



SPRING HILL
COLLEGE

2018-2019
Bulletin of Information

TRADITIONAL UNDERGRADUATE
NON-TRADITIONAL CONTINUING STUDIES
GRADUATE
COURSES AND DEGREES

4000 Dauphin Street
Mobile, Alabama 36608

SHC.edu

Spring Hill College

Bulletin of Information

The Spring Hill College *Bulletin of Information* is the official statement of the academic, admissions, financial, and financial aid policies of Spring Hill College and of the requirements for the academic degrees offered by the College. The *Bulletin of Information* is published annually and is available in digital form on the website of the Spring Hill College Registrar's Office. Spring Hill College reserves the right to make changes and reasonable substitutions in the policies, programs and courses in the *Bulletin of Information*.

Spring Hill College operates under its academic, admissions, financial and financial aid policies as published in the *Bulletin of Information* for the current academic year.

Spring Hill College reserves to itself the right to adapt and change any and all policies relevant to the proper functioning of the College, its educational philosophy and practical measures to be followed. This explicitly includes courses and academic programs as well as regulations involving student life and conduct. The College understands these conditions to be relevant to all students, both formerly and currently enrolled.

Bulletin of Record

Each student will be evaluated for the completion of degree requirements according to the student's *Bulletin of record*. The student must fulfill all core curriculum and major requirements for his or her degree as published in the *Bulletin of record*. The *Bulletin of record* is the edition of the *Bulletin of Information* at the time of the student's initial enrollment at Spring Hill College, provided that the student does not withdraw from the College or fail to register for a period of more than four semesters.

A student may choose a more recent edition of the *Bulletin of Information* as his or her *Bulletin of record*. A student who desires to change his or her *Bulletin of record* must consult with the academic advisor, submit a written request to the Registrar and receive written confirmation in return that the change has been approved. A student may not choose an edition of the *Bulletin of Information* that was in effect prior to his or her initial enrollment as the *Bulletin of record*.

The *Bulletin of record* for a student who changes his or her major is the *Bulletin of Information* in effect at the time of the change.

Procedures for Appeals and Complaints

Students may seek the resolution of disagreements that arise from the application of the policies of the College as set forth in this *Bulletin of Information* through the appeal process that is appropriate for the particular disagreement or by conferring with the chairperson or director of the area in which the disagreement has arisen. If the disagreement cannot be resolved through these procedures, the student may appeal to the vice president who is responsible for supervising the area in which the disagreement has arisen. Students may inquire about the procedures for making appeals through the Office of Student Advising Services.

If a disagreement cannot be resolved through an appeal procedure, the student may present a formal, written complaint to the president of the College. The College's policy for student complaints and the form for presenting formal complaints are available in the "About SHC" section of the College's website at www.shc.edu.

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I.

General Information

PROMISE STATEMENT

In defining and clarifying our identity, we have developed a statement at Spring Hill which embodies our distinctiveness:

"Forming leaders engaged in learning, faith, justice and service for life."

Mission Statement

Rooted in its Catholic heritage and continuing the centuries-old Jesuit tradition of educational excellence, Spring Hill College forms students to become responsible leaders in service to others.

We offer all students a thorough preparation for professional excellence, and we strive to awaken mind and spirit to the pursuit of truth and to an ever-deepening appreciation of the beauty of creation, the dignity of life, the demands of justice and the mystery of God's love.

In our community of living and learning, we are committed to the Jesuit tradition of *cura personalis*, that is, a care for the spiritual, social and intellectual growth of each person.

Through informed dialogue with the world's cultures, religions and peoples, we promote solidarity with the entire human family.

And true to the Catholic and biblical tradition, we nurture both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

February 2014

A COMPREHENSIVE LIBERAL ARTS COLLEGE

The tradition and identity of Spring Hill have thus been formed from the strength of its Catholic heritage and its Jesuit spirituality and educational philosophy. Indeed, the College derives its academic character from its insistence on the primary importance of the liberal arts and sciences. It offers a multi-dimensional education, providing students the humanistic foundation for a life of continuous learning.

Through the Core Curriculum, adapted from the values-oriented program of studies of the Jesuit tradition, students explore artistic, historical, scientific, philosophical, and religious approaches to reality. Methods and principles are stressed and an emphasis is placed on the quest for understanding. These studies are designed to assist students in developing breadth and variety of knowledge as well as skills in analysis, synthesis and judgment. Combined with specialized studies in major areas, which prepare students directly for careers or graduate school, the liberal arts and sciences provide the context for both integration of knowledge and clarification of values.

