term.*

Mus 251 Theory 3

Study of chromatic harmony, including secondary functions, modulation, mode mixture, Neapolitan, and augmented sixth chords. Introduction to tonal form, including song forms, part forms, fugue, theme and variations, rondo, and sonata form. This 3-credit course is normally taken in conjunction with the Mus 253 1-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed. QUANT. Prerequisite: Music 152 or placement examination. Three credits. *Offered every fall.*

Mus 252 Theory 4

Practical application of tonal theoretical concepts, realized in three creative projects: a choral setting, an instrumental transcription, and a pop/jazz arrangement. Principles of music notation and of laying out scores and parts. Introduction to theoretical concepts pertaining to neotonal and post-tonal music. This 3-credit course is normally taken in conjunction with the MUS 254 -1 credit course as a complete 4 credit course. However, either course may be taken separately if one of the two requirements has been completed. Prerequisites: Mus 152 or placement examination. Three credits. *Offered every spring.*

Mus 253 Aural Skills 3

Aural and vocal work in all clefs together with keyboard study emphasizing improvisation, transposition, score reading, and modulation. Prerequisite: Music 154 or placement examination. One credit. *Offered every fall.* This 1-credit course is normally taken in conjunction with the Mus 251 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 254 Aural Skills 4

Aural and vocal work in all clefs together with keyboard study emphasizing improvisation, transposition, score reading, and modulation. Prerequisite: Music 154 or placement examination. One credit. *Offered every spring.* This 1-credit course is normally taken in conjunction with the Mus 252 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 257 Race Relations in the History of Jazz

In the 20th Century, the often-fraught relationship between blacks and whites can be clearly identified in economic, societal, and artistic realms. The history of jazz from roughly 1900 to the present day highlights many of the challenges that black musicians faced these three areas. The complicated and tragic story of the relationship between black and white society is deeply interwoven in the history of "America's music." This class will explore the music of jazz and study how the art form's development was influenced by the musical, economic, and societal realities of its time. No prior knowledge of jazz or musical skills are necessary for successful completion of this course. DVRSTY & LS. Four credits. Offered spring of even years.

Mus 261 Studies in Composition

Students will explore, discuss and implement various compositional techniques resulting in original compositions. Musical elements will be analyzed, discussed and manipulated to better understand how music is created. Music of the masters, with assigned readings, will serve as resources for the course. May be taken more than once. Prerequisite: Permission of the instructor. Two credits. *Offered every semester.*

Mus 270 Applied Music Level II

Intermediate level private study in instruments and voice. Prerequisites: 4 credits of MUS 170xx and permission or MUS 270xx. One or two credits. *Offered every semester.*

Mus 280 Independent Study in Music

Mus 290 Special Topics in Music

Mus 298 Independent Research in Music

Mus 305 Counterpoint

The study of tonal counterpoint in two and three voices. Course activities include exercises in modified species counterpoint and composition of original pieces in historical genres. Pre-requisite: Mus 251. Four credits. *Offered spring semester in odd numbered years.*

Mus 309 Orchestration

A general study of the instruments of the orchestra, their ensemble possibilities, and limitations. Preparation of scores and parts using computer notation programs is emphasized, along with practical scoring for small ensembles. Pre-requisite: Mus 252. Four credits. *Offered fall semester in odd numbered years.*

Mus 310 Form and Analysis

A study of the most significant musical forms of the 18th-, 19th-, and 20th-centuries with attention to historical context. Representative pieces for each form are considered in detail. Students write one major analysis paper on a piece of their choosing. Pre-requisite: Mus 251. Four credits. *Offered spring semester in even numbered years.*

Mus 311 Music from 1900 to the Present

This course examines music of the twentieth and twenty-first centuries, focusing primarily on the Western classical tradition, but also delving into other significant American musical styles. Major composers and seminal works are highlighted. In addition, consideration is given to the context created by related developments in the other arts, architecture, literature, philosophy, and society. HSTRCL and WRITCOM. Four credits. *Offered every fall.*

Mus 352 History of Opera

A chronological approach to standard operatic literature. Though details of stylistic trends and the various schools of operatic composition are discussed, this is primarily a survey course dealing with major works for the operatic stage from Monteverdi's *Orfeo* to Adam's *Nixon in China*. Pre-requisite: Mus 212 and 311. Four credits. *Offered spring semesters in odd numbered years.*

Mus 355 Vocal Literature

A chronological history of the solo song with stress on the German Lied and French Melodie of the nineteenth century and twentieth centuries. Class performance will be an integral part of the study. Four credits. *Offered spring semester in even numbered years.*

Mus 359 Instrumental Music Literature

This course traces the evolution of instrumental music in the Western classical tradition, focusing upon important composers and seminal works. Pre-requisites: Mus 212 and 311, (concurrent enrollment in 311 permitted). Four credits. *Offered fall semester of odd numbered years.*

Mus 370 Applied Music Level III

Advanced level private study in instruments and voice. Prerequisites: 4 credits of MUS 270xx and permission or MUS 370xx. Two credits. *Offered every semester.*

Mus 371 Conducting

Designed to develop ability in directing vocal and instrumental groups through the correct use of the baton, score reading, and useful rehearsal techniques. COLLABLD. Two credits. *Offered every spring.*

Mus 372 Advanced Conducting

Applied experiences in conducting with vocal and instrumental ensembles. Additional work in score reading and an introduction to the challenges of symphonic, oratorio and opera conducting. Prerequisite: Mus 371. Two credits. *Offered every spring.*

Mus 380 Independent Study**Mus 390 Special Topics in Music****Mus 398 Independent Research in Music****Music Education Courses****Mus 181 Instrumental Methods: Brass**

An introduction to the discipline of the principal brass instruments (trumpet, cornet, horn, trombone, baritone, tuba). The nature of the instruments is discussed and brass instruments are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One credit. *Offered every spring.*

Mus 182 Instrumental Methods: Woodwinds

An introduction to the disciplines of the principal woodwind instruments (flute, clarinet, saxophone, oboe and bassoon). The nature of the instruments is discussed and methods of teaching the various woodwinds are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One credit. *Offered every fall.*

Mus 183 Instrumental Methods: Strings

An introduction to stringed instruments. Practical experience is gained through a class ensemble. One credit. *Offered every fall.*

Mus 184 Instrumental Methods: Percussion

An introduction to the disciplines of percussion instruments and miscellaneous percussion (e.g., bass drum, tambourine, maracas). The nature of the various instruments is discussed and teaching methods are presented. Practical experience is gained by playing one or more percussion instruments in a class ensemble situation. The acquisition of a good foundation in snare drumming will be emphasized. One credit. *Offered every spring.*

Mus 185 Vocal Methods

An introduction to using the singing voice in elementary and secondary teaching. Pedagogical

techniques and repertory for working with high school age singers will be presented. One credit. (This course is not open to voice majors and is required of all instrumental majors.) *Offered as needed.*

Mus 186 Instrumental Methods: Guitar

An introduction to the guitar. Emphasis is placed on learning to play basic chords and strums. Practical experience is gained by using the guitar as an accompaniment instrument and learning a variety of folk songs useful in the music classroom. One credit. *Offered every spring.*

Mus 282 Choral Techniques

Designed to furnish choral conductors with sound rehearsal techniques and materials and methods for preparing vocal groups for public performance. Special attention is given to program building. Prerequisite: Music 281. COLLABLDR., and ORALCOM. Two credits. *Offered every spring.*

Mus 284 Instrumental Techniques

Procedures for administrating and directing instrumental music ensembles in elementary and secondary schools. Curriculum writing, administrative techniques, selecting instructional material and ensemble literature, organizational and rehearsal techniques for concert band, marching band, jazz band, and the small instrumental ensemble will be included. Two credits. *Offered fall semesters in even years.*

Mus 322 Elementary and Intermediate Methods.

A preparation for teaching music in the primary and intermediate grades. Singing, rhythm, listening, and creative activities. ORALCOM. Four credits. *Offered every fall.*

Mus 323 Secondary School Methods

Problems of teaching vocal and/or instrumental music in junior and senior high school. Management and organization. Four credits. *Offered every spring.*

Mus 381 Marching and Field Band Techniques

Class and laboratory instruction in the fundamentals of the marching band through direct experience in a high school band program. Emphasis will be placed on all aspects of production of football half-time shows. Two credits. *Offered fall semester in odd numbered years.*

Mus 382 Jazz Methods

An immersion in the stylistic elements of jazz methodologies and pedagogy through hands-on training by working with a jazz ensemble in a local high school. Jazz literature, appreciation, improvisation, resources and justification will be covered. COLLABLDR. Two credits. *Offered fall semester in even numbered years.*

Mus 390 Special Topics in Music Education.

Frequently Taught May Term Courses:

Opera Workshop (every other year)

History of Rock and Roll

European Madrigal Singers Tour (every other year)

World Music

Natural Science

NaSc 102 Introduction to Meteorology

This course provides an introduction to basic concepts in meteorology such as forecasting, atmospheric measurements, radiation, stability, precipitation, winds, fronts, and severe weather. Applied topics include but not limited to: precipitation formation, the effect of clouds, soils and snow on temperature, global warming and its effects on biodiversity, and other topics course will be able to fully understand and demonstrate their proficiency in the scientific art of forecasting. Laboratory exercises that center on weather forecasting are interwoven throughout the course and students will use real-time data to analyze the current and future states of the atmosphere. QUANT, SCIREASON, SI. Four credits w/lab.

NaSc 102L Laboratory: Meteorology

NaSc 118 Physical & Earth Science for Elementary Teachers

A science course for elementary education majors. The course is designed to meet the needs of teachers required to effectively teach a broad, general science curriculum. The course focuses on developing functional understanding of those key concepts in the areas of physics, chemistry, and earth/space sciences identified for the elementary level grades in the Iowa Core Curriculum for Science. *Offered every spring.*

NaSc 180 Independent Study in Natural Science

NaSc 190 Special Topics in Natural Science

NaSc 290 Special Topics in Natural Science

NaSc 380 Independent Study in Natural Science

NaSc 390 Special Topics in Natural Science

Neuroscience

Brittingham, Evans, Subramanian

The Neuroscience Major trains students to use the knowledge of several academic disciplines to achieve an in depth understanding of the human nervous system and its purpose. It accomplishes this through a program of instruction that includes training in modern laboratory and research techniques and collaboration with faculty mentors. Upon completion of the program, students will be well prepared for careers and graduate study in neuroscience and related disciplines.

The Neuroscience Major accomplishes its mission through the interdisciplinary exploration of science's most challenging puzzle -- the brain. Major areas of study include: anatomy and physiology, cellular and molecular biology, cognitive psychology, and neurological disorders. These disciplines can enhance our understanding of neural structures and systems controlling functions such as vision, memory, emotion, movement, and ultimately all of human behavior.

NOTE: Courses that are used as a Neuroscience elective, cannot also be used to fulfill a requirement for another major or minor.

Neuroscience Major

Students will complete ten courses plus a capstone as follows:

Required:

Biol 111 Principles of Biology II
Biol 255 Neuroscience
Chem 101 Bonds & Structures I
Psyc 214 Research Methods
Psyc 233 Behavioral Neuroscience
Psyc 329 Cognitive Neuroscience

Electives:

Choose four courses, with at least one being at the 300 level.

Biol 225 Human Physiology
Biol 235 Human Embryology
Biol 251 Microbiology
Biol 270 Basic Genetics
Biol 322 Human Anatomy
Biol 334 Cellular Biology
Biol 360 Molecular Genetics
Chem 102 Bonds & Structures II
Chem 201 Organic Chemistry I
Chem 202 Organic Chemistry II
Chem 330 Biochemistry
Phys 151 Principles of physics I
Phys 152 Principles of Physics II
Phys 191 General Physics I
Phys 192 General Physics II
Math 151 Calculus I
Psyc 237 Cognitive Psychology
Psyc 334 Psychology of Language

Psyc 336 Sensation and Perception
Phil 345 Philosophy of Science
Phil 235 Health Care Ethics

One Capstone Experience:

Neur 375 Neuroscience Research
Or
Biol 373 Physiology Seminar

Neuroscience Courses

Neur 375 Neuroscience Capstone Research

This course provides a collaborative, student-faculty research experience. Working closely with their faculty mentor, students will either collaborate on an empirical research project or complete an extensive study and review of a topic in neuroscience. Students will gain an in-depth understanding of the latest research in their chosen area and improve their ability to write about and present their finding.

Prerequisite: Permission of instructor. ORALCOM and WRITCOM. Four credits. *Offered fall and spring semesters.*

Philosophy

Pauley

Department Mission Statement

Courses in philosophy may be taken by students who seek a deeper and more critical understanding of themselves, their values, and the philosophies competing for their allegiance. The aim is to develop a deepened awareness of the persistent and ultimate questions that people have asked themselves about their world, and to provide some significant answers that have been given to these questions. The department also seeks to help students understand the manner in which philosophy aids in the study of all other disciplines, and in the endeavor to formulate and resolve practical problems in contemporary society and culture. The final aim of the department is to teach and examine all the main questions of philosophy and their practical implications in relation to what it means to live a good and valuable human life.

Studying philosophy is greater beneficial to students pursuing a wide variety of careers, including: law, politics, business, journalism, and the humanities. Its focus on developing key skill sets in critical thinking, writing, and reading will allow students all various interests to graduate with abilities and knowledge employers are seeking. Moreover, philosophy has a strong record of preparing students who wish to pursue post-graduate studies. According to data collected by Law School Admissions Council, philosophy majors do better than any other major on the LSAT with the exception of physics/mathematics majors. According to the *Guide to the Graduate Record Exam*, Students declaring an intention to go to graduate school in philosophy have the *highest* mean scores on the Verbal section of the GRE (mean: 589) of any major. Similarly, according to the Graduate Management Admissions Council, philosophy prepares students for the GMAT *better* than a degree in business.

To address the diverse interests and needs of a large variety of students who study philosophy, the department offers a major, a minor in philosophy and a minor in ethics. Students cannot combine the philosophy with a minor in ethics.

Philosophy Major

Students will complete nine courses plus the capstone as follows:

Required:

Phil 102 Introduction to Philosophy
Phil 105 Introduction to Ethics
Phil 110 Introduction to Logic
Phil 265 Metaphysics and Epistemology
Phil 340 Value Theory

Choose one of the following:

Phil 121 Ancient/Medieval Philosophy
Phil 122 Modern Philosophy

Choose one of the following:

Phil 211 Feminist Ethics
Phil 311 Feminist Philosophy

Choose two 300-level electives in Philosophy

Capstone:

Phil 385 Senior Seminar

Philosophy Minor

Students will complete six courses as follows:

Required:

Phil 102 Introduction to Philosophy
OR

Phil 109 Critical Thinking

Phil 105 Introduction to Ethics
OR

Phil 250 Applied Ethics

Phil 121 Ancient/Medieval Philosophy
OR

Phil 122 Modern Philosophy

Phil 265 Metaphysics and Epistemology

Choose two electives in Philosophy

(One of which must be at the 300-level)

Philosophy Minor-Ethics Concentration

Students will complete six courses as follows:

Required:

Phil 109 Critical Thinking

Phil 105 Introduction to Ethics
Phil 211 Feminist Ethics

Phil 225 Ethical Issues in Sex and Sexuality
OR

Phil 235 Health Care Ethics
OR

Phil 245 Ethics of Globalization

Phil 250 Applied Ethics

Phil 340 Value Theory

Philosophy Courses

Phil 102 Introduction to Philosophy

Philosophy means “love of wisdom” and the discipline of philosophy intends to help us to become wise by exploring and understanding our world. In this class, students will have the opportunity to learn the skills that philosophers employ to become wise and to learn about ourselves and the world through engaging with historical and contemporary philosophical texts that deal with a variety of classic philosophical questions. These questions may include: What is the nature of justice and/or the good life? What is knowledge and how do we acquire it? Who am I? What is the nature of identity? What is the

nature of reality? What exists and does not exist? What is beauty? Etc. CRITTHNK and ETHICS, CTI. Four credits.

Phil 105 Introduction to Ethics

What does it mean to lead an ethical life? This is the fundamental question the course is designed to help students answer. In order to help students reflect on the nature of an ethical life and determine how they should live such a life, we will investigate how a variety of philosophers have (and continue to) answer this question. ETHICS. Four credits.

Phil 109 Critical Thinking

In this class we will discuss and explore basic forms of reasoning. Some topics to be covered include argument construction and criticism, the nature of evidence and how to use it in argument construction, statistical reasoning, and probability. Students will also be introduced to logical fallacies and how to identify them in informal arguments. CRITTHNK. Four credits.

Phil 110 Introduction to Logic

Critical thinking involving the systematic use of language, fallacies of reasoning, modes of valid deduction, sets, truth tables, and natural deductions as found in modern symbolic logic. CRITTHNK and QUANT. Four credits.

Phil 121 History of Ancient and Medieval Philosophy

Selected philosophers from Thales to Aquinas. Attention is given to the fundamental ideas which shaped the birth and development of the Western philosophical tradition. Offered in the fall semester. HISTRCL, HI. Four credits.

Phil 122 History of Modern Philosophy

The birth and development of modern philosophy from the Scientific Revolution through the nineteenth century. Of particular concern is the interplay between the Continental philosophers and the British Empiricists, for example: Descartes and Locke, Kant and Hume, and Hegel and Berkeley. Offered in the spring semester. HISTRCL and HI. Four credits.

Phil 180 Independent Study in Philosophy

Phil 190 Special Topics in Philosophy

Phil 198 Independent Research in Philosophy

Phil 211 Feminist Ethics

This course is an investigation into feminist ethical theory and its application. In the first half of the class we will explore the major tenets and trends within the two major movements of feminist ethics: the care approach and the power approach. In the second half of the course we will examine applications of these approaches to various issues of concern for feminists, for example, issues about the ethical approach toward creating and conceptualizing ethical relationships with others, domestic violence, and reproductive freedom. CRITTHNK and DIVRSTY. Four credits.

Phil 215 Environmental Ethics

This course will use different philosophical and ethical theories about the moral status of human beings and the non-human environment to explore answers to these questions and more. Then, we will apply the knowledge we gain from our theoretical investigations to current environmental issues. Some of these topics could include: global warming, urban development and ecology, waste production and disposal, sustainability and consumption, and pollution. ETHICS and CRITTHNK, LS. Four credits.

Offered spring of odd years.

Phil 220 Political Philosophy

Political philosophy is primarily concerned with questions about justice and fairness at the societal level. The primary question of political philosophy is: What is a just and fair society? In this class you will have the opportunity to explore this question by focusing on topics such as: What is a good citizen? What is the proper relationship between a citizen and her or his government? How should governments and citizens act in the face of oppression and injustice? Are we citizens of one nation or of the world? CIVIC, WRITCOM, CRITTHNK and CTI. Four credits.

Phil 225 Ethical Issues in Sex and Sexuality

What constitutes good (i.e. ethical) sex? In this class, students will have the opportunity to use ethical theories, principles, and scholarship to explore this question. More specifically, students will have the opportunity to explore ethical issues arising with respect to the nature of sexual activity, forms of sexual behavior, and types of sexual relationships. ETHICS. Four credits.

Phil 235 Health Care Ethics

The United States is experiencing a health care crisis. This crisis has two elements. The first element is the large and growing numbers of people who have no access to health care, people who have no health insurance, or people who have too little health insurance because of the rising costs of health care. The second element is that once people receive health care, they are often not treated in ethical ways. In this course, we will study the roots of the crisis and how the tools of philosophical ethics can help us resolve it by asking: What is a just health care system? And, what kind of services must be included in a just health care system, (i.e. assisted death, abortions, infertility treatments, body enhancements)? ETHICS, CRITTHNK, and EDM. Four credits.

Phil 245 The Ethics of Globalization

It is no secret that we are in a world where globalization is a fact of life. We are constantly bombarded with debates about whether globalization is a positive or negative for the United States and other nations, but rarely are we able to investigate what globalization is and what ethical issues it produces or alleviates. In this class we will examine these questions by focusing on different aspects of globalization (for example, economic, political, cultural, and/or philosophical) and the ethical issues they raise in Latin America. GLOBAL, WRITCOM, and CRITTHNK. 4 Credits.

Phil 250 Applied Ethics

The application of various ethical theories to contemporary moral problems in our society. Sample topics include: moral dilemmas in the business world, capital punishment, environmental ethics, and animal rights. Students will be asked to critically examine and evaluate specific cases. CRITTHNK, and ETHICS, EDM. Four credits.

Phil 265 Metaphysics & Epistemology

In this course, we will address some of the basic questions in metaphysics and epistemology and the methodology implemented to answer these questions. Students will analyze the questions as they were first formulated by Plato and Aristotle, and will then trace the transformation of both questions and methodology through the enlightenment. The last section of the course will focus on the renewed interest in these questions in contemporary thought. WRITCOM. Four credits.

Phil 280 Independent Study in Philosophy

Phil 290 Special Topics in Philosophy

Phil 298 Independent Research in Philosophy

Phil 311 Feminist Philosophy

This class will be a detailed examination into the nature of feminist philosophy. Students will have the opportunity to investigate and perform conceptual analysis of core feminist ideas (such as oppression, privilege, sex, gender, sexuality, and the way they differ by race, class, religion, etc.), explorations into the nature of feminist epistemology and investigations in feminist metaphysics. Students will also have the opportunity to apply their knowledge through exploring and analyzing current issues using feminist philosophical methodology and theories. CRITTHNK, and DIVRSTY. Four credits.

Phil 321 Latin American Philosophy

Issues such as immigration, globalization, and violence are constantly in the news in the U.S. and what comes to mind for many when discussing Latin America. However, these issues (and thus, arriving at ways to productively address them) requires a deeper understanding of Latin America philosophical traditions and ideas. In this course will explore the major thinkers and questions of that tradition by studying the works of *pensadores* such as Gloria Anzaldua, Jorge Luis Borges, Enrique Dussel, Jorge Gracia, Maria Lugones, Eduardo Mendieta, and Ofelia Schutte. Some potential topics could include: what constitutes Latin American Philosophy, Aztec and Mayan cosmology (what is their vision of the nature of the universe and how does this vision differ from that of Anglo philosophy), the nature and consequences of conquest and colonialism, the nature of identity, and questions of migrations and globalization. GLOBAL and INFOLIT. Four credits. *Offered every other fall semester.*

Phil 332 Philosophy of Religion

The nature of philosophy of religion, its methods, and the relation of its method and content to the modern philosophical tradition. An examination of the philosophical importance of religious sensibility for understanding the structures of personal being and knowledge. ETHICS and EDM. Four credits.