Through such knowledge and skills, the College aims at fostering the intellectual growth of men and women who are free from ignorance, narrowness of interest, and bigotry. True to its heritage, the College recognizes its responsibility to transmit Christian values and to challenge students to the highest ideals.

The College also recognizes its responsibility to carry its educational vision to the broader community by developing programs, both graduate and undergraduate, which respond to the needs of the growing number of non-traditional students in its local area and by extending its theological resources to the service of the Catholic Southeast.

CHARACTERISTICS OF SPRING HILL COLLEGE

Spring Hill draws its inspiration from the religious, humanistic vision of Ignatius Loyola who started his first schools in the middle of the sixteenth century. He wanted to bring to the Renaissance world of his time the knowledge that the world is charged with the grandeur of God, as the nineteenth-century Jesuit poet, Gerard Manley Hopkins, would write; and he hoped to lead people to a knowledge of that God. In this desire to serve his world and his Church, he recognized that education was a key element. He knew that a disciplined growth in the knowledge and understanding of creation, grounded in faith, is indispensable for the right ordering of society. Both Ignatius and his followers, to achieve their vision, regarded certain characteristics essential to the identity of their educational institutions; they are expectations demanded of our students, and they are qualities that strengthen and perpetuate the education provided by Spring Hill College.

Academic Excellence

Spring Hill College is committed to academic excellence. In an atmosphere of open inquiry, students and teachers together experience the significance of the intellectual life; they learn that it establishes a society's cultural values and is responsible for the communication of those values to future generations. Thus, the academic community pursues and shares knowledge through serious scholarship in a desire to know the truth of creation, appreciate its beauty and serve it with humility.

To accomplish this, the College employs selective enrollment, and it recruits faculty who have either already demonstrated excellence in teaching or who exhibit a desire to excel; it further encourages the faculty's continuing academic development. These dedicated faculty carry on the Jesuit tradition of vigorous intellectual discipline and an attention to detail that are the foundation of learning. And though such learning takes place primarily in the classroom, in the interaction between student and teacher and in hours of careful study, the wider ranges of campus life are also meant to provide opportunities for intellectual stimulation.

Leadership

Learning is the empowerment that makes authority and constructive action possible. Campus life – both curricular and extra-curricular – involves students in active learning experiences that are designed to help them grow creatively, and the personal size of the student body ensures effective participation by everyone. Students are thus encouraged to take positions of responsibility; and they often find themselves judged, formally or informally, on their ability to lead. This nurturing environment fosters initiative and determination, and helps students to become dynamic leaders whose dedication and courage in serving others ennoble their community.

Personal Development

Every aspect of campus life has as its purpose the formation of the balanced person who, through habits of reflection, through enriching relationships with other students and with teachers, develops a mature world-view. These opportunities are not limited to the academic; rather, residence hall life, intercollegiate and intramural athletic competition, liturgies, retreats and campus social functions all serve to promote individual development within the community. The College offers its students the joy of learning and the excitement of personal discovery. Students thus become self-disciplined, open to growth and aware of the responsibilities that true freedom demands.

Community

The College attempts to create a genuine community based on the pursuit, common to students and faculty, of intellectual growth and personal development. Concern for the individual person – what Jesuits have traditionally called *cura personalis* – is a fundamental characteristic of the Spring Hill community. This personalized care, possible because of the College's comfortable size, allows each student to develop individually, but also, and simultaneously, as a member of a community bonded by shared ideals. Members of a community are galvanized by unity of purpose, they appropriate the community's ideals for themselves and have a stake in their fulfillment; in advancing these ideals, they become leaders.

Diversity

The College purposely seeks a diverse student body. Given the interdependence of the global environment, diversity is a practical preparation for life, but it is also a stimulation to a well-rounded education. Diversity is richness. Thus the College welcomes students of varying nationalities, geographic regions, ages and religions, as well as diverse social and economic backgrounds. The one common element the College seeks in all its students is an openness to the values of a personalized, Jesuit, liberal arts education.