Phil 335 Philosophy of Technology

This class examines the nature of technology and how it has shaped the way our society thinks and acts. Specifically, how technology informs, distorts, or improves our understanding of human relations, the natural world, labor leisure, politics and the ethical/spiritual life. CRITTHNK and ETHICS, LS. Four credits.

Phil 340 Value Theory

This class will explore and discuss the grounds for judgment concerning what is good and valuable. Focus will be on practices that our culture regards as worthy of pursuit including: art, science, athletics, leisure, the pursuit of wealth, technology and religious/spiritual life, and the relationship between the value of these activities and conceptions of an ethical life. WRITCOM and CRITTHNK. Four credits.

Phil 345 Philosophy of Science

The philosophy of science interrogates the nature and history of science in order to understand and critique it. This class will give you the opportunity to explore questions in the philosophy of science. Specifically, we will investigate: what constitutes a science, what constitutes the scientific project, what the goals are of science, whether science gives a true account of the world, whether science is objective or value-laden, what constitutes good science, the relationship between science, the scientist, and the political and social ideas of the day, and more. ETHICS and WRITCOM. Four credits.

Phil 350 Philosophy of Language

This class will examine several of the most current debates in the philosophy of language. Are the universal components of spoken language hardwired or do we learn these universal components empirically? Are animals, specifically the great apes, capable of learning language or is language unique to humans and constitutive of our humanity? Does language have the power to shape social or political reality? We will also examine the traditional questions in the philosophy of language including: how do we determine the meaning of words, and what is the relationship between language and thought. WRITCOM. Four credits.

Phil 380 Independent Study in Philosophy

Phil 385 Senior Seminar in Philosophy

This capstone course for majors in philosophy requires students to engage some of the important methodological questions in doing research in philosophy and religion. Each student will prepare a major research paper and present it to the departmental faculty during the final weeks of the spring semester. Four credits. DW & DSP.

Phil 390 Special Topics in Philosophy

Phil 391, 392 Honors Program

Phil 398 Independent Research in Philosophy

Political Science

Bardwell, Gathman, Magalhães

Department Mission Statement

Courses in political science are designed to provide students with critical knowledge of the political institutions and public policies of the United States and other nations, leading to an appreciation for issues of social justice. The program is designed to help students fully understand and effectively participate in public affairs as engaged citizens. The perspectives and skills acquired by students in political science classes are particularly helpful for students planning careers in teaching, public service, journalism, politics and the legal profession.

Students considering graduate work in political science, international relations, law, or public policy are strongly advised to take POSC 285 Political Research.

Normally, May Term courses do not satisfy departmental requirements.

No more than four credits from an internship (POSC 319) may be counted as an elective toward the major or minor.

Political Science Major

Students must complete nine courses plus Senior Seminar

Required:

PoSc 101 American Government

PoSc 240 World Politics

PoSc 385 Senior Seminar

One course in Comparative Politics:

PoSc 230 West European Politics

PoSc 231 Politics of Russia and Eastern Europe

PoSc 232 Asian Politics

PoSc 233 Latin American Politics

PoSc 234 Middle Eastern Politics

One course in American Institutions:

PoSc 213 U. S. Congress

PoSc 225 Campaigns and Elections

PoSc 250 American Presidency

One course in Public Policy:

PoSc 270 American Public Policy

PoSc 271 Social Policy

PoSc 370 Environmental Politics

One course in Law and Society:

PoSc 315 Supreme Court and the Constitution

PoSc 325 Supreme Court and Civil Liberties

PoSc 335 Comparative Constitutional Law

Political Science Electives

Choose three Political Science courses.

International Relations Major

Students must complete nine courses and Senior Seminar as follows:

Required:

PoSc 240 World Politics
PoSc 385 Senior Seminar

Four of the following: (at least two from Political Science)

PoSc 230 West European Politics
PoSc 231 Politics of Russia and Eastern Europe
PoSc 232 Asian Politics
PoSc 233 Latin American Politics
PoSc 234 Middle Eastern Politics
Hist 246 20th Century Europe
Hist 275 History of India
Hist 276 History of China
Span 342 Cultural Topics in the Spanish-speaking world
Span 345 Latin America: Reflections of the Past

Three of the following:

Anth 210 Cultural Anthropology
Hist 160 Debates in World Politics
PoSc 335 Comparative Constitutional Law
PoSc 345 Humanitarianism and War
Rel 120 Intro to World Religions
Rel 233 Islam
Rel 263 Ethics, Religion and Conflict
Span 221 Turning Points in the Spanish-speaking World
Span 223 Latin American-US Connections

One course (4 credits) in a World Language above the 111 level not used above.

POSC 130 Model United Nations is strongly suggested, but not required.

With permission of the department, participation in the Drew University Semester of the United Nations or the CHIP semester in Washington DC may substitute for some requirements.

***Prerequisite for Economics 230 is Economics 100.*

Political Science Minor

Students must complete five courses as follows:

Required:

PoSc 101 American Government

PoSc 240 World Politics

Political Science electives (3 courses)

Pre-Law

The pre-law student should be involved in one or more of the following majors: Political Science, History, English, Philosophy, Business Management and Economics, Criminal Justice, and Communications. The student, in preparation for Law School, needs to be in a rigorous academic discipline. It is recommended that the student take the following courses:

Phil	110	Introduction to Logic
Econ	100	Principles of Economics
Acct	201	Introduction to Accounting
Mgmt	231	Business Law and Business Ethics I

(Two of the following courses)

Hist	201	US History to 1877
Hist	202	US History Since 1877
CJ	220	Criminal Justice Systems
Comm	301	Media Law & Ethics

(Two of the following courses)

PoSc	101	American Government
PoSc	315	The Supreme Court and the Constitution
PoSc	325	The Supreme Court and Civil Liberties
PoSc	358	Constitutional History of the U.S

Legal Studies Minor

The Legal Studies minor is designed for students interested in pursuing law school. The interdisciplinary minor includes a set of courses that emphasize the development of skills, such as strong communication, argumentation, and critical thinking, which are essential in legal analysis. Additional courses focus on exposure to law and legal concepts, including content focused on case law. The chosen set of courses are designed to be consistent with the recommendations from the American Bar Association and the Law School Admission Council.

Students must complete five courses as follows:

Students will complete 5 courses as follows:

Critical Reading and Writing (choose one course)

Eng 112 U.S. Literature I

Eng 222 African American Literature and Culture

Hist 122 History Since 1877
Hist 222 American Women's History
Phil 122 History of Modern Philosophy

Argumentation and Critical Thinking (choose one course)

Phil 109 Critical Thinking
Phil 110 Introduction to Logic
Eng 245 Literary Theories
Hist 275 History of India
PoSc 271 Social Policy

Substitutions possible for above categories in consultation with and pending approval of program director.

Constitutional Case Analysis (choose one course)

PoSc 315 Supreme Court and the Constitution
PoSc 325 Supreme Court and Civil Liberties

Law and Legal Concepts (choose two courses)

PoSc 315 Supreme Court and the Constitution
PoSc 325 Supreme Court and Civil Liberties
CJ 360 Criminal Law and the Legal Process
Mgmt 231 Business Law and Ethics I
Mgmt 232 Business Law and Ethics II
Comm 271 Media Law and Ethics
Hist 333 Crime & Punishment in European History
PoSc 319 Internship in Political Science (limited to 4 credits)
Comm 153 Mock Trial Practicum (limited to 4 credits)

No more than three courses in the minor can overlap with a students' other major(s)/minor(s).

Political Science Courses

PoSc 101 American Government

An introduction to the basic elements of the American political system. Major topics will be the socio-economic environment of American politics, the nature of the political process, problems in constitutionalism and civil liberties, the institutions of government, the policy-making process, and the dimensions of contemporary political issues. CIVIC & HBS. Four credits. Offered every semester.

PoSc 130 Model United Nations

Supervised, practical experience in the organization and policy-making process of the United Nations through participation in the Model United Nations. EL. One credit. Four hours maximum credit may be earned for Political Science 130. Offered every spring.

PoSc 180 Independent Study in Political Science

PoSc 190 Special Topics in Political Science

PoSc 198 Independent Research in Political Science

PoSc 213 U.S. Congress

A seminar on the role and operation of the United States Congress in the American political system. Topics will include the importance of the committee system, the role of leadership and political parties, the impact of interest groups, and the relationship between members of Congress and their constituents. HBS. Four credits. Offered spring odd years.

PoSc 219 Employment Experience in Political Science

PoSc 225 Campaigns and Elections

An in-depth analysis of American elections focusing on the unique roles of candidates, parties, voters, and interest groups in campaign messaging and choice, both in who should run and who should win. Students will learn about the development of the party system, the dynamics of political campaigning in state and federal races, and the importance of electoral law. CIVIC. Four credits. *Offered once every 2 years.*

PoSc 230 West European Politics

An examination of the politics and policies of the major West European powers including Great Britain, the Federal Republic of Germany, France, and Italy. Scandinavian countries will also be included, as will the European Union. Emphasis will be on comparative political structures, public policies, and the historical processes which lead to the evolution of different patterns of state activities. GLOBAL, and ORALCOM, GS. Four credits. Offered fall even years.

PoSc 231 The Politics of Russia and Eastern Europe

A study of the former communist countries of Eastern Europe. Emphasis will be placed upon historical heritage, particularly the period of communist government; problems and prospects for democracy; decision-making processes and governmental institutions and their development; important groups in society including new political parties; and policy problems including ethnic conflict, economic reform, and foreign policy. GLOBAL & GS. Four credits. Offered fall odd years.

PoSc 232 Asian Politics

An examination of the variety of political organizations in Asia, focusing primarily on China, Japan, and India, but also examining other nations as well. The focus of this course will be to compare and contrast the ideas, institutions, and interest groups of these nations, as well as their policy-making processes and policies, particularly economic, foreign and developmental. GLOBAL & GS. Four credits. Offered spring odd years.

PoSc 233 Latin American Politics

An examination of the problems of political change in the developing world, focusing on the nations of Latin America. Emphasis will be placed upon historical heritage and the effects of that heritage on current political institutions, power groups, and patterns of behavior. Contrast will also be made between the Latin American and North American experiences, and the sources of the differences between the two. GLOBAL & GS. Four credits. Offered spring even years.

PoSc 234 Middle Eastern Politics

This course is designed to provide an appreciation for the unique politics of the nations of the Middle East. We will look at the historical development of these nations, their current political systems, the cultural dynamics of the region, the Arab Spring, and interrelations among the nations of the region. We will try to find the continuities and similarities among the nations of the region, while recognizing the incredible diversity of the nations that make up the Middle East. GLOBAL and ORALCOM, GS. Four credits. *Offered every other year, usually fall semester.*

PoSc 240 World Politics

An introductory course designed to develop analytic tools which permit an understanding of complex issues in world politics. Focus on distinguishing different actors, patterns of interaction, availability and use of resources, and interaction between domestic and external politics as evidenced in East-West, North-South, and regional conflicts. INFOLIT & HBS. Four credits. Offered every fall.

PoSc 250 American Presidency

An analysis of the major issues surrounding the development of the modern Presidency. Topics to be covered include the nature of the institutional Presidency, the President as policy-maker with particular emphasis on the conduct of foreign affairs, and the central problems involved in maintaining the Presidency as a politically responsible institution. HI. Four credits. Offered spring even years.

PoSc 265 Latino Politics in the U.S.

In this course, we will examine the political experience of the fastest-growing minority group in the United States. Focusing primarily on Mexican-Americans, Puerto Ricans, and Cuban Americans, we will look at the political history of Latinos in the U.S., the impact of the dominant culture and society on Latinos (and Latinos on it), Latino electoral participation, and the major public policy issues and challenges facing Latinos today. In addition, we will look at the challenges of developing a unique identity, as a minority group, and the impact of those challenges on Latino political power. DIVRSTY & LS.. Four credits. Offered spring odd years.

PoSc 266 Women and Politics

This course explores the role of gender in American political life. In the last several decades, women in the U.S. have made significant progress in the struggle for equality, yet women have not been as visible in electoral politics as we might expect. In this course we will examine the historical evolution of the role of women in American politics, the political participation of women as candidates or elected officials, and public policy issues related to women. DIVRSTY & LS. Four credits. Offered fall even years.

PoSc 270 American Public Policy

A seminar on national issues, highlighting the role of legislators, citizens, and ethics in policy making. Students will study and debate controversial issues like the federal budget, taxation, health care reform, social and economic policy, and the environment. Prerequisite: POSC 101 or permission of the instructor. COLLABLD & LS. Four credits. Offered fall odd years.

PoSc 271 Social Policy

An in-depth seminar on contemporary social issues, highlighting the role of social identity and polarization in policy conflict. Students will study and debate a range of issues including gun control, immigration, voting rights, and free speech on campus. Prerequisite: PoSc 101 or permission of the instructor. LS. Four credits. *Offered once per year.*

PoSc 275 Religion and American Politics

An exploration of religion and politics in America, including how religion influences political behavior and social movements. We will study the politics of the major religious traditions, church-state controversies, and the impact of religion and ethics on public policy debates. WRITCOM & HI. Four credits. Offered fall even years.

PoSc 285 Political Research

A practical introduction to political science research. Students will learn to craft a research question, suggest explanations, analyze survey or election data, and interpret the results. The class will help students better understand political research and quantitative findings reported in the media. Open to junior and senior political science majors. INFOLIT and QUANT. Four credits. Offered fall odd years.

PoSc 280 Independent Study in Political Science**PoSc 290 Special Topics in Political Science****PoSc 298 Independent Research in Political Science****PoSc 315 Supreme Court and the Constitution**

A case-by-case examination of the Supreme Court's role in the American system of government. Emphasis will be placed on how the Court has resolved disputes concerning the nature of judicial review, the power of the President and Congress, federalism, and the authority of government to regulate the economy. Four credits. Offered fall odd years.

PoSc 319 Internship in Political Science

EL course.

PoSc 325 Supreme Court and Civil Liberties

A case-by-case investigation of the Supreme Court's historical and contemporary role in adjudicating the scope of individual liberties in the Federal system. Emphasis will be placed on the nature of due process and the rights of criminal defendants, freedom of expression and association, equal protection of the law, and freedom of religion. CRITTHNK. Four credits. Offered every spring.

PoSc 335 Comparative Constitutional Law

A survey of the differing policies, practices, and procedures of law and constitutions internationally. Special emphasis will be placed on provisions regarding court structures and on rights and liberties, such as voting, employment, education, and justice. Four credits. *Offered once every two years.*

PoSc 345 Humanitarianism and War

This seminar will analyze humanitarianism in the context of armed conflict and international politics. Case studies will focus on several questions: Does humanitarian action really save lives and reduce suffering? Is military intervention a viable form of humanitarian action? How does humanitarian action address the root causes of violent conflict and forced displacement? Does humanitarian action enable or impede social justice? EDM. Four credits. *Offered once every 1-2 years.*

PoSc 370 Environmental Politics

A seminar on the political context of American environmental policies. Issues for discussion will include climate change, alternative energy, and the impact of citizens' everyday choices. Students will also design and lead a seminar session on an environmental topic of interest. ORALCOM & EDM. Four credits.

PoSc 380 Independent Study in Political Science**PoSc 385 Senior Seminar**

A capstone seminar on the foundational issues in the study of politics, such as the meaning of justice, human rights, and the responsibilities of citizenship. Through reading, discussion, and action, students will integrate the knowledge and skills of the major. Students will engage a critical domestic or global problem in a research study or service project. Open only to seniors (or juniors with permission) whose major field is Political Science or International Relations. ORALCOM, WRITCOM, EL, DS, and DW. Offered every spring.

PoSc 390 Special Topics in Political Science**PoSc 398 Independent Research in Political Science**

Psychological Science

Evans, Martens, Meyers, Vargo

Department Mission Statement

Students who study the science of psychology will gain an understanding of the major concepts, theories, and findings that characterize mental processes and behavior. Students will learn how to practice the science of psychology by designing, conducting, and interpreting empirical research. The psychology major will provide students with the quantitative reasoning, critical thinking, and communication skills needed to become informed citizens. In addition, students will learn the ethical principles that guide the professional conduct of psychologists.

The major in psychology is designed with four purposes in mind: (1) preparation for graduate study and a career in psychology; (2) preparation for vocations where extensive background in psychology is necessary, such as general counseling and some careers in human services; (3) general preparation for related vocations, such as business, education, law, advertising, or nursing; and (4) a broadening educational experience which will contribute to the understanding of self and others.

Psychology Major

Student will complete ten courses and Capstone as follows:

Introduction to the Field of Psychology

Psyc 101 Introduction to Psychology
Psyc 202 Professional Seminar in Psychology

One Foundation course from each group

Foundations in Cognitive, Biological & Learning Processes

Psyc 233 Behavioral Neuroscience
Psyc 237 Cognitive Psychology

Foundations in Clinical & Developmental Processes

Psyc 201 Developmental Psychology
Psyc 250 Abnormal Psychology

Foundations in Social Processes

Psyc 222 Social Psychology
Psyc 224 Psychology of Prejudice

Methods Courses

Psyc 110 Statistical Methods in Psychology
Psyc 310 Research Methods in Psychology

One Upper Level course from each group

Cognitive, Biological, and Learning Processes

Psyc 329 Cognitive Neuroscience
Psyc 331 Learning and Behavior
Psyc 334 Psychology of Language
Psyc 336 Sensation and Perception

Clinical, Developmental, and Social Processes
Psyc 320 Psychology of Sex & Gender
Psyc 342 Personality
Psyc 343 Clinical Psychology

Electives

One additional 300-level course from those listed above

Capstone

One Capstone in Psychology Course
Psyc 351 Practicum in Psychology
Psyc 375 Advanced Research I

Psychology Minor

Student will complete six courses as follows:

Required:

Psyc 101 Introduction to Psychology

Five additional Psychology courses, at least two must be at the 300 level.

Honors Program in Psychology

The Honors program in psychology requires completion and defense of a thesis that is proposed in Psychology 375: Advanced Research I and executed in Psychology 376: Advanced Research II. A grade of at least A- in each course is required for a student to receive honors in psychology. In addition, the thesis must be defended before a committee of faculty who must decide that the student is worthy of the distinction of Honors in Psychology.

Psychology Courses

Psyc 101 Introduction to Psychology

This course introduces students to the science of psychology with an emphasis on how knowledge in the field is established through the application of scientific method. Students will be introduced to theory, research, and application in diverse areas of psychology such as human development, learning, memory, biopsychology, cognitive psychology, social psychology, and abnormal psychology. SCIREASON & SI. Four credits. *Offered fall and spring semesters.*

Psyc 110 Statistical Methods

An introduction to statistical techniques used in psychological research to analyze data. Students will learn to determine the appropriate statistical technique to use and conduct statistical tests with the appropriate software. Statistical tests taught will include t tests, analysis of variance, correlation, regression, and chi-square. QUANT & DA. Four credits. *Offered every fall and spring.*

Psyc 180 Independent Study in Psychology

Psyc 190 Special Topics in Psychology

Psyc 198 Independent Research in Psychology

Psyc 201 Developmental Psychology

This course will provide a survey of the psychological development of human beings from conception through death. An examination of major theoretical perspectives and research on the nature of developmental change are considered. Areas of focus in this course include physical, cognitive, emotional, and social changes that take place as maturation unfolds. HBS. Four credits. *Offered fall and spring semesters.*

Psyc 202 Professional Seminar in Psychology

In this course, you will consider what psychology has to offer from two vantage points. First, you will learn what psychological scientists know about ethics, moral attitudes, and career development. As scientists, psychologists have learned a great deal about ethical decision-making, the difference between moral attitudes and other attitudes and how people make career decisions. Second you will apply what you have learned to the real world linking ethical dilemmas and professional development in a psychology-related field (e.g., counseling/therapy, education, business, criminal justice, healthcare, and human services). ETHICS & EDM. Four credits. *Offered spring semesters.*

Psyc 220 Psychology of Gender

Students will use the science of psychology to explore how gender affects women's and men's social lives and gender relations. Topics such as sex-role socialization, gender stereotypes, sexism in the workplace, love and romance, and gender and violence will be discussed within a social psychological and experimental framework. The scientific method will be used to describe, explain, and make predictions concerning gender differences, gender similarities, gender relations, and sexism. SCIREASON and CRITTHNK. Four credits.

Psyc 222 Social Psychology

Have you ever wondered why do people do the things they do? In this course we will investigate the power of the social situation to influence people's thoughts, feelings, and behavior. In this course we will explore questions such as: Why do people so frequently fail to offer help to someone who needs it? Why do people obey instructions? Why do people do what everyone else is doing? How do we form impressions of other people and how do those impressions influence the way we treat others? Why do people hold stereotypes and behave in prejudicial ways: Why do some attempts at persuasion work and other do not? Attention is given to such topics as attitudes, social influences, stereotyping and prejudice, social judgement, personal relationships, and the dynamics of small groups. Four credits. *Offered fall semesters.* COLLABLDR & HBS.

Psyc 224 Psychology of Prejudice

The focus of this course is the psychological research and theory on issues of prejudice, stereotypes, bias, and discrimination. Students in this course will study and evaluate the etiologies, purposes, expressions, theoretical models, and correlates of prejudice. We will also explore the implications of psychology's theoretical models for combating prejudice and implementing change. Four credits. *Offered every fall semester.* DIVRSTY & LS.

Psyc 233 Behavioral Neuroscience

This course will explore the biological basis of behavior, explaining how understanding biology helps us to better comprehend the psychological issues we encounter in everyday life. We will examine how behavior both influences and is influenced by our physiology, and how both have been shaped over the course of evolution. Students will leave this course with a deeper understanding of the brain's inner workings and of the biological processes underlying such behaviors as drug addiction, aggression and altruism, sexual and parental behavior, consciousness and sleep, emotion and personality, learning and memory, and various psychological disorders. Prerequisite: Strong background in chemistry and biology recommended. CRITTHNK & HBS. Four credits. *Offered fall semesters.*

Psyc 237 Cognitive Psychology

An introduction to cognitive psychology, which investigates the processes involved in acquiring and utilizing knowledge. Topics include attention, memory, problem solving, language, concept formation and reasoning. Prerequisite: Psychology 101, or consent of instructor. CRITTHNK. Four credits. *Offered every spring and fall of even numbered years.*

Psyc 250 Abnormal Psychology

A descriptive and explanatory survey of the major behavior disorders of adults and children. The DSM diagnosis, etiology, clinical pictures, and epidemiology are explored from various theoretical perspectives. Prerequisite: Psychology 101. Four credits.