Service

The Spring Hill experience, therefore, in all its dimensions, challenges students to excel as informed and responsible leaders in service to others. Recognizing and serving the needs of one another is an important facet of campus life, and students are faced with this responsibility on a daily basis. But that responsibility extends far beyond campus boundaries: the call to serve has been made more urgent than ever in Jesuit institutions by the commitment of the Society of Jesus to promote faith by seeking the justice that the gospel demands.

This is a call to Christian love – the disposition to love others as God loves us – which the College community believes should be the overriding influence on its every action, its every decision. Students should, through the education Spring Hill offers, be made aware of their special obligations to the world of the disadvantaged and the impoverished. They are urged to share with the College its responsibility to bring political, social and cultural benefit to the Mobile community and, ultimately, to society at large.

GOALS STATEMENT

Reflecting the Catholic, Jesuit philosophy of learning, that, ultimately, faith, reason and justice are inextricably related to one another, the goals of Spring Hill College seek to promote an integrated education of the whole person, while respecting the value of diversity and the fundamental importance of free inquiry. The educational and institutional goals of the College are:

For its students:

To develop students' intellectual capacities for critical thinking, coherent writing and articulate speaking by building skills in analysis, synthesis and judgment and by cultivating the quest for understanding and the desire for truth.

To provide a humanistic foundation for a life of continuous learning, through a Core Curriculum, that explores artistic, historical, scientific, philosophical and religious approaches to reality.

To develop depth of understanding in an area of specialization which provides a foundation for a productive professional life.

To provide challenge and guidance to the process of moral development and personal integration of values by deepening a sense of responsibility and respect for the needs and rights of others, along with a mature self-respect and self-confidence.

To promote the growth of social awareness and responsibility, especially through an appreciation and understanding of cultural diversity and the fundamental solidarity of the entire human community, and through cultivation of a reflective sensitivity to human misery and exploitation, which recognizes the continuing need for empowerment of the marginalized in society.

To develop students' capacities and desires for leadership and service as active participants in the life of church and society.

To awaken and deepen a mature sense of faith, a reflective and personal integration of reason, faith, and justice.

To develop a sense of the interrelatedness of reality and the ultimate integration of knowledge, rooted in the mystery of God and revealed in the Incarnation of the Word, Jesus Christ.

For the institution:

To build a true community of learning by focusing all sectors of the College on the common goal of personalized, holistic, student-centered education.

To direct faculty recruitment and faculty development towards promoting quality teaching, active scholarship and shared mission.

To strengthen the distinctive mission of the College by developing and implementing strategies to build shared responsibility for Spring Hill's Jesuit tradition at all levels of the College community.

To engage in systematic planning through a broad-based, ongoing planning and evaluation process in order to facilitate continued growth in institutional effectiveness.

To serve as an educational resource for the Catholic faith community of the Southeast.

To serve as an educational and cultural resource for the Mobile community and the metropolitan area.

The College

CORPORATE TITLE

The legal corporate title of the College is: Spring Hill College. This title should be used for all legal purposes.

HISTORY

Founded in 1830 by the Most Rev. Michael Portier, DD, Mobile's first Catholic bishop, Spring Hill College is the oldest continuously operated, private institution of higher education in the state of Alabama, the first Catholic college in the Southeast, and the third oldest Jesuit and fifth oldest Catholic college in the United States.

Bishop Portier originally purchased 300 acres of land six miles west of the City of Mobile to establish a seminary and boarding school. His vision was to provide boys under the age of 12 with an education in classical and modern languages, mathematics, geography, astronomy, history, belles lettres, physics and chemistry. The school had 30 students its first year and was initially staffed by Portier (who taught Greek), two priests and four seminarians. By 1832, the age restriction had been eased and enrollment increased to approximately 130 students.

In 1847, Bishop Portier invited the Fathers of the Lyon Province of the Society of Jesus to take possession of the College, and, like other Jesuit schools, Spring Hill began to follow a European model of education in which students began attending at nine years old and proceeded through both secondary and collegiate levels. The sons of Mobile's established families, representing multiple denominations and faith traditions, attended Spring Hill High School and College.

Through the guidance of the Jesuits, Spring Hill continued to thrive and meet the educational needs of its community as it entered the twentieth century. In 1932, the school developed and launched an extension program offering Saturday classes aimed at adults. For the first time in its history, women were admitted into its programs. These developments were followed by another important change of historical significance – the closing of the high school in 1935.

Presidents Patrick Donnelley, SJ, and Andrew Smith, SJ, brought landmark changes to the College after World War II. Both men viewed racial segregation as an ethical and moral dilemma, and in 1954, Smith presided over the enrollment of nine African-American students to the College. Fannie Motley was the first African-American graduate of the College in 1956. For 10 years, Spring Hill was the first and only integrated college in the south, earning the respect of many and the ire of some. Spring Hill's leadership on integration is mentioned by Dr. Martin Luther King Jr. in his 1963 *Letter from a Birmingham Jail*.

Spring Hill College's foundation as a Jesuit, Catholic, liberal arts institution of higher learning has shaped its mission, which centers on forming leaders engaged in learning, faith, justice and service for life. The Foley Community Service Center, named for the Rev. Albert S. Foley, SJ, is part of the College's ongoing commitment to service, with Spring Hill College students providing more than 25,000 hours of service to the local community each year. The International Service Immersion Program (ISIP) has provided numerous Spring Hill College students with life-changing

experiences in service to others in the Caribbean and Central America for 13 years. An inaugural alumni ISIP trip was added in 2016 due to the overwhelming success of the program.

Spring Hill College's Carnegie Classification is as a baccalaureate college, with an arts and sciences focus. The College offers 45+ undergraduate and eight graduate degrees through eight academic divisions and annually enrolls more than 1,400 undergraduate students. Spring Hill competitively fields sixteen teams in NCAA Division II sports and four club sports as well as two spirit squads. The College boasts a thriving campus life with more than 70 student organizations, including a wide array of co-curricular and student activities, an engaged Campus Ministry, and numerous programs. Since 2010, the College has partnered with the University of Bologna to create Spring Hill College's Italy Center, which, in its mission to facilitate a truly immersive learning experience, provides students rich opportunities to study abroad and participate in social justice travel, research and internships.

Focused on the Jesuit principle of *cura personalis*, or care and development of the whole person, Spring Hill College is a close-knit community centered on the success of each student. Through a cohesive undergraduate experience, a solid foundation in the liberal arts and innovative programs designed to engage students in both service-based learning and vocational discernment, students are encouraged to actively build skills, discover passions and reflect upon strengths and areas of opportunity as they plan their futures.

HERALDIC ARMS OF THE COLLEGE

The disposition of the shield per pale divides the College arms vertically into a silver and gold field to indicate that Spring Hill College is a college of arts and sciences.

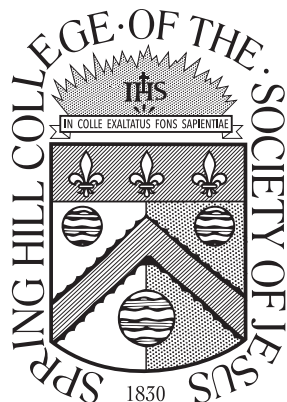
The hood of an academic gown is usually bordered in silver or white for arts and letters and in yellow or gold for science. Over this composite field is charged an indented chevron, which forms at once an artistic variation of a carpenter's square and also expresses, by the indentations, the teeth of a saw to represent St. Joseph the Carpenter, who is the patron of Spring Hill College.

The chevron is surrounded by three "fountains," the heraldic equivalent of springs, to betoken the title of the College. This affords a form of canting arms or *armes parlantes*, which bespeaks or announces the name of the bearer. The medieval heralds were extremely fond of this type of symbolism.

The college colors prevail in the purple chief (upper compartment), charged as it is with three silver fleurs de lis, the French form of the lily, to symbolize the French origin of the College. The lilies or fleurs de lis are also a traditional symbol of St. Joseph, patron of the College.

The crest with the golden flames and the three nails in pile beneath the Greek letters Iota, the crossed Eta and Sigma, constitute the insignia of the Society of Jesus under whose direction the College is operated.

The motto, *In Colle Exaltatus Fons Sapientiae*, "A Spring of Wisdom Lifted Up on the Hill," recalls both the name of the College and its inspiration in Christ, the Wisdom of God, lifted up on the hill of Calvary.