Psyc 280 Independent Study in Psychology

Psyc 290 Special Topics in Psychology

Psyc 298 Independent Research in Psychology

Psyc 310 Research Methods

An in-depth exploration of how psychologists conduct and evaluate research. Students will learn to find and evaluate published research in psychology, conduct their own research, and communicate in APA style.: Psyc 110 or Soc 210 or Econ 135. INFOLIT, COLLABLDLDR, and SCIREASON. Four credits. *Offered fall semesters.* **Preference for enrollment given to students completing a requirement for a declared major or minor.**

Psyc 319 Internship in Psychology

Psyc 320 Psychology of Sex & Gender

This course is devoted to the investigation of both psychological gender and biological foundations of sex. Using primary sources, students will study and evaluate psychological theory and empirical research on topics such as development and socialization of sex-roles, origins of sex/gender similarities and differences, gender in the workplace, gender stereotypes, sexism, gender-based power, gender-based violence, non-binary identities, and intersectional identities. Pre-requisite: Psyc 101. *Offered spring of odd years.* Four credits. DVRSTY.

Psyc 329 Cognitive Neuroscience

Every process that goes on in the mind has physiological underpinnings, and unlocking the secrets of

learning, memory, and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Through this class students will gain a working understanding of brain processes and relevant contemporary theories that support such processing. The best understanding of any cognitive process or clinical disorder comes from approaching the issue from multiple perspectives. Therefore, we will seek understanding from the standpoint of normal functioning as measured via such physiological techniques as fMRI and PET as well as disrupted functioning as evidenced from deficits due to brain injury, stroke and congenital abnormalities. Prerequisite: Psychology 233, 237, or Biology 111. Four credits. *Offered spring semesters.*

Psyc 331 Learning and Behavior

A survey of learning from a behavioral perspective. Students will learn to analyze behavior experimentally through the application of classical and operant behavioral principles such as schedules of reinforcement, extinction, punishment, and stimulus control. The course will also address practical applications of behavior analysis in animals and humans as well as connections to biological and cognitive models. Prerequisites: Psychology 101, and either Psyc 110, Econ 135 or Soc 210. Four credits. *Offered fall semesters.*

Psyc 334 Psychology of Language

This course covers theoretical perspectives and empirical evidence concerning how humans process, represent and utilize language. Material from cognitive psychology and linguistics will be used to investigate aspects of language processing across a number of domains including language acquisition, bilingualism, speech perception, word recognition, syntactic processing and semantic interpretation along with more recent developments in embodied cognition and cognitive neuroscience. Prerequisites: Psychology 101, 214 and either Psychology 233 or 237. Four credits. *Offered fall of even numbered years.*

Psyc 336 Sensation and Perception

How do we use our senses to obtain meaningful information about the world around us? How do we identify events by listening to sounds? How do we perceive the texture of objects via touch? How do smell and taste together provide information about flavor? In this course we will seek to understand the complex processes that underlie these questions by examining how sensory information is transformed, reduced, elaborated, stored, recovered, and used in meaningful perception. We will review both historical and contemporary theory and experimentation. We will examine behavior, anatomical structure of sensory systems, and neurophysiology. In addition, we will explore the applications of many of these topics as they pertain to life and, where applicable, examine what we can learn about normal function through impairment (brain damage). Prerequisite: Psychology 101, 214 and either Psychology 233 or 237. Four credits. *Offered fall of odd numbered years.*

Psyc 342 Personality

Personality refers to the cognitive and behavioral patterns that characterize individuals. This course provides an examination of the major approaches to the study of personality. Emphasis will be placed on understanding and evaluating empirical research in the field. Prerequisites: Psychology 101. Four credits. *Offered fall semesters.*

Psyc 343 Clinical Psychology

This course provides an overview of the field of clinical psychology. Topics include ethical and professional issues, clinical assessment, empirically validated interventions as well as prominent

applied practice specialties such as counseling, health, sports and forensic psychology. Prerequisites: Psychology 101 and 250. Also highly recommended: a statistics course. Four credits. *Offered spring semesters.*

Psyc 351 Practicum in Psychology

A supervised experience in a clinical, counseling, educational, business, or research setting. Opportunity to develop skills such as interviewing, basic counseling techniques, personnel management, ethical decisions, psychological assessment and record keeping. Prerequisites: Senior standing and completion of the online application form on SC Connect under the Career Development icon. WRITCOM and ORALCOM, DSP, DW, EL. Four credits. *Offered fall semesters.*

Psyc 360-361 Tutorial Internship

Testing, tutoring, lecturing, providing feedback and leading of discussion groups and supervised laboratory projects in selected psychology courses. Prerequisites: Junior or senior standing and invitation by the instructor. One to four credits. May be repeated for credit up to a maximum of eight credits for the two courses combined.

Psyc 375 Advanced Research I

This course provides students with the opportunity to design and conduct their own empirical research project in psychology. Building on what students have already learned about statistics and research methods, this course provides students with the opportunity to learn about advanced techniques psychologists use in designing, conducting, and analyzing the results of empirical research (e.g., multiple regression, multivariate analysis of variance). It is designed to meet the needs of students considering graduate study in psychology. Prerequisites: Psych 310 and Senior Standing. ORALCOM and WRITCOM, EL, DW, DSP. Four credits. *Offered fall semesters.*

Psyc 376 Advanced Research II

This course provides students with the opportunity to complete an empirical research project originally planned in Psychology 375 Advanced Research I. Each student gathers data, analyzes the results, and writes an APA format paper. In addition, students complete a poster presentation and an oral defense of their work. This course is designed to meet the needs of students considering graduate study in psychology. Prerequisite: Psychology 375. WRITCOM. Four credits. *Offered fall semesters.*

Psyc 380 Independent Study in Psychology

Psyc 390 Special Topics in Psychology

Psyc 398 Independent Research in Psychology

Religion

Callan, Forman

Department Mission Statement

The Department of Religion at Simpson College facilitates disciplined intellectual inquiry into the religious dimensions of human experience. Through the academic study of religion, students are encouraged to reflect deeply upon and engage effectively with the world around them through rigorous investigation of questions of ultimate concern. In keeping with the college's United Methodist heritage, students are empowered to explore issues of personal integrity, moral responsibility, social justice, and global citizenship by drawing on the diverse resources of Christianity in dialogue with other religious traditions.

A major in religion helps students develop as critical readers, writers, and thinkers, skills important to any of a number of careers. The major is, of course, excellent preparation for seminary or a variety of ministerial careers, including public service, missionary, and youth work. Religion majors also pursue careers in law, government, activism, journalism, public relations, sales, and academia.

Theological seminaries generally expect applicants to have a broad spectrum of general knowledge, which students may acquire through the Engaged Citizenship Curriculum, coupled with nearly any major, though we recommend at least a few basic courses in religion. We encourage students interested in ministry to use the many resources available to help them explore their career options, including the Religion department faculty, the Center for Vocation and Integrative Learning, and the Religious Life Community.

Religion Major

Students will complete ten courses and the Senior Capstone as follows:

Required:

Rel 102 Introduction to Christian Thought
Rel 120 Introduction to World Religions
Rel 134 Intro to Buddhism
Rel 385 Senior Capstone in Religion

Choose at least seven additional elective courses (including at least one Religion course at the 300-level in addition to 385; internships do not meet this requirement).

In addition to Religion courses, the six (other than the 300-level) may include the following:

IntSt 251 The Call of Service
Hist 357 Religion in American History
Posc 275 Religion and American Politics
Phil 332 Philosophy of Religion
One SEA course with significant religious components (at the discretion of the chair)

Religion Minor

Students will complete six elective courses, including at least one course at the 300 level.

Elective courses may include:

Hum 101 and 102

IntSt 251

Phil 332

Posc 275

Any course with a REL prefix.

Religion Courses

Rel 102 Introduction to Christianity

An academic introduction to the major themes of Christianity as a global religion accessible to Christians and non-Christians. This course will introduce students to doctrines, (such as the trinity, incarnation, sin, creation, and salvation) and practices (such as baptism, communion, and prayer) attending to the sources of both in scripture, tradition, reason, and experience. ETHICS and CRITTHNK, CTI. Four credits. *Offered fall semesters..*

Rel 110 The Bible

The Biblical authors wrote in many contexts and responded to a range of political, economic, historical, cultural, philosophical, religious, and moral issues. In this course students will be introduced to the contents of the Bible and how the reception of Biblical texts as both divine revelation and cultural touchstone have shaped the authority and meaning of the Bible for different audiences over time. Students will be introduced to a variety of interpretative methods and tools and will construct their own critical and creative reflections on the message and import of Biblical texts in conversation with historical and contemporary interpretations. Four credits. Prerequisite: HP, OC, CTI. *Offered every two years.*

Rel 120 Introduction to World Religions

This course provides a basic introduction to several major world religions, which may include Buddhism, Hinduism, and Shinto from the Eastern tradition and Judaism, Islam, and Christianity from the Western tradition. The course will acquaint students with foundational rituals, beliefs, and literature of the traditions, and will introduce the comparative study of religion. Students will become aware of global religious movements as well as the diversity of religious traditions currently practiced within the United States. GLOBAL and CRITTHNK, GS. Four credits. *Offered every year.*

Rel 134 Introduction to Buddhism

This course is an introduction to the major teachings of Buddhism. We will cover the core tenets attributed to the Buddha, their development in India, China, Japan, Tibet, and Southeast Asia, as well as modern forms of Buddhist practice. We will only scratch the surface of the entirety of Buddhist traditions. Nevertheless, students will leave the course with a foundational understanding of Buddhism and gain the foundations necessary for more in-depth study. Four credits. GS, GLOBAL. *Offered fall/spring semesters.*

Rel 180 Independent Study in Religion

Rel 190 Special Topics in Religion

Rel 198 Independent Research in Religion

Rel 210 Hope and Despair

This course will acquaint students with theoretical concepts on the human experiences of hope and despair. The course weaves theory and practice as students will identify and observe how hope and despair are present in specific local communities/organizations/neighborhoods. Students will learn strategies for effectively caring for people experiencing despair and consider the ethical implications of privileging hope as a life perspective. COLLABLDLDR and ETHICS, EDM. Four credits.

Rel 213 Religion, Racism, and Overcoming “Us vs. Them”

This course examines connections between religion and racism in classical antiquity, medieval Europe, and colonial through contemporary America, considering how religion has repeatedly cultivated an “us vs. them” mentality, but also taught humanity how to transcend it. It strives to help students identify and minimize their own biases and develop skills to help themselves and others productively negotiate difference, find common ground and combat individual and systemic racism. EDM. Four credits. *Offered fall semesters.*

Rel 218 Theology for the 21st Century

Christian theology doesn't stay the same, but changes in response to how contemporary people understand the world including changes in scientific understanding, in gender roles and economic conditions, and in response to the existential crises of every age such as technologically sophisticated genocides and catastrophic climate change. This course covers major themes and schools in Christian Theology since 1918 that reflect changes in theology over the last century around the world. It may include, but is not limited to postliberal theology, aggiornamento, Latin American liberation theology, Catholic social thought, feminist and womanist theologies, process thought, and postcolonial theologies. ETHICS, EDM & CT. Four credits. *Offered every two years.*

Rel 219 Employment Experience in Religion

Rel 223 Religion Gender, and Sexuality

This course explores the intersections of religion, gender, and sexuality in various world traditions, with particular attention to contemporary debates and the range of viewpoints and values involved. Diverse marginalized perspectives will be considered along with dominant authoritative voices. Four credits. *Offered spring semesters.*

Rel 225 Women and Religion in American

An introduction to the ways in which women have shaped the United States and their respective religious traditions, with particular attention to the struggle for justice and equality in the religious sphere as well as within society at large. Readings will include history, biography, autobiography, and contemporary feminist perspectives. This course counts toward the Women and Gender Studies minor. DIVRSTY, ORALCOM, and WRITCOM, LS. Four credits. *Offered every two years.*

Rel 230 Women in Christianity

This course examines the diversity of female experience and the complexity of religious thought about women and the feminine throughout Christian history, with particular emphasis on the West and the United States. It considers the empowering and oppressive effects of Christianity on

women, and the ways in which Christian women have enriched their tradition. It analyzes male representations of women as well as women's accounts of their own faith and experience. Topics to be discussed include: women in the Jesus movement, scriptural censure of women, gender and sanctity, feminine

aspects of the divine, models of submission and subversion, and feminist theology. This course counts toward the Women and Gender Studies minor. COLLBLDR, ORALCOM, and DVRSTY, EDM. Four credits. *Offered every three years.*

Rel 233 Introduction to Islam

A survey of the major texts, figures, events, and ideas of religious life and practice in the Islamic traditions. Through the study of the Qur'an, Islamic history, ritual practices, law, and ethics, students will explore the impact of the tradition on the contemporary world. GLOBAL and INFOLIT. Four credits. *Offered every two years.*

Rel 237 Women in Buddhism

This course surveys the role of women in Buddhist traditions. We will explore Buddhist views of femininity, key women in the formation of Buddhism, as well as feminist critiques of Buddhism as a whole. Our exploration will cover a variety of Buddhist schools of thought—including Theravada, Mahayana, and Tantric traditions—as well as a large geographic swathe—including India, Tibet, China, and Japan. Throughout the course, we will remain sensitive to the mutual influences between Buddhism and female communities and where these influences have been both harmful and beneficial. Four credits. CRITTHINK, GLOBAL, and GS. *Offered fall/spring.*

Rel 247 The Margins and the Mainstream in Christian History

This course surveys sects with alternative understandings of Christianity's most basic beliefs, such as those about the nature of Christ, the meaning of his mission, and the relationships between humanity and divinity, sin and salvation, and body and soul. It considers the means and methods of marginalization and its effects on a sect's self-perception and perceptions of the sacred. Particular emphasis on the Middle East, Europe, and the United States. Having taken REL 102 would be helpful. Four credits. COLLBLDR, ORALCOM, and ETHICS. *Offered every three years.*

Rel 260 Feminist Interpretation of the Bible

This course explores feminist interpretation of the Bible, both as a theoretical orientation and as a feminist interpretive lens pertains to selected texts of the Hebrew Bible and New Testament. Students will be exposed to the work of Jewish and Christian feminist scholars from around the globe. The course introduces feminism as a hermeneutic for sacred texts, and also explores the history of textual interpretation from a feminist perspective. Most students enrolling in this course will want to have taken either Introduction to Women's Studies or any introductory biblical studies course. This course counts toward the Women and Gender Studies minor. DIVRSTY and WRITCOM. Four credits. *Offered every other year.*

Rel 263 Ethics, Religion, and Conflict

An exploration of the role religion plays in social and political conflict on the international stage. After an introduction to the traditions of holy war, just war, and pacifism, students will examine how political theories account for religion, as well as the role of religion in terrorism, ethnic religious conflict, and humanitarian intervention. ETHICS & EDM. Four credits. *Offered every three years.*

Rel 264 Christian Perspectives on Sexual Ethics

This course examines connections between sexuality and religious ethics with a focus on contemporary Christianity. After a foundation in comparative theological anthropology (3 weeks) the course will proceed to cover a series of disputed or problematic topics in Christian ethics such as sexuality education for children and adolescents, sexuality and gender diversity, arranged marriage, AIDS, polyamory and polygamy, surrogacy, IVF and other reproductive technologies, sex work, sex trafficking, (domestic) assault and trauma, and sexual abuse. Discussion of these topics will analyze and draw upon historical practices and philosophical traditions within Christianity. EDM. Four credits. *Offered spring semesters.*

Rel 265 Religion, Ethics, and the Environment

This course examines connections between religion and environment in multiple religious traditions which may include: Christianity, Buddhism, indigenous religions, and new religious movements. Students reflect on how religion shapes human understanding of responsibility to and separation from the natural world. It strives to help students identify the role of cosmological ideas in shaping ethical norms and the role of religious formation in shaping practices of care and use of for nonhuman animals and bioregions. Students will develop skills to make judgements about the environmental impact of human life and how religious beliefs consciously and unconsciously shapes that impact. EDM. Four Credits. *Offered spring semesters.*

Rel 266 Religion and Poverty

This course will consider religious teachings about poverty, providence, and religious obligation, authority, sanctity, or purity. Particular attention will be given to the relationship between voluntary and involuntary forms of "poverty" and to how religious concepts of mercy and justice are ideologically applied to structural inequality. The course will draw from multiple religious traditions which may include, but are not limited to: Christianity, Hinduism, Buddhism, and indigenous religions. ETHICS, and CRITTHNK, EDM. Four credits. *Offered every other year*

Rel 275 The Meaning of Ministry

This course focuses on the history of lay and ordained ministry in the Church from the first century to the present. Students will engage in critical and reflective conversation on various understandings of these roles within different times and cultures. They then decide what models best reflect their own understanding of what it means to be clergy or laity. DIVRSTY. Four credits. *Offered every other year.*

Rel 276 Religious Diversity and American Democracy

This course broadens students' perspectives on the tremendous religious variety in the United States and on the ways in which religious diversity and American democracy have shaped each other. Particular attention is paid to the intersection of the religion and public policy and to the influence of religion on political campaigns. DIVRSTY. Four credits. *Offered fall semesters.*

Rel 280 Independent Study in Religion**Rel 290 Special Topics in Religion****Rel 298 Independent Research in Religion****Rel 311 Readings in the Bible: Selected Topics**

This course will rotate its focus depending on student interest. Students will read selected biblical texts from a particular methodological or ideological perspective (e.g. ecological, post-colonial, form

critical). Students will complete a research project and will present the results of their research to the class and to a broader audience. Prerequisite: Rel 111 or 112 or permission of the instructor. INFOLIT, and ORALCOM. Four credits. *Offered at least every other year.*

Rel 313 Heresy, Magic, and Witchcraft in Christian History

This course explores beliefs, practices, and persecution relating to heresy, magic, and witchcraft in Christian history. INFOLIT and WRITCOM. Four credits. *Offered spring semester every three years.*

Rel 315 Seminar in Systematic and Moral Theology

An advanced seminar in which students analyze important issues and figures in Christian theology, resulting in a significant exercise in independent research. Specific topics change each year. Prerequisite: Rel 250. WRITCOMM. Four credits. Offered every year.

Rel 319 Internship in Religion

Rel 337 Readings in Buddhist Philosophy

This course is an advance introduction to key philosophical texts in the Buddhist philosophical tradition. We will explore texts from Indian, Tibetan, Chinese, and Japanese Buddhist traditions. The course will be largely discussion based. Students will be expected to keep up with close readings of assigned texts to participate in discussion. Completion of previous courses in philosophy or Buddhism are encouraged but not required. ETHICS, EDM Four credits. *Offered Fall/Spring.*

Rel 360 Anthropology of Religion

This course introduces students to the work of cultural anthropologists of religion by engaging the theory, method, and fieldwork of ethnography as well as introducing students to the practice of taking fieldnotes. At least one unit and one of the core ethnographic works read in the course will focus on issues of gender and sexuality in religious practice and how anthropologies develop articulations of gender theory through their observation of living religion. Four credits. *Offered every spring.*

Rel 380 Independent Study in Religion

Rel 385 Senior Seminar in Religion

This capstone course for majors in religion requires students to engage some of the important methodological questions in doing research in religion. Each student will prepare a major research paper and present it to the departmental faculty in a public forum, during the final weeks of the semester. INFOLIT and ORALCOM, DW & DSP. Four credits. *Offered every fall.*

Rel 390 Special Topics in Religion

Rel 398 Independent Research in Religion

Simpson Experience Abroad

SEA Courses

Sea 252 Preparation Course for Australia Semester Abroad Program

Exploration of important topics related to the study abroad location and to the process of adapting to a new culture. One credit. *Offered spring semesters of even-numbered years.*

Sea 253 Preparation Course for London Semester Abroad Program

Exploration of important topics related to the study abroad location and to the process of adapting to a new culture. One credit. *Offered spring semesters of odd-numbered years.*

Sea 255 Preparation Course for Tahiti Semester Abroad Program

Exploration of important topics related to the study abroad location and to the process of adapting to a new culture. One credit. *Offered fall semesters of even-numbered years.*

Sea 256 Preparation Course for Thailand Semester Abroad Program

Exploration of important topics related to the study abroad location and to the process of adapting to a new culture. One credit. *Offered fall semesters of even-numbered years.*

Sea 257 Preparation Course for Chile Semester Abroad Program

Exploration of important topics related to the study abroad location and to the process of adapting to a new culture. One credit. *Offered fall semesters of odd-numbered years.*

Sea 262 In-country Study Abroad Reflection: Australia

A guided reflection course in Australia to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students can plan and carry out such activities as information gathering activities, write journal entries on cultural interactions

Sea 262 In-country Study Abroad Reflection: Australia

A guided reflection course in Australia to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students can plan and carry out such activities as information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. GLOBAL. Four credits. *Offered fall semesters of even-numbered years.*

Sea 263 In-country Study Abroad Reflection: London

A guided reflection course in London to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students can plan and carry out such activities as information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. GLOBAL and WRITCOM. Four credits. *Offered fall semesters of odd-numbered years.*

Sea 265 In-country Study Abroad Reflection: Tahiti

A guided reflection course in Tahiti to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students can plan and

carry out such activities as information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. Four credits. *Offered spring semesters of even-numbered years.*

Sea 266 In-country Study Abroad Reflection: Thailand

A guided reflection course in Thailand to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students can plan and carry out such activities as information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. Two credits. *Offered spring semesters of odd-numbered years.*

Sea 267 In-country Study Abroad Reflection: Chile

A guided reflection course in Chile to help students increase their cultural learning and understanding while participating in semester-long study abroad programs. Students plan and carry out information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. Two credits. *Offered spring semesters of even-numbered years.*

Social Justice Studies

Freyberg

Social Justice Studies explores the important terrain between ideals of justice and the everyday local and global experiences and expressions of injustice. The major educates critical thinkers into the history of oppressions. It encourages creative and committed thinking from various interdisciplinary perspectives, with the goal of creating an informed global and local citizenship committed to strategic, committed, accountable, and reflexive engagement in social justice work.

Students will complete ten courses plus a capstone as follows:

SJS Core Courses

Required:

SJS 101 Introduction to Interdisciplinary Social Justice Studies

PSYC 224 Psychology of Prejudice

SOC 360 Social Movements

SJS 301 Social Justice Studies Capstone

Two courses in historical understanding of justice issues (at least one from the History department):

HIST 190 Exploring Queer History

HIST-211 African-American History

HIST-222 American Women's History

HIST-261 American Environmental History

HIST-322 Women and Gender in European History

REL 213 Religion and Racism

REL 225 Women and Religion in America

REL 247 The Margins and the Mainstream in Christian History

REL 313 Heresy, Magic, and Witchcraft in Christian History

MUS-257 Race Relations and Hist Jazz

SPAN-221 Turning Points

POSC-275 Religion & Amer Politics

POSC-266 Women and Politics

WMST-101 Intro to Women and Gender Studies

One course in philosophical approaches to justice:

CJ-254 Restorative Justice

PHIL 215 Environmental Ethics

PHIL 220 Political Philosophy

PHIL 245 Ethics of Globalization

PHIL 250 Applied Ethics

REL 263 Ethics, Religion, and Conflict

REL 264 Christian Perspectives on Sexual Ethics

REL 265 Religion, Ethics, and the Environment

One course that grounds appreciative understanding of difference and related justice issues in written and creative arts:

COMM-275 Gender, Race, and Class & Media

ENG 222: African-American Literature and Culture

ENG-223 US Latinx Literature
ENG 234: Women's Literature, Women's Lives
ENG-236 Us Eth/Multiclrtr Lit
ENG-238 Topics in Lit&Envir
ENG-240 Global Literatures
MUS-257 Race Relat-Hist Jazz
SPAN-341 Film in Spanish
THTR 245: Theater and Social Change
THTR 235: Women and Theater
THTR-255 Agents of Change
THTR-265 World Theatre
WMST 170 Gender/Transgender in Popular Culture

One course that examines policy, politics, and/or economics:

CJ-265 Courts and Sentencing
ECON-225 Health Economics
ECON-230 Economic Development
HSLD-310 Health Policy & Reform
HSV-343 Social Welfare Policy
POSC-270 American Public Policy
POSC-271 Social Policy
POSC-265 Latino Politics in US
POSC-266 Women and Politics
POSC-325 Supreme Crt/Civ Lib
POSC-370 EnvironmentalPolitics
SOC-255 Global & Soc Justice

One course in research skills needed for conducting social justice advocacy OR one course in skills for disseminating social justice ideas:

BIOL-103 Environmental Issues w/Lab
BIOL-190 Biology of Sex
BIOL-290 Prairie Ecology
CHEM-155 Environmental Chemistry w/Lab
PSYC-310 Research Methods
SOC-321 Methods of Social Research I
HSV-250 Grant Writing & Program Evaluation
COMM-102 Public Speaking & Society
COMM-111 Media & PR Writing
COMM-221 Digital Video
ENG-202 Fiction Writing
ENG-203 Poetry Writing
ENG-204 Non-Fiction Writing
SPAN-333 Translation

An additional elective course, which may be any SJS designated course, any of the courses listed above, or:

ACCT-201 Intro to Accounting
CIS-120 Web Development
EDUC-115 Child & Adolscent Dev
EDUC-200 Families in Society
HSV-301 Counseling Strategies

MAGT-323 Human Resource Mgmt
MAGT-221 Social Entrepreneurship
WLCS-150 Decoding Cultures

HONS courses except Foundations 1 or 2 may be counted at discretion of the director when such courses focus on justice issues

Social Justice Studies Minor

Students will complete five courses plus an internship as follows:

SJS Core Courses

Required:

SJS 101 Introduction to Interdisciplinary Social Justice Studies
Psyc 224 Psychology of Prejudice
Soc 360 Social Movements

Choose one of the following courses:

Eng 223 US Latinx Literature
Eng 236 US Eth/Multiclr Lit
Eng 240 Global Literatures
Thtr 265 World Theatre
Hist 211: African-American History
Rel 213 Religion and Racism
Mus 257 Race Relations & Hist of Jazz
Span 221 Turning Points

Choose one of the following courses:

Econ 225 Health Economics
Econ 230 Economic Development
HSV 343 Social Welfare Policy
Posc 271 Social Policy
Posc 265 Latino Politics in US
Soc 255 Global & Social Justice

AND

At least 4 credits from an internship (IntSt 385, Comm 319, WMST 319, HSLD 319, HSLD 385, COOP 319, HUM 319) with a significant social justice aspect approved by the director of the Social Justice Studies department.

Social Justice Studies Courses

SJS 101 Interdisciplinary Introduction to Social Justice Studies

What is social justice? Does social justice matter? How do different disciplinary lenses inform our understanding of, approach to, and ways of engagement in studies of social justice? How might

multiple lenses be applied synthetically to see more clearly? How are identities, experiences, and structures of race and ethnicity, class, gender and gender identity, religion, environment, and more intertwined with social justice in the American context? This course is an interdisciplinary and introductory exploration of social justice using a critical theory approach to analyze the various forces that shape contemporary social structures, their crises, antagonisms, ruptures, and to identify and mobilize agents of social change. Students will critically engage in a wide range of scholarly and popular texts focused on systemic inequality, systems of privilege, justice, community capacity building, and social action. Students will become familiar with broad themes and approaches to social justice research, theories, activism, and policymaking. Students will develop skills of critical analysis and practical problem solving. CRITTHNK and HBS. Four credits. Offered every fall semester.

SJS 301 Capstone in Social Justice Studies

This course will engage students in integrating the theory, knowledge, and practical experience gained in their SJS major using a series of readings, fieldwork experiences, and a major project. Specifically, the capstone course in Social Justice Studies will include the following components:

1. Research projects that address important social justice issues relating to environmental, economic, religious, gender, gender identity, sexual orientation, or ethnic and cultural justice.
 2. Practical work carried out to enact social change and done so in collaboration with community partners.
 3. Public presentation of research project findings to the partners and the academic community (including presentation at Simpson Symposium).
 4. Reading, discussion and writing that involves reflection on social justice goals and means.
- Four credits. WRITCOM. Offered every spring semester.

Sociology and Criminal Justice

Dallinger, Freyberg, Leifker, Madanipour, Peck, Ruelas

Department Mission Statement

The fields of sociology and criminal justice study human social interaction in its many forms. The Department of Sociology and Criminal Justice at Simpson provides students an opportunity to develop a keen awareness of the intersection of historical, personal, and social dimensions of life. In addition

to studying social processes, social organization, and issues of social justice, most students in the Department engage in at least one internship. Departmental graduates should recognize the individuals' responsibility to contribute to the larger community and should understand the role that individual ethics and social values play in that endeavor. Because knowledge of self and society nourishes both personal freedom and a sense of social responsibility, sociology and criminal justice courses place students at the heart of a liberal arts education.

In addition to offering majors and minors in sociology and criminal justice, the department also offers a minor in social work. For purposes of evaluating transcripts, Criminal Justice, Sociology and Social Work are considered separate disciplines.

Criminal Justice

The criminal justice major focuses on issues related to crime, criminal justice, and society from a broad perspective. Students explore the nature of criminal behavior and its causes, while critically evaluating system responses to crime. Courses in the major emphasize criminological theories and research methods while examining a range of topics related to crime and justice; race, class, and gender disparities; structural and institutional racism; criminalization; punishment and reentry; criminal justice ethics; mental illness; substance abuse; immigration; and the reimagining of criminal justice as a response to crime and deviance.

Criminal Justice Major

Note: No more than 3 courses (12 credits) can overlap in majors or minors when completing the CJ major.

Students will complete ten courses plus a capstone as follows:

Criminal Justice Core

Required:

- CJ 101 Introduction to Criminal Justice
- Soc 210 Statistics for Social Science
- CJ 215 Juvenile Delinquency
- Soc 321 Methods of Social Research
- CJ 343 Criminology
- CJ 335 Inequality and Justice
- CJ 346 Field Experience in Criminal Justice

Capstone:

- SCJ 352 Standards for Professional Behavior

Criminal Justice Electives:**12 credits (typically 3 courses) in Criminal Justice**

CJ 224 Police and Society
CJ 254 Restorative Justice & Indigenous Philosophy
CJ 260 Interviewing & Interrogation Skills
SOC 260 Courts and Sentencing
CJ 270 Terroism
CJ 275 Therapeutic Jurisprudence
CJ 300 Juvenile and Family Law
CJ 301 Victimology
CJ 334 Crime and Place
CJ 344 Correctional Practices in the U.S.
CJ 360 Criminal Law and the Legal Process
CJ 365 Digital Investigations
SCJ 341 Crisis Management and Trauma Intervention

Criminal Justice Minor

Students will complete five courses as follows:

CJ 101 Introduction to Criminal Justice
CJ 215 Juvenile Delinquency
CJ 343 Criminology

Electives: 12 credits (typically 3 courses) in Criminal Justice

CJ 224 Police and Society
CJ 254 Restorative Justice & Indigenous Philosophy
CJ 260 Interviewing & Interrogation Skills
SOC 260 Courts and Sentencing
CJ 270 Terroism
CJ 275 Therapeutic Jurisprudence
CJ 300 Juvenile and Family Law
CJ 301 Victimology
CJ 335 Inequality and Justice
CJ 334 Crime and Place
CJ 344 Correctional Practices in the U.S.
CJ 360 Criminal Law and the Legal Process
CJ 365 Digital Investigations
SCJ 341 Crisis Management and Trauma Intervention

Advanced Standing Program in Criminal Justice

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

CJ 300/500 Juvenile and Family Law
CJ 333/547 Sexual Violence
CJ 334/534 Crime and Place
CJ 335/535 Inequality and Justice
SCJ 341/541 Crisis Intervention
CJ 342/542 Juvenile Delinquency
CJ 343/543 Criminology
CJ 344/544 Correctional Practices
CJ 360/560 Criminal Law and the Legal Process
SW 301/501 Counseling Strategies.

Undergraduate students eligible for the Advanced Standing Program must have a 3.5 Simpson GPA and must submit the application and all other relevant documentation for consideration by the MACJ Admissions Committee by August 1st after completing their junior year. Students will register for the 300 level course for 4 credits and the CJ 600 level equivalent for 0 credit. The 600 level equivalent of the course includes requirements that must be satisfied to earn graduate credit. Students in the Advanced Standing Program will complete all requirements expected of graduate students and must earn a B or higher in the course to receive graduate credit. Advanced Standing students will not be considered graduate students until requirements for the bachelor's degree are completed. After completion of the bachelor's degree, students complete the remaining core courses and degree requirements for the MACJ. Students should be able to complete both programs in approximately five years and a summer if enrolled full-time.

Criminal Justice Courses

Note: courses designated "SCJ" have interdisciplinary content and can often apply to more than one program of study.

CJ 101 Introduction to Criminal Justice

This course focuses on the various processing stages, practices, and personnel of the criminal justice system. The problem of crime in American society and the administrative responses are examined. Students will explore both historical and contemporary components of the system, including the police, the courts, the corrections field, and the community. This course is designed to provide students with the broad-based understanding of both the effects of crime on our community structures, the inequities present in our society that are exemplified in the system, and the challenges the criminal justice system faces in responding to crime in our contemporary society. COLLABLDR. Four credits. Offered every semester.

SCJ 180 Independent Study in Criminal Justice

CJ 190 Special Topics in Criminal Justice

CJ 198 Independent Research in Criminal Justice

CJ 223 Current Issues in Criminal Justice

A course designed to focus on current criminal justice issues such as victimology, substantive and procedural law issues, enforcement and judicial discretion, capital punishment, gang violence, etc.

and the theoretical and policy issues associated with them. CIVIC and CRITTHNK. Four credits.

CJ 224 Police and Society

This course will provide an examination of the structure and function of policing in the U.S. and the interplay between law enforcement policies, practices, decision-making and broader social and community factors. The changing role and mission of policing will be considered, as we move from a warrior to guardian mentality, emphasizing the importance of community policing, trust, and legitimacy. An examination of current issues and innovations in police organizations are explored with a special emphasis given to areas such as implicit bias and procedural justice. Prerequisite: CJ 101. Four credits. *Offered once per year.*

CJ 230 Criminal Justice Policy

A study of criminal justice policy, by way of analyzing, debating, synthesizing, and evaluating justice issues. Emphasis is placed upon understanding and applying problem-solving, decision-making, and policy development models by student teams, resulting in the presentation of newly created or modified policy proposals. Prerequisites: Soc 101, CJ 101, or permission of instructor. Four credits. COLLABLDLDR. *Offered every other May term.*

CJ 254 Restorative Justice & Indigenous Philosophy

This course examines social change established by Indigenous circles and restorative justice practices. The historic trauma to Indigenous peoples and their restorative responses are studied. Students will critically evaluate “real” justice, which is about repairing and healing those who have been harmed by crime: victims, offenders, and communities. It makes a strong argument against retributive justice, both locally and globally. Four credits. *Offered alternate years.*

CJ 260 Interviewing and Interrogation Skills

This course is an introduction to interviewing and interrogation skills essential to criminal justice system practitioners. Students will learn about the fundamental differences between interviews and interrogations and to learn how to analyze fundamental investigative information. Students will conduct different types of written and video-recorded interviews. Four credits.

CJ 265 Courts and Sentencing

This course will provide perspective on the role of the courts in the criminal justice system. The ideals of the system will be contrasted with the results and functions. Students will analyze the roles of the legal actors and distribution of the legal process. Special attention will be focused upon understanding the sentencing process and sentencing outcomes. WRITCOM. Four credits. *Offered once per year, either fall or spring.*

CJ 270 Terrorism

The course focuses on the causes and evolution of the terrorist response in the support of social causes. Primary concerns of the course include but are not limited to the trap of “tribal” reactions to social issues, the demoralization of the adversary, historical development of the terrorist response, terrorism in the current social environment and the response to the terrorist challenge. GLOBAL & GS and WRITCOM. Four credits.

CJ 275 Therapeutic Jurisprudence

In this course students will learn about problem-solving courts, relying on the tenants of therapeutic jurisprudence, which have their beginning in 1989. As of 2014, there were 1272 such courts in

operation in the United States. Unlike the adversarial approach, commonly seen in American courtrooms, problem-solving courts focus on treatment and rehabilitation rather than punishment. The judge, mental health providers, public defenders, probation officers and the client work together to treat the client's chronic and underlying problems. Students will learn that the ideas of problem-solving courts began with drug courts, and have been expanded to mental health courts, domestic violence courts, family courts and juvenile courts, among others. In this class, we will explore these courts in detail, listen to court professionals with experience from the field, and observe courts in action. EL. Prerequisites: CJ 101 or SOC 101. Four credits. *Offered May Terms.*

CJ 280 Independent Study in Criminal Justice

CJ 290 Special Topics in Criminal Justice

CJ 298 Independent Research in Criminal Justice

CJ 300/500 Juvenile and Family Law

This course addresses the legal understandings and issues surrounding juveniles and families in the United States. The links between the criminal justice system and human service agencies will be investigated. Prerequisite: Criminal Justice 220 and Junior or Senior standing. Graduate standing required for 500-level enrollment. CIVIC and COLLABLDR. Four credits.

CJ 319 Internship in Criminal Justice

SCJ 323 Methods of Social Research II

Under the guidance of the instructor, each student will design and execute an original research project or proposal of either quantitative or qualitative design. Prerequisite: Instructor approval only. Four credits. *Offered once per year.*

CJ 334/534 Crime and Place

The purpose of this course is to critically examine and consider place-based issues of crime and justice, by focusing on where and when crime occurs and how crime is distributed geographically. Topics may include environmental criminology, routine activities, social disorganization and related theories; offending patterns, geographic profiling, and journey to crime analysis; hot spots and criminal careers of places; displacement of crime; spatial and temporal analysis of crime, and related areas.

Prerequisites: CJ 101 or CJ 343. Graduate standing required for 534. Four credits. Offered every other year fall or spring.

CJ 335/535 Inequality and Justice

This course will introduce the intersection between crime and multiple social constructs such as race/ethnicity, gender, class, and sexual orientation. Students will examine how these areas impact people's interactions with the criminal justice system as offenders, victims, and employees. Inequalities resulting from criminal justice actors and systems (enforcement, courts, and corrections) towards communities and individuals will be examined. Social change methods will be discussed. DIVRSTY & LS. Graduate standing required for 535. Four credits. *Offered every year.*

SCJ 341/541 Crisis Management and Trauma Intervention

This course will introduce students to the basic concepts of crisis management and intervention with a focus on both theory and application. In addition to basic concepts, ethical and legal considerations, and safety concerns in crisis counseling, students will learn specific crisis

intervention skills that can be applied in a variety of settings and with diverse populations. Topics to be examined in the context of crisis intervention include loss and grief, suicidal and homicidal behavior, drug addiction, intimate partner violence, sexual violence, and child abuse. Vicarious trauma and worker burnout are studied. ORALCOM & DSP. Four credits. Graduate standing is required for 541.

CJ 215/542 Juvenile Delinquency

This course examines delinquent behavior of juveniles. The criminal justice systems' reactive and proactive responses, along with rehabilitation efforts, are explored. The school to prison pipeline and inequitable responses to juvenile behavior are studied. All sides of the juvenile court are examined from delinquency, abuse and neglect, and status offense cases. Prerequisite: CJ 101. Graduate standing required for 500-level enrollment. CIVIC and CRITTHNK, HBS. Four credits. Graduate standing required for 542.

CJ 343/543 Criminology

This course explains why criminal behavior occurs and how it might be reduced. We consider both individual and social influences on crime and crime prevention. Our study will include everything from sociopaths to how crime may be learned in families. Pre-requisite CJ 101. Graduate standing required for 500-level enrollment. Four credits. Graduate standing required for 543. *Offered once per year.*

CJ 344/544 Correctional Practices

An examination and comparison of past, present, and future rehabilitative and correctional procedures for juvenile delinquents and criminals. Various community-based and institutional settings will be analyzed in terms of different measures of success or failure in dealing with clients. Special consideration is given to social justice, diversity and inclusion with regard to those impacted and employed by the correctional system. Prerequisite: CJ 101. CIVIC. Four credits. Graduate standing required for 544. *Offered yearly.*

CJ 346 Criminal Justice Field Experience & Seminar

Placement in a law enforcement, court, corrections, or related criminal justice agency for a minimum of 120 hours of supervised fieldwork. This course includes weekly curriculum assignments and a seminar. Open to majors with Junior or Senior standing and permission from instructor. WRITCOM & EL. Four credits. *Offered every semester.*

SCJ 352 Standards of Professional Behavior

Ethical concerns in human services professions will be examined. Dilemmas involving confidentiality and privacy, conflicts of interest, deception, coercion and control, and human subjects review will be explored within the broader context of the concepts of justice, fairness and respect. In addition to theoretical constructs of ethical issues that arise in social science disciplines, various written codes of conduct will be explored. Prerequisites: CJ 346, SOC 347, or HSV 348. WRITCOM and ETHICS & DSP, DW. Four credits. *Offered every semester.*

CJ 360/560 Criminal Law and the Legal Process

An introduction to the American legal system, with emphasis placed on the major elements of the criminal process. Topics to be covered include the nature of criminal law, the rules of criminal procedure, and the roles of lawyers and judges in the system. Graduate standing required for 560. Four credits.

CJ 365 Digital Investigation

The course identifies electronic crime, explores motivation theories, discusses current laws, and introduces investigative methods used to gather evidence for criminal and civil matters. Four credits. *Offered fall semesters.*

CJ 375 White Collar Crime

This course provides an overview of white-collar crime and its impacts on society. It emphasizes issues in business, government, professional and official rule violations. Examples include: corporate, occupational, governmental, political, enterprise and organized crime. It addresses the parameters of the problem, offenders, victims, etiology, harm, policing and regulatory approaches to these crimes. Four credits. *Offered fall semesters.*

SCJ 380 Independent Study in Criminal Justice

SCJ 390 Special Topics in Criminal Justice

SCJ 391-392 Honors Tutorial Program--- (SCJ 392 carries an INFOLIT.)

SCJ 398 Independent Research in Criminal Justice

Human Services

The Human Services major prepares students to address the needs of a variety of diverse communities, groups, families and individuals in our society. Students will analyze social forces, policies, and human service delivery systems both at the micro and macro levels. Students will gain knowledge in the area of crisis assessment and intervention, counseling strategies, program evaluation and grant writing. Students will gain practical skills and knowledge from community agency placements through their required field experience. The Human Services major will target skills needed to engage in service to others.

Human Services Major

Students will complete 10 courses plus a capstone.

Required:

HSV 101 Intro to Human Service Systems

HSV 250 Grant Writing & Program Evaluation

HSV 301 Counseling Strategies

OR

SCJ 341 Crisis Management and Trauma Intervention

SOC 210 Statistics for Social Sciences

HSV 343 Social Policy Equity and Change

SCJ 340 Race, Class, and Gender Oppressions

SOC 321 Methods of Social Research

HSV 348 Field Experience in Human Services

Capstone:

SCJ 352 Standards for Professional Behavior

Electives-Choose 8 credits (typically 2 courses) in Sociology or Human Services.

SOC 101 Introduction to Sociology

SOC 204 Modern Social Problems

SOC 205 Cultural Anthropology

SOC 250 Social Justice Theory and Practice

SOC 255 Globalization and Social Justice

SOC 275 Alternative Worlds

SOC 305 Indians of the Americas

SOC 309 Women, Gender and Society

SOC 320 Sociological Theory

SOC 321 Methods of Social Research

SOC 350 Environmental Sociology

SOC 360 Social Movements

HSV 301 Counseling Strategies (if SCJ 341 is taken as a core course)

SCJ 341 Crisis Management and Trauma Intervention (if HSV 301 is taken as a core course)

Note: No more than 12 credits can count in another major/minor.

Human Services Minor

The social work minor is designed to augment a related major such as criminal justice, Spanish, religion, psychology, etc. Students who plan on either a career in human service or graduate study in social work are urged to consider the sociology major with social work courses.

Students will: demonstrate workable understanding of major elements of the human service systems in the United States; demonstrate beginning level counseling skills, or crisis intervention skills and will know and be able to use a multi-layered understanding of human behavior in the social environment.