GOVERNANCE

The governance of Spring Hill College is the sole responsibility of the Board of Trustees of Spring Hill College, whose legal title is: Spring Hill College, chartered by the Legislature of the State of Alabama on January 9, 1836. The Charter of the College, as amended in 1974, 1980, 2005 and 2015, defines the role of the Board of Trustees. The College is a Catholic, liberal arts college under the sponsorship of the USA Central and Southern Province of the Society of Jesus. Spring Hill College is an autonomous institution in its governance with all authority and ownership vested in the Board of Trustees, and it receives no direct support from either public or ecclesiastical sources.

JESUIT EDUCATION

One of 28 Jesuit colleges and universities in the United States and 235 throughout the world, Spring Hill College is heir to a renowned and successful system of Jesuit, liberal arts education. The system derives its traditions and ideals from four centuries of academic experience and educational wisdom.

The Society of Jesus was founded by St. Ignatius of Loyola in 1534. His world-view led him to emphasize the importance of action as a necessary result of knowledge and contemplation—not action in itself, but action enlightened by unbiased reason and reasonable faith. He also emphasized flexibility in the use of all legitimate means and encouraged experimentation to discover the most effective means of achieving goals. He encouraged everyone to build a better earth, a true kingdom of God. It is these and other Ignatian ideals that give Jesuit education its distinctive character.

ACCREDITATION, AFFILIATIONS AND MEMBERSHIPS

Spring Hill College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane; Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Spring Hill College.

Spring Hill students are accepted for graduate and professional study by leading colleges and universities in all parts of the country. Spring Hill's education programs are approved by the Alabama State Board of Education.

The Division of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20036-1102
(202) 887-6791

Spring Hill College is a member of the National Collegiate Athletic Association – Division II (NCAA) and the Southern Intercollegiate Athletic Conference (SIAC).

In addition to affiliations in specialized areas and disciplines, the College holds memberships in the American Council on Education, the National Association of Independent Colleges and Universities, the National Catholic Educational Association, the Association of Catholic Colleges and Universities, the Association of Jesuit

Colleges and Universities, the Alabama Association of Independent Colleges, the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, Council on Undergraduate Research, the American Association of Colleges for Teacher Education, the Alabama Association of Colleges for Teacher Education, and the National Association of Intercollegiate Athletics.

The College is an established center for the American College Testing program and the Educational Testing Service. Tests for admission to professional schools are administered at regular intervals.

Summary Listing of Academic Programs

Below is a summary listing of the academic programs offered by Spring Hill College.

Specific requirements for the various degree programs appear in more detailed form in Parts II-IV of this Bulletin. These parts are organized according to the academic program structure of the College: traditional undergraduate programs, continuing studies (non-traditional undergraduate) programs, and graduate programs. Traditional programs are those normally offered during the daytime in the semester format. They are largely designed to meet the needs of the traditional college student, the student pursuing a college education in residence following graduation from high school. The continuing studies program is oriented toward the non-traditional student, usually working adults or those interested in pursuing the college degree outside of the daytime format. The continuing studies program operates on fall and spring semesters, and two summer sessions. These two approaches to undergraduate education differ principally in scheduling, clientele served, and the time required to complete the program. In terms of academic standards and quality, the programs are parallel. Graduate programs are designed for post-baccalaureate students seeking specialized, advanced knowledge in a particular department for career enhancement purposes and/or personal intellectual satisfaction.

Specific programs are offered within this tripartite structure by the eight academic divisions of the College: business; communication, fine and performing arts; languages and literature; nursing; philosophy and theology; science and mathematics; social sciences; and education.

ACADEMIC DIVISIONS AND PROGRAMS OFFERED

(Entries following "/" indicate an area of concentration within the major or minor program; entries showing two disciplines combined with "-" indicate a major combining the disciplines.)

TRADITIONAL BACCALAUREATE (4-YEAR) PROGRAMS

Bachelor of Arts (BA), Science (BS), or Nursing (BSN) Degree Programs

Business

Business Administration (Minor)

Business Administration/Accounting (BS-Major)(Minor)

Business Administration/Computer Information Systems (BS-Major)(Minor)

Business Administration/Financial Economics (BS-Major)

Business Administration/International Business (BS-Major)

Business Administration/Management and Marketing (BS-Major)(Minor)

Business Administration/Business Analytics (Minor)

Finance (Minor)

Communication, Visual and Performing Arts

Communication Arts/Public Relations and Advertising (BA-Major)(Minor)

Communication Arts/Digital Video Production (BA-Major)(Minor)

Communication Arts/Journalism (BA-Major)(Minor)