Students will complete five courses as follows:

Required:

HSV 101 Intro to Human Service Systems

HSV 301 Counseling Strategies

Or

SCJ 341 Crisis Intervention

Electives: Choose 3 courses (12 credits) additionally in HSV or SOC electives

HSV 250 Grant Writing and Program Evaluation

HSV 343 Social Policy, Equity & Change

SOC 101 Introduction to Sociology

SOC 204 Modern Social Problems

SOC 205 Cultural Anthropology

SOC 210 Statistics for Social Sciences

SOC 250 Social Justice Theory and Practice

SOC 255 Globalization and Social Justice

SOC 275 Alternative Worlds
SOC 305 Indians of the Americas
SOC 309 Women, Gender and Society
SOC 320 Sociological Theory
SOC 321 Methods of Social Research
SOC 340 Race, Class, and Gender Oppressions
SOC 350 Environmental Sociology
SOC 360 Social Movements

Human Services Courses

HSV 101 Introduction to Human Service Systems

This course will begin by providing students with a good foundation of knowledge of the field of human services including its history and evolution as an accepted profession. Students will be exposed to the theoretical approaches to human service work while having the opportunity to demonstrate mastery of basic skills and interventions that have proven successful with diverse populations. These include basic listening skills, building trust and rapport, and effective use of empathy. Multicultural competency and social justice will be consistent themes throughout the course. Four credits. *Offered once per year.*

HSV 180 Independent Study in Human Services

HSV 190 Special Topics in Human Services

HSV 198 Independent Research in Human Services

HSV 250/550/650 Grant Writing and Program Evaluation

This practical grant writing course will provide the student with the fundamental skills needed to research, develop, write and submit grant proposals. Students will learn about the different uses of program evaluations and needs assessments. Students will interact with existing agencies to develop a grant, needs assessment, and program evaluation. Prerequisite: SOC 101, HSV 101, or CJ 101. Graduate standing required for 500-level enrollment. Advanced Standing Program required for 600-level enrollment. INFOLIT. Four credits. *Offered once per year.*

HSV 280 Independent Study in Human Services

HSV 290 Special Topics in Human Services

HSV 298 Independent Research in Human Services

HSV 301/501/601 Counseling Strategies

This course will place primary emphasis on the acquisition of specific skills needed to create and sustain productive health-promoting, collaborative helping relationships with others. Students will have the opportunity to demonstrate the acquisition of both basic and advanced counseling skills needed to affect positive change throughout the counseling process. Exposure to a wide range of accepted theoretical orientations including psychoanalytical, humanistic, behavioral, and cognitive will be a focus of the second half of the course. Graduate standing required for 500-level enrollment.

Advanced Standing Program required for 600-level enrollment. Four credits. COLLABLDR. *Offered yearly.*

HSV 319 Internship in Human Services

HSV 343 Social Policy, Equity, and Change

Students will examine various social policy areas to understand how inequities and human services can be changed in our society. A historical examination of those policy areas will take place, along with developing social justice methods to impact change. Social, economic, legislative, and political influences will be studied to determine their impact and potential for an equitable change movement. Prerequisite: SOC 101 or HSV 101. CIVIC. Four credits. *Offered every other year.*

HSV 348 Human Services Field Experience and Seminar

Placement that introduces students to hands on experiences with human services issues in a related agency for a minimum of 120 hours of supervised fieldwork, curriculum assignments & seminar. WRITCOM & EL. Pre-requisite: Junior or Senior standing; permission of the instructor. Four credits. *Offered every semester.*

HSV 380 Independent Study in Human Services

HSV 390 Special Topics in Human Services

HSV 398 Independent Research in Human Services

Sociology

Sociology examines the "interface" between individuals and society. Each gets much of its character from the other, so solving problems at either level requires an understanding of how the two levels relate. For instance, the process of socialization literally transforms us from individual to social creatures who fill the roles society demands of us by adopting "appropriate" beliefs and behaviors. As individuals seeking freedom and achievement, we must function effectively within institutions that will shape our success (school, work, government) and do so without entirely surrendering our individuality. As a society seeking to solve social problems like sexism, global warming, or social media bullying, we must understand how social systems affect individual behavior. Progress on either individual or social problems demands that we address thorny ethical dilemmas

Students majoring in Sociology may choose a generalized major emphasizing breadth in elective course work.

Sociology Major

No more than 3 courses can overlap between 2 majors or minors when completing the Sociology major.

Students will complete ten courses plus a capstone:

Core:

Required:

Soc 101 Introduction to Sociology
Soc 204 Modern Social Problems
Soc 210 Statistics for Social Science
Soc 220 Sociological Theory
Soc 321 Methods of Social Research
Soc 340 Race, Class, and Gender Oppressions

Soc 347 Field Experience in Sociology

Electives:

12 credits (typically 3 courses) in Sociology, Human Services

Soc 205 Cultural Anthropology

Soc 250 Social Justice Theory and Practice

Soc 255 Globalization and Social Justice

Soc 275 Alternative Worlds

Soc 305 Indians of the Americas

Soc 309 Women, Gender and Society

Soc 350 Environmental Sociology

Soc 360 Social Movements

HSV 101 Intro to Human Services Systems

HSV 250 Grant Writing and Program Evaluation

HSV 301 Counseling Strategies

SCJ 341 Crisis Management and Trauma Intervention

HSV 343 Social Policy, Equity and Change

Capstone:

SCJ 352 Standards for Professional Behavior

Sociology Minor

Students will complete five courses as follows:

Required:

Soc 101 Introduction to Sociology

Soc 340 Race, Class, and Gender Oppressions

Electives-Choose three courses (12 credits) in Sociology or Human Services

Soc 204 Modern Social Problems

Soc 210 Statistics for the Social Sciences

Soc 205 Cultural Anthropology

Soc 220 Sociological Theory

Soc 321 Methods of Social Research

Soc 250 Social Justice Theory and Practice

Soc 255 Globalization and Social Justice

Soc 275 Alternative Worlds

Soc 305 Indians of the Americas

Soc 309 Women, Gender and Society

Soc 350 Environmental Sociology

Soc 360 Social Movements

HSV 101 Intro to Human Services Systems

HSV 250 Grant Writing and Program Evaluation

HSV 301 Counseling Strategies

SCJ 341 Crisis Management and Trauma Intervention

HSV 343 Social Policy, Equity and Change

Sociology Courses

Soc 101 Introduction to Sociology

An introduction to the ways that our interactions with others affect our behavior. Considers interactions between individuals, institutions, communities, and culture. Topics include sociological imagination, culture, socialization, deviance, inequality due to class, gender and ethnicity, and dynamics of various social institutions such as family, education, media, religion, etc. CIVIC & CTI. Four credits. *Offered every semester.*

Soc 180 Independent Study in Sociology

Soc 190 Special Topics in Sociology

Soc 198 Independent Research in Sociology

Soc 204 Modern Social Problems

An overview of the nature and meaning of selected social problems from an interdisciplinary social science perspective. Topics normally examined include such problems as racism, sexism, poverty, crime, and environmental pollution. This course includes an analysis of proposed solutions to such problems. CRITTHNK & HBS. Four credits. *Offered yearly.*

Soc 205 Cultural Anthropology

A comparative approach to the study of a wide variety of contemporary human cultures. We will identify ancient current cultural practices that are still used today around the world. We will see how culture intersects with ethics, how cultures change over time, and how greater cultural understanding can help solve our biggest social issues. CTI & WRITCOM. Four credits.

Soc 210 Statistics for the Social Sciences

This course covers basic concepts of descriptive and inferential statistics. The topics include graphical displays of data, measures of central tendency and variability, normal and skewed distributions, sampling distributions, confidence intervals, hypothesis testing, analysis of variance, correlations, and sampling distributions, confidence intervals, hypothesis testing, analysis of variance, correlations, and linear regression analysis. Students will learn how to use statistical software such as SPSS in analyzing and displaying the recent data in the field and will be able to interpret and evaluate research findings related to sociology and criminal justice. Prerequisites: SOC 101 CJ 101 or HSV 101. QUANT. Four credits. *Offered every semester.*

Soc 211 Sociology of the Family

An examination of historical and contemporary lifestyles ranging from single adulthood through polygamous unions, unmarried cohabitation, blended parent, utopian communities, and traditional monogamous marriages with a view toward families of the future and the student's adoption of an intentional personal lifestyle. Four credits.

Soc 219 Employment Experience in Sociology

Soc 220 Sociological Theory

A survey of the form and substance of both classical and contemporary sociological theory. Emphasis is given to the construction and critique of theory, and to the place of theory in everyday life. The course will examine such topics as Marxism, feminism, postmodernism and social change theories. HISTRCL & HI. Four credits. *Offered yearly.*

Soc 255 Globalization and Social Justice

This course examines the concept of how globalization fosters understanding of the interconnectedness of individuals, cultures and societies in far reaching geographic locations. This course is a brief but overarching examination of globalization and the effects of globalization on social justice., especially in the developing world. The objective of this course is to explore what has come to be known as global sociology, and in particular, the effects of political, economic, and socio-cultural globalization on various forms of inequality, poverty, discrimination, and violence in the developing countries. GLOBAL. Four credits. *Offered alternate years.*

Soc 250 Social Justice Policy and Practice

This course examines various concepts of equity and social justice including the historical foundations of contemporary societal inequities. The course uses critical thinking to probe "isms" (e.g. racism, sexism, heterosexism, classism, etc.), societal group privileges, and the intersectionality of these concepts in everyday life. Equity issues from various critical theoretical perspectives such as critical race theory, feminism, post/anti-colonialism, and others will be explored. The higher education community will be used as a key example while also drawing on everyday issues of social justice and equity across society. Concepts of critical self-reflexivity, different ways of knowing, resistance, and healing in working towards social change will be explored. Students will engage in their own social change project(s). LS. Four credits. COLLABDR and DIVRSTY. *Offered May term.*

Soc 275 Alternative Worlds

Totalitarian societies often restrict free expression not just of political ideas, but of art and literature as well. This helps prevent people from imagining new social arrangements that might threaten the status quo. Interestingly, many "free" people accept the status quo as inevitable: "That's life", we say. This course asks students to imagine a better, freer world through a sociological approach to the alternative worlds presented in both classic and contemporary science fiction. We will read 4-5 sci-fi novels that won both the Hugo and Nebula awards, and we will supplement this reading with in-class sci-fi films. Students will complete 2 brief papers, facilitate one class discussion, and present a vision of a better world through an in-class final essay exam. Four credits. *Offered alternate years in May term.*

Soc 280 Independent Study in Sociology**Soc 290 Special Topics in Sociology****Soc 298 Independent Research in Sociology****Soc 305 Indians of the Americas**

An overview of the history and cultures of Native American peoples. The course will emphasize the diversity of aboriginal cultures, the effects of Europeans' westward settlement and government policies, and Indians' long struggle for justice and cultural integrity in the face of military, economic, and cultural assault. Four credits. DIVRSTY & LS.

Soc 309 Women, Gender and Society

This course examines social constructions of sex and gender and the ways such constructions affect both individuals and entire societies. We will explore intersections of race/class/gender and consider both political and cultural movements seeking change. DVRSTY & LS. Four credits. *Offered alternate years.*

Soc 319 Internship in Sociology**Soc 321 Methods of Social Research**

This course examines the process of social science research, both quantitative and qualitative. We especially want to consider how our choices of research methods affect our findings, and how social and methodological biases can limit or warp our conclusions. When we are finished, you will be able to critique research you find in both mainstream and professional presses. Prerequisites: SOC 210 and Soc 101, CJ 101 or HSV 101. INFOLIT. Four credits. Offered every semester.

Soc 340 Race, Class, and Gender Oppressions

This course explores how prejudice and discrimination interlock to form systemic oppression. We will examine intersectionality and consider our individual, often implicit contributions to systems of oppression. Among the concrete topics discussed are ethnocentrism, implicit bias, institutional discrimination, and the ways privilege and oppression alter our perceptions as we debate the proper response to continuing oppression. DVRSTY & LS. Four credits. *Offered every year.*

Soc 347 Sociology Field Experience & Seminar

Placement that introduces students to hands on experiences with sociological issues in a related agency for a minimum of 120 hours of supervised field work, curriculum assignments & seminar. Open to majors with Junior or Senior standing and permission from the instructor. WRITCOM & EL. Four credits. *Offered every semester.*

Soc 350 Environmental Sociology

This course examines how places and people intersect. Any given place offers some choice over how to live in that place. Humans have not always made good choices. We will look at how our environmental choices affect the planet itself and quality of life issues such as health, economic opportunity, and even political stability. We will also look at change initiatives such as the global environmental justice movement and ending environment racism. Four credits. *Offered alternate years.*

Soc 360 Social Movements

This course examines the history and theory of social movements such as the American women's and civil rights movements, the international "Green" movement, revolutionary movements, and conservative movements. The course will focus on movement organization, strategy, use of media and interactions with government. Among the questions to be explored are: What kinds of experiences turn everyday people into "activists"? Why do some social movements succeed while others fail? How have social movements altered American culture, economy, and politics? LS. Four credits. *Offered alternate years.*

Soc 380 Independent Study in Sociology**Soc 390 Special Topics in Sociology**

Soc 391-392 Honors Tutorial

Soc 398 Independent Research in Sociology

Anthropology Courses

Anth 180 Independent Study in Anthropology

Anth 190 Special Topics in Anthropology

Anth 198 Independent Research in Anthropology

Anth 280 Independent Study in Anthropology

Anth 290 Special Topics in Anthropology

Anth 298 Independent Research in Anthropology

Anth 319 Internship in Anthropology

Anth 380 Independent Study in Anthropology

Anth 390 Special Topics in Anthropology

Anth 398 Independent Research in Anthropology

Sport Science and Health Education

Busby, Garrett, Smith, Whalen

Department Mission Statement

The Sport Science and Health Education Department has as its mission the educational development of the student major for a productive, professional career in the fields of education, sports medicine, wellness, recreation or athletics. In addition, we seek to provide, for all students, the information necessary to implement lifelong living patterns which will enhance the quality of responsible lives through the development of critical thinking, productive work ethic and citizenship with wholesome, healthful and personal fitness habits.

The Sport Science and Health Education (SpSc) Department offers basic and advanced courses designed to prepare students in the fields of physical education, health and exercise science and sport management. Course work may lead to a teaching and/or coaching certification or position in exercise science or sport management. Through additional work at the graduate level, positions in physical or occupational therapy may be obtained.

The department requires a grade of C- or better in each course required for the major and the minor. The Physical Education Teacher education (PETE) program requires a 2.75 minimum cumulative grade point average. Student teaching must be completed to be eligible for teacher licensure. However, the PETE major may be obtained if the student teaching is not successfully completed.

Health and Exercise Sciences

The Health and Exercise Science program involves the study of human body movement as a mechanism for prevention and management of chronic disease and injury, diagnosis, rehabilitation, and performance enhancement. The major provides a diverse academic structure with a strong focus on practical skills and experiential learning, including patient and client interaction. The major is designed for students interested in a variety of career opportunities in healthcare and health-related services, including health promotion, strength and conditioning, cardiac and pulmonary rehabilitation, corporate wellness, and pre-professional programs such as physical therapy, occupational therapy, athletic training, chiropractic, and physician's assistant. Internships and independent research are utilized to allow students to work with healthy and high-risk clients of various age and ability.

Health and Exercise Science Major

Students in the major will take:

Required:

- SpSc 107 Nutrition
- SpSc 110 Intro to Health Careers
- SpSc 120 Functional Human Anatomy
- SpSc 210 Scientific Writing (.5 course)
- Coop 219 Internship Prep (.25 course)
- SpSc 319 Internship (minimum of 2 credits)

Biological Sciences: (Choose at least 1 course)

Biol 104 Human Biology
Biol 225 Human Physiology
Biol 322 Human Anatomy

Human Body Structure and Function: (Choose at least 1 course)

SpSc 220 Clinical Diagnostics - Lower w/Lab
SpSc 225 Clinical Diagnostics - Upper w/Lab
SpSc 278 Clinical Conditions

Program Design: (Choose at least 8 credits)

SpSc 235 Strength and Conditioning Essentials
SpSc 341 Exercise Testing and Prescription
SpSc 355 Advanced Exercise Prescription
SpSc 360 Therapeutic Modalities and Interventions
SpSc 145 Strength & Conditioning Practicum I (.5 course)
SpSc 245 Strength & Conditioning Practicum II (.5 course)
SpSc 345 Strength & Conditioning Practicum III (.5 course)

Health, Wellness, and Risk management: (Choose at least 1 course)

SpSc 250 Personal Health and Wellness
SpSc 256 Health Promotion, Education and Behavior
SpSc 263 Sport Law

Capstone: (Choose 1)

SpSc 385 Capstone Internship
SpSc 388 Program Design Practicum
SpSc 398 Independent Research

Health and Exercise Science Minor

The Health and Exercise Science program involves the study of human body movement as a mechanism for prevention and management of chronic disease and injury, diagnosis, rehabilitation, and performance enhancement. The HES minor is designed for students interested in advancing their knowledge and skills related to health and wellness concepts. Foundational coursework will allow students to select upper level courses in the HES major to best fit the individual's future career and compliment other areas of study across campus.

Students will complete six courses as follows:

Required:

SpSc 107 Nutrition

SpSc 120 Functional Human Anatomy

Choose at least 8 credits of the following:

SpSc 220 Clinical Diagnostics - Lower w/Lab

SpSc 225 Clinical Diagnostics - Upper w/Lab

SpSc 235 Essentials of Strength and Conditioning

SpSc 250 Personal Health and Wellness

SpSc 256 Health Promotion, Education and Behavior

SpSc 278 Clinical Conditions

Choose at least 4 credits of the following:

SpSc 310 Exercise Physiology

SpSc 341 Exercise Testing and Prescription

SpSc 360 Therapeutic Modalities and Interventions

SpSc 145 Strength & Conditioning Practicum I (.5 course)

SpSc 245 Strength & Conditioning Practicum II (.5 course)

SpSc 345 Strength & Conditioning Practicum III (.5 course)

Strongly recommended:

SpSc 319 Internship

Biol 225 Human Physiology

Biol 322 Human Anatomy

Physical Education Teacher Education (PETE) Major

The PETE major prepares students to become a licensed Physical Education teacher. Requirements for this major include courses from the SpSc department as well as from the Education department. Teacher education programs require a 2.75 minimum cumulative grade point average. Student teaching must be completed to be eligible for teacher licensure. However, the PETE major may be obtained if the student teaching is not successfully completed.

Physical Education Major K-8**Endorsement #146**

Students will complete nine courses plus a capstone as follows:

Required:

- Biol 104 Human Biology
- SpSc 115 Sports Injury and Management
- SpSc 116 Movement Education
- SpSc 120 Functional Human Anatomy
- SpSc 151 Foundations of PE
- SpSc 208/P Elementary Methods of Physical Education and Practicum
- SpSc 250 Personal Health and Wellness
- SpSc 325 Adapted PE

- SpSc 385 Senior Capstone

OR

- Educ 388 Student Teaching

Physical Education Major 5-12**Endorsement #147**

Students will complete nine courses plus a capstone as follows:

Required:

- Biol 104 Human Biology
- SpSc 115 Sports Injury and Management
- SpSc 116 Movement Education
- SpSc 120 Functional Human Anatomy
- SpSc 151 Foundations of PE
- SpSc 250 Personal Health and Wellness
- SpSc 321/P Secondary Methods of Physical Education and Practicum
- SpSc 325 Adapted PE

- SpSc 385 Senior Capstone

OR

- Educ 388 Student Teaching

In addition to the major, these courses are required for teaching licensure:

- Educ 114 Foundations of Education
- Educ 118 Student Development and Learning
- Educ 222 Assessment, Planning and Teaching (2 credits)
- Educ 312 Exceptional Students

Educ 321	Human Relations in Teaching
Educ 388PL	Student Teaching: Elementary PE* (7-14 credits)
Educ 388PS	Student Teaching: Secondary PE * (7-14 credits)
Educ 389 D/C	Student Teaching Seminar (1 credit)

*Student Teaching component may consist of 2 or more assignments, totaling 14 weeks. Each week equates to one credit.

Education students must also complete a Math licensure requirement to meet Iowa Licensure requirements.

Health Certification

The department of Physical Education and Athletics offers an approval area for students interested in teaching health. The student must complete education courses and the following:

Health, Additional Teaching Area K-12 (State Endorsement #137)

Educ 118	Student Learning and Development
Biol 104	Human Biology
SpSc 151	Foundations of Physical Education
SpSc 240	Kinesiology
SpSc 241	Advanced Practicum in PE/Health
SpSc 251	Contemporary Health
SpSc 312	Public & Community Health
NaSc 107	Nutrition
SpSc 308	Health Methods and Curriculum (K-12 Endorse)
SpSc 165	Medical Terminology and Clinical Pharmacology

The PETE Major, Education 388 PH and 398, student teaching in Physical Education and Health and seminar must be completed to be eligible for the health endorsement.

Sports Administration Major or Minor

The Sports Administration major or minor is designed to serve the interests and occupational opportunities for students pursuing the business side of sport and recreation. In addition to classroom work, students complete up to two internships for credit to help them network and gain professional experience.

Sports Administration Major

Students will complete nine and a quarter courses plus a capstone as follows:

Required:

SpSc 216 Intro to Sport Administration
SpSc 253 Sport and Fitness Management
SpSc 263 Sports Law
SpSc 273 Sport and Fitness Marketing
Co-op 219 Internship Prep (.25 course)
SpSc 300 Sport Finance
SpSc 311 Sales in Sport
SpSc 319 Junior/Senior Internship
SpSc 320 Event & Facility Management

Choose one of these two options:

Acct 201 Introduction to Accounting
Comm 223 Principles of Public Relations

Capstone

Choose one from these three options:

SpSc 381 Sport Sales and Promotion Practicum
SpSc 382 Sport Marketing Practicum
SpSc 385SA Senior Capstone Internship

Sports Administration Minor

Students will complete six and a quarter courses as follows:

Required:

Co-op 219 Internship Prep Course (.25 course)
SpSc 253 Sport and Fitness Management
SpSc 263 Sports Law
SpSc 273 Sport and Fitness Marketing
SpSc 300 Sport Finance
SpSc 311 Sales in Sport
SpSc 319 Junior or Senior Internship

Coaching Minor

Students will complete four courses as follows:

Required:

SpSc 115 Sport Injury and Management (.5 course)

SpSc 120 Functional Human Anatomy

SpSc 212 Foundations of Coaching (.5 course)

Psyc 201 Developmental Psychology Or Educ 115 Student Development and Learning

SpSc 170 Sport Psychology

Recommended:

SpSc 319 Coaching internship

Sport Science and Health Education Courses

SpSc 107 General Nutrition

A study of the nutrients, where they are found, and how they are used by the human body; special emphasis on nutritional strategies for improved health, weight management, and athletic fitness. Four credits. INFOLIT & HBS. *Offered every semester.*

SpSc 110 Introduction to Health Careers

Various career paths in the field of health care will be studied with an emphasis on physical therapy, occupational therapy, athletic training, podiatry, chiropractic, corporate wellness and health promotion, nutrition, and strength and conditioning. This course will also include discussions on one's own healthcare environment, types of insurance and medical billing, liability, and various factors that influence healthcare within the United States. Prerequisite: For first and second year students only. Four credits. *Offered fall and spring semesters.*

SpSc 115 Sports Injury and Management

This is an entry level course designed for the future coach. This course will cover basic care and prevention of athletic injuries in order to equip individuals with the knowledge to make the most prudent decisions regarding common athletic injuries and conditions. CPR, First Aid, equipment fitting and basic taping and bracing will be included as practical skills. Two credits. A small fee will be charged for supplies and equipment. *Offered Term 2 and Term 4 yearly.*

SpSc 116 Movement Education

Concepts of movement, dance, use of manipulatives, rhythms, gymnastics, and large apparatus will be examined. Emphasis on individual skill development and preparation of students for teaching in the school setting. ORALCOM & DSP. Four credits. *Offered every fall and spring.*

SpSc 120 Functional Human Anatomy

This course will focus on clinical anatomy and its specific application in movement, mechanics, and muscular exercise in relation to sports, posture, corrective exercise, and activities of everyday living. A introduction to biomechanics & gait analysis will be included. CRITTHNK. Four credits. *Offered fall and spring.*

SpSc 122 Practicum in Athletic Training I

This course is designed to acquaint the incoming student athletic trainer with the beginning skills associated with athletic training and an introduction to training room procedure. The class is task-oriented and the student must complete a series of modules and competencies and proficiencies. It is designed specifically for athletic training majors. One hour. *Offered every fall and spring.*

SpSc 145 Strength & Conditioning Practicum I

Interested in becoming a strength and conditioning coach? This experience will expose students to all aspects of Simpson Strength and Conditioning. Topics include performance preparation, speed, agility, energy system enhancement, weight room programming, coaching and cueing, leadership, and all other aspects of becoming a successful coach. Both coaching on the floor as well as classroom education will be utilized. Two credits. *Offered every fall and spring.*

SpSc 151 Foundations of Physical Education

This course examines the history, philosophy, and principles of physical education as a profession and its relationship to modern education. HBS. Four credits. *Offered every spring.*

SpSc 160 Basic Athletic Training

Methods of athletic training and conditioning and the prevention and care of athletic injuries are studied. Practical experience in taping and wrapping techniques are included. There is a minimum charge to each student for tape fees. Four credits. *Offered every fall and spring.*

SpSc 165 Medical Terminology and Clinical Pharmacology

This course is designed for students pursuing any health-related field. The students will become familiar with common medical prefixes, suffixes and root words and combine these skills to build medical words. Students will also be introduced to basic pharmacology; including common prescription and over-the-counter (OTC) drugs, drug interactions, how drugs are administered, and how they are absorbed and metabolized in the human body. Following the course, students will be able to recognize medical terms and apply them to real-life situations and communicate with other allied-health care professionals. Four credits. *Offered every May term.*

SpSc 170 Sport Psychology

In this course, students will learn the theories, concepts, and intervention techniques of sport psychology. Topics covered will include motivation theory applied to sport, team dynamics, psychological skills training, the psychology of sport injury, and burnout in sport. This course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education teaching and/or coaching, or plan on working with individuals in the health and fitness industry. Four credits. *Offered Summer and fall semesters.*

SpSc 180 Independent Study in Physical Education**SpSc 190 Special Topics in Physical Education****SpSc 198 Independent Research in Physical Education**

SpSc 205 Theory of Individual and Team Sports

This course is designed to develop knowledge of sport rules and allow opportunities for the students to acquire skills and strategies of competition. Designed for the physical education major or minor, it will prepare the student to teach activities in the school setting. Four credits. *Offered every fall.*

SpSc 208 Elementary Methods of Physical Education

Curricula, administration, activities, and methods of teaching and supervising physical education in the elementary school. Emphasis is on the teaching of activities which contribute to the total development of the elementary school child. Prerequisites: SpSc 151 and Educ 222. WRITCOM. Four credits. *Offered every fall.*

SpSc 208P Advanced Elementary Practicum in Physical Education and Health

The elementary PE and health practicum, which is taken concurrently with SpSc 208, provides an opportunity for students to apply their knowledge and practice their skills in an authentic setting. A minimum of 30 hours at the elementary level is required. EL. Corequisite of SpSc 208. Zero credit. *Offered every fall.*

SpSc 210 Scientific Writing

This course teaches strategies and techniques of scientific writing while using practical examples and exercises. Topics include: principles of concise writing, the format and publication of a scientific manuscript, and proper use of citations. Prerequisite: One WC course. WRITCOM & DW. Two credits. *Offered Term 1 and Term 3 yearly.*

SpSc 212 Foundations of Coaching

This course will cover the philosophy, psychology, and principles of coaching both men's and women's sports with emphasis on legal and ethical responsibilities. Organization and administration of coaching high school and college teams will also be discussed. Two credits. *Offered ever T1 & T3.*

SpSc 216 Intro to Leisure and Sports Administration

This course introduces students to the skills, content, principles, and current issues necessary to succeed in the sport business industry. Students will explore leadership practices and the development of programs within the leisure and sport disciplines. Four credits. *Offered fall and spring semesters most year..*

SpSc 219 Employment Experience in Physical Education.**SpSc 220 Clinical Diagnostics – Lower Extremity w/Lab**

This course introduces students to injury evaluation techniques. Through didactic and clinical classroom experiences, students will acquire the knowledge and skills necessary to evaluate and assess a wide variety of orthopedic injuries, with a focus on the lower extremity. Prerequisites: SpSc 120 Functional Human Anatomy or approval of instructor. INFOLIT. Four credits. *Offered fall semesters.*

SpSc 221 Practicum in Athletic Training II

This course is task-oriented where each student will continue to complete modules and competencies and proficiencies. Students are required to complete designated clinical education modules which involves rotating to different clinical instructors through various sports (see clinical education, student handbook, or website). Students will be routinely evaluated by their clinical instructor as well as their peers. Prerequisite: Formal acceptance into Athletic Training Education Program, SpSc 122. One hour. *Offered every fall.*

SpSc 222 Practicum in Athletic Training III

This is a continuation course in the Athletic Training room where the student continues to complete more advanced modules and competencies and proficiencies. Prerequisite: SpSc 221. One hour. *Offered every spring.*

SpSc 225 Clinical Diagnostics – Upper Extremity w/Lab

This course introduces students to injury evaluation techniques. Through didactic and clinical classroom experiences, students will acquire the knowledge and skills necessary to evaluate and assess a variety of orthopedic injuries, with a focus on the upper extremity. Prerequisites: SpSc 120. WRITCOM & DW. Four credits. *Offered spring semesters.*

SpSc 235 Essentials of Strength and Conditioning

This course is designed to introduce students to the basic concepts, principles and terminology related to designing and implementing resistance training programs in the field of strength and conditioning. The focus is on practically applying these principles in a one-on-one as well as group setting, including teaching basic resistance training techniques. In addition, students will learn the benefits and adaptations created by incorporating resistance training in well-designed programs. This course will cover assessment and programing techniques that can be applied to both athletic teams and individuals. Pre-Requisite: SpSc 120. Four credits. *Offered fall and spring semesters.*

SpSc 239 Advanced Exercise Prescription

Based on Principles from American College of Sports Medicine (ACSM), this course will assist in the certification process for exercise and fitness professionals. It will cover information needed to design and prescribe exercise programs for special populations in a clinical setting. Pre-Requisite: SpSc 341. Four credits. *Offered every May term.*

SpSc 240 Kinesiology

Anatomy and its application in movement, mechanics, and muscular exercise in relation to sports, posture, corrective exercise, and everyday living. Four credits. *Offered every fall and spring.*

SpSc 245 Strength & Conditioning Practicum II

Students will learn how to develop more advanced programming strategies for strength and conditioning. Students will also be taught to lead their own groups and teams throughout the semester. By the end of the course the students will begin to develop their own programming philosophy and strategy. Two credits. *Offered every fall and spring.*

SpSc 250 Personal Health and Wellness

Personal Health emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: complementary medicine, violence in society, stress management, mental health, sexual health, substance abuse, family life issues, pregnancy, nutrition and weight management. DSP. Four credits. *Offered every fall semester.*

SpSc 253 Sport and Fitness Management

This course will provide students with the understanding of the management principles and concepts used in sport and fitness organizations. Problem solving, strategic planning and financial and economic

principles will be examined in both sport and fitness arenas. Pre-requisite: SpSc 216. CRITTHNK and ORALCOM, DSP. Four credits. Offered every fall and spring.

SpSc 256 Health Promotion, Education and Behavior

This course is designed to help students develop theory-based strategies for improving health behavior. Content will cover underlying theories in health education and health behavior change, discuss audiences and context in which health education is provided and help students to develop skills to promote behavior change. Pre-Requisite: SpSc 310 or SpSc 151. ORALCOM, DSP, HBS. Four credits. *Offered every spring.*

SpSc 260 Therapeutic Modalities in Sport Medicine

This course will teach students the scientific theories, clinical application, indication, and contraindications for therapeutic modalities used in the sports medicine arena. Specific areas will include ultrasound, electrical stimulation and massage techniques, with an overview of pain and mechanisms of pain relief and basic principles of electricity. Prerequisite: SpSc 201, 240, and any Biology course or permission of instructor. Two credits. *Offered every spring.*

SpSc 263 Sport Law

This course will begin with a review of the basics of the legal system and then provide an overview of certain legal issues that are prevalent in sports settings. Areas of law included will be contracts, liability for personal injuries and risk management issues (premises liability, worker's compensation, waivers), employment and labor law, administrative law and regulation (including licensing for athletic and sporting events), a review of federal laws such as Title IX and the Americans with Disabilities Act, professional sports law (including sports agents), and drug testing and other social/legal issues (including civil rights and sexual harassment). Prerequisite: SpSc 253. CIVIC, INFOLIT, and WRITCOM. Four credits. *Offered every fall.*

SpSc 271 Recognition and Evaluation of Athletic Injuries I

This course introduces students to athletic injury evaluation techniques. Through didactic and clinical classroom experiences, students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the lower extremity. This course will also help students prepare for the National Athletic Trainers' Association Board of Certification Examination. Prerequisite: SpSc 201 or permission of instructor. Also highly recommended: SpSc 272. INFOLIT. Two credits. *Offered every fall.*

SpSc 272 Recognition and Evaluation of Athletic Injuries II

This course is a continuation of SPSC 272. Students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the upper extremity, head and spine. This course will also help students prepare for the National Athletic Trainers' Association Board of Certification Examination. Prerequisite: SpSc 273. WRITCOM. Two credits. *Offered every fall or spring.*

SpSc 273 Sport Marketing

This course is designed to assist students in creating and critiquing marketing promotion and public relation efforts specific to sport and entertainment industry. Emphasis will be placed on the five P's of sport marketing: product, price, promotion, place and public relations. Sport sponsorship is another area that will be studied and analyzed during this course to help students understand why companies spend money on sport sponsorship and how sport organizations can develop unique and experiential corporate partnerships. Four credits. *Offered every spring.*

SpSc 275 Administration of Athletic Training

This course will present the fundamentals of administration aspects of athletic training including; inventory, bidding, program evaluation and development, quality control, organizational structure, insurance claims, and staff supervision. In addition, the student will be introduced to the legal principles that apply to the athletic trainer such as liability, negligence, standard of care, malpractice, and risk management. It will also offer in-depth analysis of documentation and record keeping. Prerequisite: SpSc 201, 271, 272. ORALCOM. Four credits. *Offered every fall.*

SpSc 278 Essentials of Clinical Conditions and Medical Terminology

This course is designed to provide students a strong foundation of several key conditions and diseases present among the patients and clients of today's health and fitness professionals. A considerable emphasis will be placed on the pathophysiology of each condition, clinical implications for treatment, quality of life, and end of life planning. Students should be prepared to take a comprehensive exam on medical terminology early on in the course with continued use and assessment of terms and abbreviations throughout the course. Prerequisites: SPSC majors should take SPSC-107, SPSC-120 & BIOL 104 or BIOL 111; Non-majors take BIOL 104 or Biol 111. Four credits. COLLABLDR. *Offered every fall and spring.*

SpSc 280 Independent Study in Physical Education**SpSc 290 Special Topics in Physical Education****SpSc 298 Independent Research in Physical Education****SpSc 300 Sport Finance**

This course will focus on the principles of sport finance and economics in our current society. Such topics will include budget development and management, fund-raising, and financial theories and current practical application of sport income and expenditures. Prerequisite: SpSc 253. Four credits. Offered every fall or spring.

SpSc 303 Theory of Coaching Wrestling

Rules, strategies, and techniques of wrestling. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 304 Theory of Coaching Track and Field

Rules and techniques of track and field. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 305 Theory of Coaching Baseball and Softball

Rules, strategies, and techniques of baseball and softball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 306 Theory of Coaching Volleyball

Rules, offensive, and defensive systems, strategies, and techniques of volleyball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 307 Theory of Coaching Soccer

Rules, offensive and defensive strategies, and analysis of philosophy of techniques and practices. Designed for the preparation of physical education majors and the Coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 308 Health Methods and Curriculum

A course designed to prepare goals, content, material, teaching strategies and evaluation procedures. Students will learn planning and implementing strategies and lessons for a health education program. Topics will include first aid, sex education, drug education, family life issues, health social problems and various others mandated by state guidelines. Prerequisites: Education 222 or SpSc 151. Four credits. *Offered fall term of odd years.*

SpSc 310 Exercise Physiology

This course examines of the physiological systems of the body and how they respond to acute and chronic exercise. Topics will include exercise metabolism, cardiac, neuromuscular, hormonal and environmental influences on exercise. Prerequisites: SpSc 120 and NaSc 107. *Offered every fall and spring.*

SpSc 311 Sales in Sport

This course includes the study of business development and sales management of sport and recreation organizations. Both business to consumer and business to business sales processes will be studied in practically applied settings with opportunities for students to develop and practice their own sales pitch videos. Products, pricing, sponsorships, service and retention will also be studied in this course. Four credits. ORALCOM. *Offered every spring.*

SpSc 312 Public and Community Health

This course is an introduction to the theory and practice of public health and community health education and promotion. Particular emphasis is given to the seven areas of responsibility of an entry-level health education specialist. The course will focus on the culture of a community, basic epidemiological concepts, cultural competency and working with special populations, theories in health education, the process of health programming for various content areas, accessing and managing resources, advocacy skills, future trends in a global community, and effective communication techniques that focus on grant writing in public health. Recommended for junior or senior students. COLLAB and WRITCOM. Four credits. *Offered every fall and spring.*

SpSc 317 Therapeutic Exercise I

This course will teach the athletic training student considerations in designing and implementing rehabilitation programs for athletic injuries. Content will include, but not limited to, goals in rehabilitation, tissue healing review, psychological aspects of rehabilitation and tools of rehabilitation. Prerequisite: SpSc 240, 272 or permission from of instructor. Two credits. *Offered every fall.*

SpSc 318 Therapeutic Exercise II

This course is a continuation of SpSc 317 and will focus on rehabilitation protocols for specific body parts/injuries. This course will help prepare you for the National Athletic Trainers' Association board

of Certification Examination. Prerequisite: SpSc 317. Two credits. *Offered every spring.*

SpSc 319 Internships

Exercise Science Internship

An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s Strength and Conditioning program, performance enhancement facilities, general fitness/wellness centers, cardiac and pulmonary rehab programs, physical therapy clinics, corporate wellness facilities and health promotion programs. Students will work under professionals with approved certifications and/or licenses. Prerequisites include a declared major or minor in Exercise Science Co-op 219 (SpSc Internship Prep). The student must register on SC Connect under Career Development and only after a location is secured. EL. Two to four credits.

Sport Administration Internship

An internship designed to give students practical “hands-on” experience working under a professional in one of the related areas of employment. Examples include experience with Simpson’s marketing and event management program, the administration side of general fitness/wellness centers, Special Olympics, high school athletic directors, sport arenas or semi-professional athletic teams. The student must be of junior or senior standing, a declared major or minor in Sport Administration and have taken Co-op 219 (SpSc Internship Prep) and SPSC-253. Studentst will register on SC Connect, under Career Development, only after a location has been secured. EL. Two to four credits..

Coaching Internship

An internship designed to give students practical “hands-on” experience working with professionals in one of the related areas for employment. Examples include experience with a high school, collegiate or recreational coach. Students will register on SC Connect under Career Development, only after a location is secured. Prerequisites: Co-op 129 and SpSc 205. EL. Two to four credits.

Athletic Training Internship

Internship with the Simpson College athletic trainer designed to give students practical “hands-on” experience in the prevention and care of athletic injuries. The student will work under the supervision of a certified athletic trainer. Prerequisites: SpSc 260 and 272. The student must also be a declared Athletic Traiing major and obtain approval from SpSc department chair prior to the beginning of the experience. The student must be of junior or senior standing. EL Two to four credits..

SpSc 320 Event and Facility Management

This course will provide students with the understanding of event management theory and application at the various levels of sports - from youth to professional. Event management will be examined through its various stages of planning, preparation, execution, and evaluation. This will also require the critical consideration of budgeting and allocation of funds, legal considerations, risk management, marketing, sponsorship, ticketing, facility management, and personnel as applicable to the event manager. Prerequisites: SpSc 253. Four credits. *Offered every fall.*

SpSc 321 Secondary Methods of Physical Education

A course designed to cover curriculum, evaluation, organization, and administration of secondary school physical education. Emphasis on the method and technique of teaching physical education activities. Prerequisites: SpSc 151 and Educ 222. WRITCOM. Four credits. *Offered every spring.*

SpSc 321P Advanced Secondary Practicum in Physical Education and Health

The elementary PE methods practicum, which is taken concurrently with SpSc 321, provides an opportunity for students to apply their knowledge and practice their skills in an authentic setting. A minimum of 30 hours at the secondary level is required. EL. Zero credit. *Offered every spring. Take concurrently with SpSc 321.*

SpSc 322 Practicum in Athletic Training IV

This course is a continuation of SpSc 222. The student continues to complete advanced modules and specific competencies in the Athletic Training room. Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisite: SpSc 222, 271 and 272. Two credits. *Offered every fall.*

SpSc 323 Practicum in Athletic Training V

This is a continuation course of SpSc 322. The student continues to complete advanced modules and specified competencies. Students are required to complete designated clinical education modules which involve team athletic training student duties and being assigned to a clinical instructor (see clinical education, student handbook, or website). Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisites: SpSc 271, 272, and 322. INFOLIT. One credit. *Offered every spring.*

SpSc 325 Adapted PE

The course will be an introduction to physical education programming for students with special needs. Course will include the role of physical education for the disabled; understanding of specific disabilities; motor development and fundamental patterns; evaluation and identification of students' physical education needs; adapted activities, sports and games; curriculum planning; class organization; and special facilities and equipment. Course will also include a practical experience in which students will have the opportunity to observe and work with those with special needs in physical education and recreation programs. Prerequisite: SpSc 151. WRITCOM. Four credits. *Offered even years.*

SpSc 330 Rehabilitation from Medical Conditions

This course is designed for students pursuing any health-related field. This will be an upper-level course designed to teach students a variety of rehabilitation protocols for specific body parts/injuries and conditions. Prerequisite: SpSc 220 & SpSc 225). 4 credits. Offered every fall. Prerequisites: SpSc 220 & SpSc 225. Two credits. *Offered spring semesters.*

SpSc 341 Exercise Testing and Prescription

This course is designed to teach students basic principles of exercise testing and fitness assessment, the interpretation of the test results, and proper strategies for exercise prescription that can be used to design safe and effective exercise programs for a wide range of healthy individuals. Prerequisites: SpSc 310 or Biol 225; also Spc 235 is strongly recommended. QUANT, CRITTHINK. Four credits. *Offered every fall and spring. Lab fee for supplies may be added.*

SpSc 345 Strength & Conditioning III

Students will learn to start developing a professional portfolio for the strength and conditioning industry. Students will begin to prepare for mock interviews, networking, and overall professional development.

By the end of this practicum students should have the knowledge and experience to start applying, interviewing, and accepting jobs in strength and conditioning. Prerequisite: SpSc 245. Two credits. *Offered fall and spring.*

SpSc 351 Practicum in Athletic Training VI

This course is taken by Level III Athletic Training Students where students take part in a senior seminar that involves 30 credits under the supervision of an approved clinical instructor to evaluate clinical proficiency teaching objectives. Students must complete the two XII modules and the X12 module. Students will be routinely evaluated during their clinical education by their clinical instructor. The student also learns how to prepare for the NATABOC Certification Exam. Prerequisites: SpSc 271, 272, 322 and 323. One hour. *Offered every fall.*

SpSc 352 Practicum in Athletic Training VII

This is the last in a series of continuation courses that deal with the most advanced competencies and proficiencies in the Athletic Training room. The student also learns how to prepare for the NATABOC certification exam. Prerequisite: SpSc 271, 272, 351. WRITCOM and COLLABLDLDR. Four credits. *Offered every spring.*

SpSc 355 Advanced Practicum in PE/Health

Students will explore the teaching profession as they work with large or small groups of students, teach lessons, and assist the physical education/health teacher in a broad variety of authentic educational tasks. Students will have the opportunity to relate their study of human development, methods, teaching strategies and foundations of education to authentic physical education and classroom experiences. Prerequisite: One required, two preferred, of the following methods courses: SpSc 208, 308, 321 or permission of the instructor. Four credits. *Offered every May term.*

SpSc 360 Therapeutic Modalities and Interventions

This course will be a study of the role of therapeutic modalities and interventions in the treatment of common orthopedic injuries as well as common rehabilitation strategies. Students will learn about the phases of healing and the physiological effects of therapeutic modalities on the body. They will also learn how to evaluate the status of an injury and select the appropriate modality for treatment. This course will incorporate a study of the knowledge and skills required to design and implement reconditioning and rehabilitation programs to augment the use of modalities throughout the healing process. Range of motion, strength, plyometrics and return to functional ability will be studied. Application of course materials are reinforced through laboratory experiences. Prerequisites: SpSc 220 or SpSc 225. Four credits. *Offered spring semesters.*

SpSc 370 Screening Assessment of Health Conditions

This course is designed for students who wish to pursue a career in health-related fields. It will focus on examination strategies and techniques outside of the traditional musculo-skeletal area, and prepare the student to perform assessments for diseases such as cancer, AIDS, muscular dystrophy, asthma and many others. Prerequisites: SpSc 271, 272, 322 or permission of instructor. Four credits. *Offered every spring.*

SpSc 372 Research Methods in Exercise Science

This course is designed to provide students with the information needed to conduct research in the field of sport science, health and wellness. Students will learn the basics of study design, data collection and data analysis in preparation for conducting individual and small group research projects. Knowledge

gained in this course will prepare students for success in undergraduate research, potential research in graduate programs or careers in sport science and wellness where conducting or analyzing research may be required. Prerequisites: SpSc 210; and one of PSYC 110, SOC 210, or Econ 135; SPSC 341 or SPSC 360 or instructor permission. QUANT and WRITCOM. Four credits. *Offered fall of even years.. A course fee for research supplies is required.*

SpSc 375 Professional Development in Exercise Science

This course is designed to provide undergraduate students the opportunities of professional development in the field of exercise science via lecture format, reading of scientific literature, professional travel to a national conference, and peer presentations. Throughout the course, students will have exposure to professional communication with faculty and exercise science professionals from other reputable universities, institutions and organizations in a variety of forms which may include lectures, workshops, and master class workouts. Other class foundational principles include attending and note taking throughout the entire conference, business etiquette at professional lectures and expositions, exposure to professional networking, and learning how to exchange knowledge within the professional realm including interacting with other university students and health care colleagues at the conference. Repeatable up to 3 times. Pre-requisites: SpSc 107 and SpSc 110, or permission of instructor. Two credits

SpSc 380 Independent Study in Physical Education

SpSc 381 Sports Sales and Promotion Practicum

This course presents an educational opportunity for a team of students to engage with an outside partner organization to gain hands on experience making sports sales related phone calls and develop new sales promotion ideas. In addition to practical sales activities, students will have the opportunity to complete market research to help inform the development of new promotional ideas that can help the organization improve current business practices. Course includes final capstone paper and presentation project. Offered once per year. Permission of Instructor required for registration. Four credits. INFOLIT and WRITCOMM.

SpSc 382 Sport Marketing Practicum

This course presents an educational opportunity for a team of students to engage with an outside partner organization to gain hands on experience completing market research and using that information to create new marketing strategies. Through research and ideation of new marketing strategies, students will provide consultant recommendations for the partner organization to enhance their sponsorship inventory and further engage key demographics. Course includes final capstone paper and presentation project. Four credits. Permission of instructor required for registration. Offered once per year. INFOLIT and WRITCOM.

SpSc 385 Senior Capstone

Exercise Science Internship

An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with local strength and conditioning programs, performance enhancement facilities, general fitness/wellness centers, cardiac and pulmonary rehab programs, corporate wellness facilities and health promotion programs, and a variety of allied health professions. Students will work under a certified strength and conditioning specialist or other professionals with approved certifications. Prerequisites: SpSc 319EX, and all supporting major

requirements must be complete; the student must have senior status and have a declared major in Health & Exercise Science. The student can only register through SC Connect Career Development and after a location is secured. WRITCOM and INFOLIT, EL. Four credits.

Sport Administration Internship

An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s marketing and event management program, the administration side of general fitness/wellness centers, Special Olympics, high school athletic directors, sport arenas or semi-professional athletic teams. Students will work under a professional in the field and candidates must obtain approval from SpSc department chair prior to beginning the experience. Prerequisites: SpSc 319SA, all supporting major requirements must be complete; the student must have senior status and have a declared major in Sport Administration. WRITCOM and INFOLIT, EL & DW. Four credits.

Physical Education Internship

An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with elementary or high school physical education programs, park and recreation programs or youth fitness programs. Students will work under a professional in the field and candidates must obtain approval from SpSc department chair prior to beginning the experience. Prerequisites: all supporting major requirements must be complete; the student must have senior status and have a declared major in Physical Education Teacher Education. EL. Four credits.

SpSc 388 Program Design Practicum

This course will be the application of therapeutic interventions and exercise program design. Students will have the opportunity to design a comprehensive program based on assessed needs with specific focus on appropriate periodization and goal setting. Assessment will be based on professional standards (i.e., ACSM, NATA, NSCA) and evidence-based practice. Prerequisites: Either SpSc 360 or SpSc 355. Four credits. WRITCOM & DW. *Offered fall and spring.*

SpSc 390 Special Topics in Physical Education

SpSc 398 Independent Research in Sport Science

Laboratory or field investigations in any of the areas of sport or health science. Open to qualified majors. Prerequisites: SpSc 372 or PSYC 310 or instructor permission. One to four credits. *Offered every spring.* A course fee for research supplies is required.

Theatre Arts

Frias, Goetz, Hining, Jennifer Nostrala, Raphaeli, Woldt

Department Mission Statement

The department embraces the liberal arts mission and sees theatre as a vehicle for personal growth and creative expression. Theatre Simpson is a dynamic community that encourages students to explore their potential by participating in a wide range of opportunities.

Departmental courses and projects provide students with cultural and artistic experiences to develop their abilities to observe, reflect, think critically and communicate. Students are encouraged, through work on and off-campus, to develop their artistic and leadership skills.

In a collaborative and supportive environment students are challenged to achieve academic, aesthetic, and production standards of excellence.

- Participation in Simpson Productions is open to all students.
- Departmental participation scholarships are available. Prospective scholarship students must audition and/or be interviewed.
- Work-study positions are available in the scene shop, properties, lighting, sound, costumes, box office/house management, marketing, and educational outreach.

Theatre Arts Major

Students will complete nine and one quarter courses plus a capstone as follows:

Required departmental core:

Thtr 001 Theatre Participation (0 credits) repeated every semester
Thtr 002 Screening for Professional Engagement (0 credit) repeated three times
Thtr 003 Screening for Professional Engagement (0 credit)
Thtr 101 Script Analysis
Thtr 121 Technical Production Skills
Thtr 122 Practicum (.25 course)
Thtr 123 Introduction to Design
Thtr 130 Acting I
Thtr 232 Directing I
Thtr 209 Vocations and the Performing Arts

Capstone:

Thtr 385 Theatre Seminar

History/Literature Selection-Choose one course from the following:

Thtr 271 Plays and Performance-Ancient through 18th Century
Thtr 275 Plays and Performance -18th Century through Contemporary

Design Selection- Choose one course from the following:

Thtr 221 Scenic and Lighting Design

Thtr 223 Costume Design

Performance Selection-Choose one course from the following:

Thtr 201 Playwrighting

Thtr 230 Acting II

Thtr 332 Directing II

Thtr 001: Theatre Participation—Required every semester for Theatre majors and students on Theatre Scholarship; minimum of one semester required for minors and teacher certification in Speech Communication/Theatre.

Thtr 002: Screening-Required once per year in the first year, sophomore, and junior year.

Thtr 003: Screening-Required once in the snior year.

Theatre Arts Minor

Students will complete twenty-four credits as follows:

Twelve Required Credits:

Thtr 101 Script Analysis

Thtr 121 Technical Production Skills **or** Thtr 123 Introduction to Design

Thtr 130 Acting I

Thtr 001 Theatre Participation (no credit) (one semester)

Twelve additional credits selected from any offerings in the theatre department.

Theatre Courses

Thtr 001 Theatre Participation

In keeping with the department's commitment to active, process-oriented learning, this course requires participation in each departmental production. Required activities include auditions, cast and/or crew, work calls, box office management, company meetings, strike and other departmental events. Specific assignments will be made by departmental faculty. 0 credits. **Required every semester for majors and students on Theatre Scholarship; minimum of one semester required for minors and teacher certification in Theatre Arts.** EL.

Thtr 002 Screening for Professional Engagement

In keeping with the department's commitment to active, process-oriented learning, this course requires participation in the screening for professional engagement process. Required activities include either successful completion of a portfolio review and/or audition package. *Offered every spring.* No credit. *Open to first-years, sophomores, and juniors. Majors are required to take this class in their first, second, and third years of study.*

Thtr 003 Senior Screening for Professional Engagement

In keeping with the department's commitment to active, process-oriented learning, this course requires participation in the screening for professional engagement process. Required activities include either successful completion of an advanced portfolio review and/or advanced audition package. No credit. *Offered Every fall. For Senior level students only.*

Thtr 101 Script Analysis

This fundamental course will focus on the systematic analysis of dramatic texts. The course will emphasize the careful reading of play scripts for understanding, interpretation, and production. Students in the course will learn techniques to improve their critical analysis of play texts so as to develop their work as theatre artists. The course serves as the basic course in the theatre major. ART, CRITTHNK, and WRITCOM, CTI. Four credits. *Offered every semester.*

Thtr 115 Vocal Development for Oral Communication

The goal of this course is to expose students to vocal training for making effective oral presentations. . By studying the work of Kristin Linklater, one of the world's best known teachers of voice production, students from differing majors can benefit from the development of their vocal instrument. The main focus of the class will be on freeing the student's natural voice from habitual psychophysical tension and work to discover and access their full vocal range. ARTS and ORALCOM, ACE. Four credits.

Thtr 120 Makeup Application and Design for the Stage

This course is a laboratory-format course concentrating on the materials, skills and techniques used for applying theatrical makeup and designing makeup for the stage. Students will develop several makeups, addressing problems related to compensating for theatrical lighting, aging the youthful face, emphasizing character, effects and simple prosthetic techniques. A lab fee will cover the cost of purchasing a student makeup kit and other makeup supplies for class projects. Two credits. *Offered every fall semester. Lab fee is required.*

Thtr 121 Technical Production Skills

This course will introduce students to the basic technical theatre skills necessary for the production of scenery, principles of safe tool operation, basic set construction and painting techniques, and introduction to the costume shop, the basics of manual and computer aided drafting (CAD), and planning and budgeting for theatrical projects. The course will involve practical exercises as well as theoretical investigation of the subjects. Includes Service Learning Component. Additional fees may apply. QUANT. Four credits. *Offered every fall semester.*

Thtr 122 Theatre Practicum

This course is a guided execution of a major responsibility in performance, design, management or technical production for a Simpson Productions project. Prerequisite: sophomore standing and permission. One credit. May be repeated up to four times. EL. *Offered fall & spring semesters.*

Thtr 123 Introduction to Design

This course will introduce students to the basic elements and principles of visual design. Students will not only learn how to manipulate line, shape, space, texture, and color, but how to use those elements in theatrical designs. This will include developing proficiency with media commonly used including colored pencils, watercolors, Photoshop, etc. Students will also develop and refine the ability to communicate design concepts and ideas. ART & ACE. Four credits. *Offered each spring semester.*

Thtr 130 Acting I

This beginning acting course is designed to acquaint the actor with the importance of action

based work. Emphasis will be placed on finding the action of a scene, working toward objectives and utilizing circumstances to flesh out a performance. Beginning scene analysis will be combined with exercises to develop the actor's focus, relaxation, awareness and communicative abilities. By the end of the course the student should feel more comfortable performing in front of an audience. ART and ORALCOM, ACE. Four credits. *Offered every semester.*

Thtr 180 Independent Study in Theatre

Thtr 190 Special Topics in Theatre

Thtr 198 Independent Research in Theatre

Thtr 201 Playwriting

This course is an introduction to the fundamentals of writing for performance. Students will engage in writing exercises that help them understand the development of character, image, and action for the stage while activating their imaginations and helping them to develop their own voice. Study of contemporary produced plays will enhance the student's critical evaluation of writing. Student will develop a one-act play for their final project. Prerequisites: Thtr 101 or permission of the instructor. ACE. Four credits. *Offered once every two years.*

Thtr 209 Vocation and the Performing Arts

Through readings, exercises, class discussions, and conversations with guest professionals the student will begin the process of intentional self-reflection about their gifts and interests and potential career options in the performing arts. The student will also develop their skills for applying for internships and jobs. Skill development will include preparing a resume, audition monologues and headshot; writing cover letters and a personal statement, creating effective portfolios, and developing interview techniques. Pre-requisite: One theatre course. *Alternate years, normally spring semester.*

Thtr 221 Scenic and Lighting Design

This course will explore the design of the play's physical environment. Working on the principles explored in THTR 123 students will gain an understanding of the specific functions of Scenic and Lighting Designers. Topics will include research, rendering, drafting and understanding how to use lighting equipment to create a desired look. Special attention will be paid to communicating the design ideas to the director. Pre-requisite: Thtr 123. Four credits. *Offered alternate years, normally spring semester.*

Thtr 223 Costume Design

This course will expand upon the ideology and methods introduced in THTR 123, but will focus on the application of these ideas to designing for the individual, allowing students to develop a deeper understanding of costume, makeup, and wig design. Pre-requisite: Thtr 123. Four credits. *Offered alternate years, normally fall semesters.*

Thtr 230 Acting II

This course continues the study of basic techniques explored in Acting I. More emphasis will be placed on imaging and character development. The actor will be required to prepare a number of scenes working toward a personal process that incorporates textual analysis, script scores, and rehearsal work. Prerequisite: Thtr 101 and Thtr 130. Four credits.

Thtr 232 Directing I

This course will focus on the theories, practices and techniques of directing for the stage. The course will help students develop an understanding of the fundamentals of directing, including text analysis, conceptualization, staging and rehearsal techniques. WRITCOM. Prerequisites: Thtr 101 and 130. Four credits. *Offered every spring.*

Thtr 235 Women and Theatre

This course will investigate contemporary theatrical material created and performed by women in America. Students will examine the work of women theatre artists, generally focusing on the work of playwrights and directors, as a way to investigate contemporary social conditions. This course will also examine the ways that meaning is constructed in theatrical writing and performance. Same as English 235. DIVRSTY, WRITCOM, and LS. Four credits.

Thtr 245 Theatre and Social Change

Theatre can be a powerful vehicle for change, and this course will explore the role that socially-conscious theatre has played over the course of our modern era. Students will become familiar with both conventional and non-conventional plays and performance pieces that have sought to intervene on both local and global levels, as well as learn techniques for creating socially-aware pieces of their own. Topics of study may include class and race; gender and sexuality; politics and oppression; and environmental awareness. COLLABLDLDR, LS and CIVIC. Four credits. Offered once every two years.

Thtr 255 Agents of Change

Theatre is a tool that has been used as a change agent in society. Working as a collaborative team, students in this course will research, write, and produce a performance that focuses on a specific social issue related to campus or a specified community. Potential material for performance will be developed through different theatre exercises and games. Students will then develop the script and create a performance. COLLABLDLDR and EL. Four credits. Offered once every two years in May term.

Thtr 265 World Theatre

This course explores theatre and performance practices from around the world in order to investigate how humanity's impulse for shared creativity manifests itself in different cultural contexts. Students will read, analyze, and discuss plays as well as consider the circumstances of live productions in order to both understand and appreciate the same-nesses and differences shared among theatres from around the world. Possible sites of study include Ireland, Australia, and Canada; China, Japan and India; the Caribbean; Mexico and Central America; South Africa and Africa; Argentina and South America; and Egypt and the Middle East. GLOBAL, INFOLIT, and ORALCOM, GS. Four credits. *Offered once every two years.*

Thtr 271 Plays and Performance in Ancient through 18th Century Cultures

This course will examine the literature and history of theatrical practice from the ancient world through the 18th Century with a focus on the Western experience, broadly construed. Prerequisites: Thtr 101 or permission of instructor. HSTRCL, INFOLIT and WRITCOM, DW, HI. Four credits. *Offered alternate fall semesters.*

Thtr 275 Plays and Performance in 18th Century through Contemporary Cultures.

This course will examine the literature and history of theatrical practice from the 18th Century through the present with a focus on the Western experience, broadly construed. Prerequisites: Thtr 101 or

permission of instructor. HISTRCL, INFOLIT, WRITCOM, and HI. Four credits. *Offered alternate spring semesters.*

Thtr 280 Independent Study in Theatre

Thtr 290 Special Topics in Theatre

Thtr 298 Independent Research in Theatre

Thtr 319 Internship in Theatre

Thtr 322 Sound Design for the Stage

This course focuses on the rudiments of sound equipment and the creative conventions of sound design for the theatre. Students will engage in practical exercises and creative projects concentrating on the creation and manipulation of sound effects and music and basic sound reinforcement for live production. An emphasis is placed on learning to create, edit and manipulate digital sound using computers and relatively accessible sound editing software. Students will also learn the fundamentals of SFX for the cuing and playback of sound for live production. Prerequisites: Thtr 123. Two credits. *Offered every other fall semester.* A lab fee will be required.

Thtr 332 Directing II

This advanced directing course will help extend the student's understanding of creating a performance text. The course will combine further study of textual analysis with analysis of how to construct a performance text and exploration of production styles by investigating various production modes and conventions. Prerequisite: Thtr 101 and 232. WRITCOM. Four credits. *Offered alternate fall semesters.*

Thtr 380 Independent Study in Theatre

Thtr 385 Theatre Seminar

A capstone course that synthesizes research, reading, and production techniques. Topic area may be defined by a genre, an historical period, the works of an individual or group of artists, or other similar limits. Within the parameters of the topic area, students will undertake a series of research activities and projects. The course culminates in the production of a group of one act plays and a public presentation of research findings, projects, or papers. Course instructor and department faculty will determine the student's production area assignment. COLLABLD, DSP. Prerequisites: Completion of all other courses in "Required Departmental Core" for Theatre Arts Major and senior standing, or permission of instructor. Four credits. *Offered every spring.*

Thtr 390 Special Topics in Theatre

Designed for the major or non-major in an area of general interest. Different each time. One to four credits.

Thtr 398 Independent Research in Theatre

Visual and Performing Arts

The Arts Management Minor is tailored to those students who are currently pursuing a major or minor in art, music or theater. This minor will introduce students to the broad areas of economics, management and accounting and how they are applied to careers in art, music and theater through the examination of art-related enterprises and companies.

Arts Management Minor

Required

Econ 100 Principles of Economics
Magt. 131 Management Concepts
Acct. 201 Introduction to Accounting
Magt. 231 Business Law and Business Ethics I
VPA 250 Arts Management

Recommended: Arts Management Internship 1-4 credits

VPA 250 Arts Management

This course will provide students with an overview of the “business of the arts.” Students will learn the specifics of running non-profit arts organizations, current issues and trends affecting arts management, and careers available in arts management. Areas covered will include marketing/publicity, fundraising, grant writing, audience development, budgeting, contracts, and board governance. Students will interact with artists and arts management leaders. Four credits. *Offered every other year.*

Women's and Gender Studies

Callan, Freyberg, Livingstone, Magalhaes, Meyers, Proctor, Walden

Department Mission Statement

The Women's and Gender Studies minor is a multidisciplinary program focusing on social constructions of gender and sex as well as the consequences of these constructions. As sex and gender are enmeshed in a matrix that includes race, ethnicity, class, sexual identity, and religion, the minor explores the experiences of diverse populations, both in the United States and around the world.

The minor provides important perspective on various social institutions and processes, historical developments, scientific methodologies, psychological developments, and creative achievements of those who have been marginalized within their cultures based on sex and gender. The Women's and Gender Studies minor emphasizes the connections between theory and practice through applied learning in internships, community projects, research, and service learning.

Students wanting to complete a minor in Women's Studies must complete five courses. The minor is compatible with a number of majors. The following courses are required for the minor:

Women's and Gender Studies Minor

Students will complete five courses and Portfolio as follows:

Required

WmSt 101 Introduction to Women's and Gender Studies

WmSt 399WS Portfolio in Women's Studies

Electives-Choose four courses from the following, no more than two in a single department:

Comm 275 Gender, Race, Class and Media

CJ 333 Sexual Violence

Eng 234 Women's Literature, Women's Lives

Educ 321

Hist 222 American Women's History

Hist 322 Women and Gender in European History

Phil 211 Feminist Ethics

Phil 225 Ethical issues in Sexuality

Phil 311 Feminist Philosophy

PoSc 266 Women and Politics

Psyc 220 Psychology of Gender

Rel 225 Women and Religion in American Culture

Rel 230 Women and Christianity

Rel 260 Feminist Interpretation of the Bible

Rel 322 Theologies of the Oppressed

Soc 309 Women, Gender and Society

Thtr 235 Women and Theatre

Thtr 245 Theatre and Social Change

WmSt 170 Gender/Transgender in Popular Culture

Regular semester 290/390 Special Topics courses and May Term courses may be accepted, pending administrative approval, for credit toward the minor. In addition, students can request that appropriate internships or research projects count toward the minor.

Senior Portfolios in Women's Studies

Each student earning a Women's Studies minor is expected to maintain and submit a portfolio by the end of their final semester containing a reflective essay addressing the goals of the Women's Studies minor and three significant writing samples from different courses in the program.

Women's and Gender Studies Courses

WMST 101 Introduction to Women's and Gender Studies

This course will provide students with an introductory interdisciplinary examination of women and gender in the United States. We will discuss gender-based inequities and their impact on people of all classes, races, sexual and ethnic identifications. We will explore the ways in which gender is constructed and the extent to which gender affects access to opportunity, power and resources. Students will learn strategies for critiquing gender roles and working toward gender justice. Furthermore, they will learn to formulate and support their own independent viewpoints of the issues covered. DIVRSTY & CTI. *Offered every semester.*

WMST 170 Gender/Transgender in Popular Culture

Gender/Transgender in Popular Culture offers students the opportunity to study how issues of gender, specifically those pertaining to the transgender person, are represented in popular culture and how those representations may shape the lived experiences of those they are said to represent. Specifically, students will read memoirs, novels, personal essays, and view films as tools for the understanding how our culture seems to understand the role sexual orientation plays in human experience. DIVRSTY. Four credits. *Offered May term.*

WMST 319 Internship in Women's and Gender Studies

Students minoring in Women's and Gender Studies, working with a faculty supervisor, complete an internship in a related field. Internships must fulfill two of the WAGS Program Objectives. Four credits. Repeatable up to two times for credit.

World Language and Culture Studies

Walden, Tarco-Carrera, Foshee

Department Mission Statement

The Department of World Language and Culture Studies aims to facilitate intercultural dialogue by developing students' communication skills in another language, their knowledge of other cultures, and their openness to the world around them. Through academic opportunities, immersion experiences, and co-curricular activities, students use languages other than English to engage with different cultural viewpoints, past and present.

Program overview. Simpson College offers majors and minors in Spanish, as well as an interdisciplinary minor in Latin American Studies and beginning courses in Arabic and Chinese. Course offerings in the majors are organized into beginning, intermediate, and advanced levels with thematic menus of courses at the upper level for maximum flexibility. The three majors each consist of 10 courses above the 101/102 level, including courses in an approved immersion experience, plus a one-credit post-immersion analysis course and a final capstone in the major. Minors require 6 courses above the 101/102 level. Students majoring or minoring in a world language must complete at least 8 credits of their program within the department. In addition to language courses, the Department also offers courses in culture studies taught in English.

Study abroad. Simpson College offers both May Term travel courses and semester-long study abroad programs in Spanish-speaking areas of the world. Language students at all levels are strongly encouraged to take advantage of Simpson's immersion opportunities, particularly the Simpson Experience Abroad program in Concepción, Chile. More information about study abroad can be obtained from the Office of Off Campus Programs, as well as from the World Language faculty.

Double-majoring. World Language programs can be combined with another major or minor, enhancing both programs of study. Commonly chosen complementary fields include, but are not limited to, international management, international relations, history, art, theater, music, biology, English, philosophy, religion, sociology, criminal justice, communications, and education. Students who intend to double-major are encouraged to plan ahead in order to include a semester-long immersion experience into their programs of study.

Placement. Students entering Simpson with a background in Spanish are strongly encouraged to continue their studies at the appropriate level. Several self-placement tools are available on the departmental website to help students and their advisors determine which course will be best suited to their needs. Faculty in World Language and Culture Studies also advise students on appropriate placement.

CLEP. Students with extensive prior background in language study may earn up to 16 credits in a world language through the CLEP examination. A minimum passing score for the 101-102 level will be compensated with 8 hours of credit toward graduation. A minimum passing score for the 201-202 level will allow the student to earn an additional 8 credits toward graduation if he or she completes an approved course beyond the 202 level in that same language with a grade of C- or better. In order for a CLEP score to count for credit, the exam must be taken *prior to* the completion of any course at Simpson in that language. CLEP credits for language courses do not carry with them any Engaged

Citizenship designations.

Arabic courses

Arbc 101 Culture Through Language 1: Arabic

Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Arabic-speaking cultures. INTRCL. Four credits. *Offered every fall semester.*

Arbc 102 Culture Through Language 2: Arabic

Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Arabic-speaking cultures. INTRCL. Four credits. *Offered every spring semester.*

Chinese courses

Chin 101 Culture Through Language 1: Chinese

Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in China. INTERCUL. Four credits. *Offered every fall semester.*

Chin 102 Culture Through Language 2: Chinese

Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in China. INTERCUL. Four credits. *Offered every spring semester.*

Japanese Courses

JPN 105 Japan: Kimonos and Blue Jeans

An introduction to Japanese language and culture focusing on cultural products, practices, and perspectives related to traditions and customs, to daily life, and to the work world. Four credits. GLOBAL and INTRCUL, CTI. *Offered in various formats and terms, including Web only.*

Latin American Studies Minor

The Latin American Studies Minor is an interdisciplinary minor offered through the Department of World Languages and Culture Studies in conjunction with other academic departments. The minor gives students the opportunity to study issues and characteristics unique to Latin America.

Students will complete six courses as follows:

Required:

Core Courses: Language and Culture

Span 221 Turning Points or Span 222 Immigration to the US

PoSc 233 Latin American Politics

US-Latin America Connections: (Choose one course)

PoSc 265 Latino Politics in the U.S.
Span 223 Latin America-US Connections
Span 340 Latinx Communities
Eng 223 Latinx Literature

Electives: (Choose two courses- or one course and two 2 credit courses))

Port 105 Beginning Portuguese (.5 course)
Span 220 Social Movements in Culture
Span 341 Film in the Spanish-Speaking World
Span 342 Cultural Topics in the Spanish-Speaking World
Span 343 The Spanish-Speaking World Through Text
Span 345 Latin America: Reflections of the Past
Span 347 Sustainability and Environment
Span 349 The Spanish-Speaking World through Image
Span 231 Spanish for the Professions (.5 course)
Span 232 Advanced Spanish Grammar (.5 course)
Span 331 Advanced Oral Communication (.5 course)
Span 332 Advanced Composition and Creative Writing (.5 course)

Capstone:

LAT 385 Senior Research Paper

*immersion experience in Latin America can be substituted for one course.

PoSc 197 Politics of the New Democracy; Brazil (May term)
Hum 197 Ethics of Globalization in Costa Rica (May term)
SEA 197 Mexico and the Mya World (May term)
SEA Semester in Chile
OR any study abroad experience in Latin America

Latin American Studies Courses

LAT 385 Senior Research Paper

Senior capstone experience for Latin American Studies Minor. In this course students will be responsible for writing a major research paper on a topic related to Latin America, in consultation with a member of the LAS faculty or the LAS Director. Students will be expected to present their research at the year-end LAS banquet. One credit. *Offered spring semesters.*

Portuguese Courses

Port 105 Beginning Portuguese

An intensive introduction to Brazilian Portuguese emphasizing vocabulary, structures and speaking skills. Prerequisite: SPAN 102 or FREN 102 or equivalent. INTRCUL. Two credits. *Offered every other year.*

Spanish

As you learn the language, you will also become familiar with different cultures across the Spanish-speaking world. Immerse yourself in historical and cultural events that have marked Spanish-speaking societies and how they are perceived. Grapple with issues currently facing the Spanish-speaking world, and participate in discussions about its future.

Spanish Major

Students will complete ten courses plus a two-part capstone as follows:

Required: Core Courses:

WLCS 150 Decoding Cultures

WLCS 330 Study Abroad Capstone (.5 course)

WLCS 365 Senior Capstone (.5 course)

Intermediate-Level Series

(Choose at least two courses)

Span 220 Social Movements in Culture

Span 221 Turning Points in the Spanish-speaking World

Span 222 Immigration to the United States

Span 223 Latin America-U.S. Connections

*All 200-level 4-credit courses may be repeated under a different syllabus.

Electives:

(Choose Five full courses (20 credits), two of which must be at the 300 level).

Port 105 Portuguese (.5 course)

Span 230 Spanish Vocabulary in Context (.5 course)

Span 231 Spanish for the Professions (.5 course)

Span 232 Advanced Spanish Grammar (.5 course)*

Span 330 Pronunciations and Dialects (.5 course)

Span 331 Advanced Oral Communication (.5 course)

Span 332 Advanced Composition and Creative Writing (.5 course)

Span 333 Translation (.5 course)

Span 340 Latinx Communities

Span 341 Film in Spanish

Span 342 Cultural Topics in the Spanish-speaking World

Span 343 The Spanish-speaking World through Text

Span 345 Latin America: Reflections of the Past

Span 347 Sustainability and Environment

Span 349 The Spanish-speaking World through Image

***May be repeated for credit under a different syllabus.**

Required:

Study Abroad

Eight credits of approved course work taught in Spanish.

Spanish Minor

Students will complete six courses as follows:

Intermediate-Level Series (choose two of the following courses):

- Span 220 Social Movements in Culture*
- Span 221 Turning Points in the Spanish-speaking World*
- Span 222 Immigration to the United States*
- Span 223 Latin America-U.S. Connections*

*All 200-level 4-credit courses may be repeated under a different syllabus.

Electives

(Choose three courses, at least 1 at the 300 level-Two-.5 courses equal 1 course)

- Port 105 Portuguese (.5 course)
- Span 230 Spanish Vocabulary in Context (.5 course)
- Span 231 Spanish for the Professions (.5 course)
- Span 232 Advanced Spanish Grammar (.5 course)*
- Span 330 Spanish Pronunciations and Dialects (.5 course)
- Span 331 Advanced Oral Communication (.5 course)
- Span 332 Advanced Composition and Creative Writing (.5 course)
- Span 340 Latinx Communities
- Span 341 Film in Spanish
- Span 342 Cultural Topics in the Spanish-speaking World*
- Span 343 The Spanish-speaking World through Text
- Span 345 Latin America: Reflections of the Past
- Span 347 Sustainability and Environment
- Span 347 The Spanish-speaking World through Image

Required:

Study Abroad:

Four credits of approved course work taught in Spanish.

***May be repeated under a different syllabus.**

Simpson Experience Abroad: Chile

Simpson sponsors a semester abroad program in Concepción, Chile at the Universidad Católica de la Santísima Concepción (UCSC). Students live with Chilean host families, while taking a variety of courses ranging from history, culture, language and literature, all taught in Spanish at UCSC. Students also take courses offered by the Simpson faculty director. Regional excursions are also included in this program. Completion of SPAN 111 is required prior to departure. Offered spring semester of even-numbered years.

Spanish Courses

Span 105 Crossing Borders to Latin America

Study of contemporary issues in Latin America including immigration, the drug trade, and Latino identity. Course provides an exposure to Spanish in order to communicate with native speakers about cultural topics in Latin America. Four credits. GLOBAL and INTRCUL. *Offered in various formats including Web only.*

Span 110 Identity and Culture

Exploration of cultural perspectives in the Spanish-speaking world related to personal and cultural identity. Development of Spanish language skills to be able to communicate in basic terms about people and places encountered in everyday life. This course is a first-semester Spanish course designed for true beginners (those with no previous instruction/experience in Spanish). INTRCUL and GLOBAL, CTI. Four credits. *Offered every semester.*

Span 111 Memory and Culture

Exploration of cultural perspectives in the Spanish-speaking world related to memorable experiences and events. Development of Spanish language skills to be able to communicate in basic terms about recollections, personal experiences, and cultural memories. This course is a second-semester Spanish course designed for beginners who have had some previous instruction/experience in Spanish. INTRCUL and GLOBAL, CTI. Four credits. *Offered every semester.*

Span 180 Independent Study in Spanish

Span 190 Special Topics in Spanish

Span 198 Independent Research in Spanish

Span 220 Social Movements in Culture

A study of social movements in Spanish-speaking cultures and their impact on society in order to solidify Spanish language skills. Prerequisite: SPAN 111 or permission of instructor. COLLABLDR and INTERCU, CTI, DSP. Four credits. *Offered every spring semester. May be repeated twice.*

Span 221 Turning Points in the Spanish Speaking World

An exploration of manifestations of crisis from around the Spanish-speaking world with a mind to solidifying Spanish language skills. Some topics that could be discussed are dictatorships, civil war, or life after the fall of a dictator to name a few. Prerequisite: SPAN 111 or permission of instructor. INTRCUL & DSP. Four credits. *Offered every spring. May be repeated under a different syllabus.*

Span 222 Immigration to the United States

Exploration of cultural currents and their portrayal in modern media in order to broaden and solidify language and intercultural skills. Prerequisites: Span 111 or permission of instructor. INTRCUL and INFOLIT & DSP, LS. Four credits. *Offered every fall. May be repeated under a different syllabus.*

Span 223 Latin America-U.S. Connections

An exploration of connections between Latin America and the U.S. including cultural perspectives,

globalization, and current issues in order to solidify Spanish language skills and intercultural competency. Prerequisites: Span 111, 220, 221, 222 or by placement by department. INTRCUL and INFOLIT, DSP, GS. Four credits. *Offered fall of even years. May be repeated once under a different syllabus.*

Span 230 Spanish Vocabulary in Context

This course features comprehensive review and vocabulary building through creative student input, role plays, and other contextual uses of vocabulary designed to improve elementary and intermediate proficiency levels. Course taught in Spanish. Prerequisite: SPAN 111 or placement by Department. Two credits. *Offered on a 2-year rotation.*

Span 231 Spanish for the Professions

Study and practice of Spanish language in professional environments. Course themes include Spanish for medical, legal, business and educational purposes. Course taught in Spanish. Prerequisite: SPAN 111 or placement by Department. ORALCOM. Two credits. *Offered on a 2-year rotation. May be taken twice.*

Span 232 Advanced Spanish Grammar

Study and practice of the mechanics of the Spanish language, focusing on common challenges for non-native Spanish speakers. Recommended for Spanish education majors and those who plan to attend graduate school. Course taught in Spanish. Prerequisite: SPAN 220, 221 or 222. Two credits. *Offered every third semester. May be taken twice.*

Span 280 Independent Study in Spanish

Span 290 Special Topics in Spanish

Span 298 Independent Research in Spanish

Span 330 Spanish Pronunciations and Dialect

A study of sound production, phonetic transcription, and dialectal features of the Spanish language. Emphasis on improving pronunciation through class and laboratory work. Prerequisite: SPAN 220, 221, 222, or 223. CRITTHNK. Two credits. *Offered spring semesters every four years.*

Span 331 Advanced Oral Communication

Study and practice of oral communication in formal and informal settings using the Spanish language. Students will discuss several cultural topics through direct exchange with native speakers and use of target-language sources. Course includes class discussions, research, debate and individual oral presentations. Course taught in Spanish. Prerequisite: SPAN 220, 221, 222, 223, or permission of instructor. ORALCOM. Two credits. *Offered spring semester every four years.*

Span 332 Advanced Composition and Creative Writing

Emphasis on all stages of writing from brainstorming to research methods including creative writing and writing for personal use. Course taught in Spanish. Prerequisite: SPAN 220, 221, 222, 223 or instructor permission. WRITCOM and INFOLIT. Two credits. *Offered fall semester every four years.*

Span 333 Translation

Why is studying translation important? And what does the act of translating ask of us as readers, as speakers of a language, as cultural analysts, as participants in a culture? We will explore the practice

of translating works of literature as well as other texts pertaining to, for example, a particular website, organization, etc. We will read translation theory in order to help us think about the choices we make as translators. In our exercises, we will examine how languages work and experiment with approaches for bringing text from one language into another. Prerequisite: SPAN 111/110 or instructor permission. CRITTHNK. Two credits. *Offered fall semester beginning fall 2022 on a rotation of every four years.*

Span 340 Latinx Communities

A study of the relationships among Latinx communities in the United States including issues of immigration, cultural assimilation, cultural identity and national identification with emphasis on the position Latinx communities hold in the national diversity and power hierarchy. Students will explore cultural topics, connect to local Latinx groups, and form community action plans to solve real problems in collaboration with members of the Latinx Community. Course taught in Spanish. Prerequisite: SPAN 220, 221 or 222. INTRCUL, COLLBLDR, and DIVRSTY. Four credits. *Offered on a 2-year rotation in May term.* Course may be repeated under different syllabus once.

Span 341 Film in Spanish

A study of culture, history, and language through film. Emphasis on listening, speaking, and cultural awareness. Course taught in Spanish. Prerequisite: SPAN 220, 221, or 222 or permission of instructor. ART and COLLBLDR. Four credits. *Offered on a 2-year rotation.*

Span 342 Cultural Topics in the Spanish-Speaking World

Theme-based courses which include readings, personal research, and media. Emphasis on discussions, student-centered projects and exploration of cultural ideology. Course taught in Spanish. Course may be repeated under a different theme. Prerequisite: SPAN 220, 221, 222, 223, or instructor permission. GLOBAL and ORALCOM. Four credits. *Offered spring semester every four years.*

Span 343 The Spanish-Speaking World through Text

An exploration of written expressions from the Spanish-speaking world which might include literature, poetry, essay, digital media and more. Through this text we will explore various aspects of cultural importance. Course taught in Spanish. Prerequisite: SPAN 220, 221, 222, 223, or instructor permission. WRITCOM and GLOBAL. Four credits. *Offered on a 4-year rotation.*

Span 345 Latin America: Reflections of the Past

A study of the major historical, social, and geographical factors which shape contemporary Latin American culture. Course taught in Spanish. Prerequisite: SPAN 220, 221, or 222. HSTRCL. Four credits. *Offered fall semester once every four years.*

Span 347 Sustainability and Environment

A study of the conversations, initiatives, and movements regarding sustainability and environment in the Spanish-speaking. Emphasis on listening, speaking, readings, and writing, as well as in cultural awareness. Course taught in Spanish. Prerequisite: SPAN 220, 221, 222, 223 and by instructor permission. CRITTHNK and GLOBAL. Four credits. *Offered spring semester on a 4-year rotation.*

Span 349 The Spanish-speaking World through Image

An exploration of images from the Spanish-speaking world, which might include murals, street art, posters, paintings, and more. Through these images and the socio-historical circumstance in which they were made we will explore various aspects of cultural importance. Course

taught in Spanish. Prerequisite: SPAN 220, 221, 222, 223 or by instructor permission. GLOBAL and ORALCOM. Four credits. *Offered fall semester on a 4-year rotation.*

Span 360 Tutorial Internship

Testing, tutoring, lecturing and leading of discussion groups in selected Spanish courses.

Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the Spanish major. Course may be repeated. One to four credits. *Offered on a 2-year rotation.*

Span 380 Independent Study in Spanish

Span 385 Senior Research Paper

Senior capstone experience for Latin American Studies Minor. In this course students will be responsible for writing a major research paper on a topic related to Latin America, in consultation with a member of the LAS faculty or the LAS Director. Students will be expected to present their research at the year-end LAS banquet. One credit. *Offered spring semesters.*

Span 390 Special Topics in Spanish

Span 398 Independent Research in Spanish

World Language and Culture Studies (WLCS) Courses

WLCS 101/102 Elementary Language for proficiency I and II

These courses cover basic language skills (reading, writing, listening, and speaking) as well as cultural information pertinent to the world language taught. They may be used to complete the language competency requirement. Four credits.

WLCS 120 Analyzing Cultural Perspectives

An introduction to studying culture through examples from the French-, German-, and Spanish-speaking world. Emphasis on analyzing different world views, other cultures' perspectives of the U.S., the relationship between language and culture, subculture characteristics, and cultural stereotypes. Taught in English. Four credits.

WLCS 122 Culture Studies through Film

An analysis of cultural meaning in international and domestic films. Emphasis on examining stereotypes, cross-cultural misunderstandings, underlying cultural values, surface vs. deep culture, the relationship between language and culture, and the characteristics of one's home culture in relation to those of other cultures around the world. Taught in English. Four credits.

WLCS 150 Decoding Cultures

An introduction to the theory and practice of intercultural competence. Students employ critical thinking skills to analyze culture-specific products and practices, such as traditions, customs, social institutions, intercultural relations, stereotypes, and other relevant area of inquiry. Comparison and contrast of underlying native and nonnative cultural perspectives will be central to the course. DIVRSTY & HBS. Four credits. *Offered every semester.*

WLCS 330 Study Abroad Capstone

A retrospective analysis of study abroad experiences combined with strategies for continued cultural learning based on previous and future experiences. Students complete and present a study-abroad portfolio documenting their learning overseas and plan future learning. Taught in English.

Prerequisite: Six study abroad credits in a French-, German-, or Spanish-speaking country. WRITCOM. Two credits. *Offered every fall semester.*

WLCS 365 Senior Capstone

A capstone experience designed to give students the opportunity to engage in mentored independent research leading to a project and presentation. ORALCOM. Two credits. Offered every fall semester.

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FULL-TIME FACULTY
2023-2024**

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Illinois, 1999

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B.A., Appalachian State University, 1995; M.A., Syracuse University, 1999; Ph.D., Syracuse
University, 2006

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B.A., Pomona College, 1992; M.Phil, University of Dublin, 1994
M.A., Northwestern University, 1998; Ph.D., Northwestern University, 2002

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B.S., Miami University, 1995; M.S.J., Northwestern University, 1997

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- B.A., Simpson College, 1979; M.S.W., University of Washington, 1983;
J.D., Southern University, 1989; Ph.D., Iowa State University, 2015
- HENRY TARCO CARRERA**, Ph.D. (2022) Visiting Assistant Professor of Spanish
B.A., Judson University/ECC, 2000; M.A., Roosevelt University, 2003; M.A., State University
of New York, 2013; Ph.D., University of Alabama, 2020
- BRADI DARRAH**, Ph.D., (2023) Assistant Professor of Secondary Education
B.A., Simpson College, 2006; M.A. Northern Arizona University, 2008; Ph.D., Drake
University, 2022
- LINDSAY DITZLER**, Ph.D. (2014) Associate Professor of Chemistry
Co-Chair of the Department of Chemistry & Physics
B.A., Monmouth College, 2007; Ph.D., University of Iowa, 2012
- AMY M. DOLING**, Ph.D. (2002) Professor of Biology
B.S., Emory University, 1996; Ph.D., Harvard University, 2002
- JACY DOWNEY**, Ph.D. (2015) Associate Professor of Health Services (BAE)
B.A., Simpson College, 1997; M.P.H. Des Moines University, 2001; Ph.D., Iowa State
University, 2014
- CYNTHIA (CYD) M. DYER**, M.A. (1978) College Librarian/Archivist; Professor
B.A., University of Iowa, 1977; M.A., University of Iowa, 1978
- MICHAEL (MIKE) ECKERTY**, D.M.A. (2008) Professor of Music
Head of the Division of Visual & Performing Arts
B.M.E., Baylor University, 1996; M.M. (Bassoon Performance) University of Missouri-
Kansas City, 2001; M.M. (Conducting) University of Missouri-Kansas City, 2002; D.M.A.,
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Chair of the Department of Music
B.A., Mankato State University, 1982;
Ph.D., State University of New York at Albany, 1988
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B.A., Boise State University, 2017; M.A. Gonzaga University, 2022
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B.A., Tufts University, (2007); M.S., California State University, Northridge, (2014); M.A.,
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- DAVID FOSHEE**, Ph.D. (2022) Assistant Professor of Spanish
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2021
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B.A., University of Wisconsin - Green Bay, 1987; M.A., University of Michigan, 1991; Ph.D.,
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B.A., Lawrence University, 1973; Ph.D., Cornell University, 1980; M.B.A., Syracuse University, 1982

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DMA, University of North Texas, 2019; M.A. Eastern Washington University, 2009; B.M., Eastern Washington University, 2006

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B.A., State University of Haiti; 1996; B.Sc., State University of Haiti, 1997 M.A., Indiana University, 2000; Ph.D., Indiana University, 2010

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 B.S., Shahid Beheshti University, 2002; M.S., Shahid Beheshti University, 2005 Ph.D., Texas Woman's University, 2014

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 B.A., Monmouth College, 1987; Ph.D., University of Iowa, 1991

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 B.M., University of Maryland, 2014; M.M., Indiana University, 2016; D.M., Indiana University, 2020

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Union Presbyterian Seminary, 2010
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- Iowa, 1995
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B.S., Sophia College, University of Mumbai, India, 2001;
M.Sc., Sophia College, University of Mumbai, India 2003; Ph.D., Miami University, Ohio,
2013
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- RACHEL TERLOP**, Ph.D. (2023) Assistant Professor of Teacher Education
Ph.D., University of Metaphysical Sciences, 2002; M. Div., University of Metaphysical
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University, 2017; B.S. Ed, Baldwin-Wallace University, 2013
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Chair of the Department of World Languages and Culture Studies
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B.A., Olivet College, 1990; M.F.A., University of Nebraska-Lincoln, 1993

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Dean of Continuing, Graduate & Online Programs

B.A., University of Akron 1989;

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D.M.A., Michigan State University, 2010