Graphic Design (BA-Major)(Minor)

Performing and Media Arts (BA-Major)(Minor)

Studio Art (BA-Major)(Minor)

Education

Child Development Education (BS-Major) *Non-Certification*

Early Childhood Education (BS-Major)

Elementary Education (BS-Major)

Secondary Education (BS-Major)

Languages and Literature

English (BA-Major)(Minor) French (Minor)

Hispanic Studies (BA-Major)

Writing (BA-Major)(Minor)

Spanish (Minor)

Nursing

Professional Nursing (BSN-Major)

BSN/PreMed Track (BSN)

Philosophy and Theology

Philosophy (BA-Major)(Minor)

Theology (BA-Major)(Minor)

Science and Mathematics

Biology (Minor)

Biology/Cell and Molecular Biology (BS-Major)(Minor)

Biology/Pre-Health Science (BS-Major)

Biology/Organismal/Marine Biology (BS-Major)

Biochemistry (BS-Major)(Minor)

Chemistry (BS-Major)(Minor)

Engineering Dual Degree (BS-Major)

Health Sciences (BS-Major)(Minor)

Mathematics (Minor)

Mathematics/Actuarial (BS-Major)

Mathematics/Applied (BS-Major)

Mathematics/Computer Analysis (BS-Major)

Mathematics/Pure (BS-Major)

Social Sciences

History (BA-Major)(Minor)

International Studies (BS-Major)(Minor)

Latin American Studies (Minor)

Political Science (BS-Major)(Minor)

Pre-Law (Minor)

Psychology (BS-Major)(Minor)

Social Science (BS-Major)

Sociology (BA-Major/Minor)

Sociology/Criminology (BA-Major)

INTERDISCIPLINARY STUDIES AND OTHER PROGRAMS

Air Force and Army ROTC
Forensic Science (Minor)
General Studies (BS-Major)
Honors Program
Interdisciplinary Studies (BA or BS-Major)

NON-TRADITIONAL/ADULT-ORIENTED PROGRAMS-BACCALAUREATE

General Studies (Non-traditional)(BS-Major)
Theology (BA-Major)

CERTIFICATE PROGRAMS

Leadership and Ethics (Graduate and Undergraduate)
Logistics and Supply Chain Management (Graduate)
Post-Baccalaureate Premedical Studies
Post-Master's Certificate for Clinical Nurse Leader
Spiritual Direction or Faith Companioning
Studio Art
Theological Studies

SPECIAL PROGRAMS

Foreign Language Proficiency
Spirituality (Continuing Education Units)
Spring Hill College in Italy

GRADUATE STUDIES

Business Administration (Master of Business Administration)
Clinical Nurse Leader (Master of Science in Nursing)
Early Childhood Education (Master of Science)
Educational Theory (Master of Science)
Elementary Education (Master of Science)
Liberal Arts (Master of Liberal Arts)
Pastoral Studies (Master of Pastoral Studies)
Secondary Education (Master of Science)
Teaching in Early Childhood Education (Master of Arts in Teaching)
Teaching in Elementary Education (Master of Arts in Teaching)
Teaching in Secondary Education (Master of Arts in Teaching)
Theology (Master of Arts)
Theological Studies (Master of Theological Studies)

Special Programs and Services

ACADEMIC SUPPORT

Director: Tracey Childs, PhD

The Academic Support office promotes effective learning for all students at Spring Hill College through a variety of services and programs. The office coordinates Purple Alert, the college's official early alert system, which is aimed to help students identify resources to combat issues that hinder their success. In addition, the office coordinates Student Success Coaches who serve as the initial point of contact for students who have questions about campus resources. The office also provides support and in introductory courses ranging from logic, chemistry and other introductory quantitative courses to foreign language, social science and theology. Peer tutors work with groups and individual students of all ability levels.

Aimed at increasing academic success and retention, the Academic Support office coordinates support services to specific populations, including all first-time freshmen and the Donnelly Scholars. In addition, staff members provide support for first-year students on academic probation and students admitted conditionally to the College. The academic support staff is also responsible for classroom accommodations for students with documented and self-disclosed disabilities. The office is located on the first floor of the Burke Memorial Library.

THE ALBERT S. FOLEY, SJ, COMMUNITY SERVICE CENTER

Director: Erik P. Goldschmidt, PhD

The Foley Center was founded in 1992 to honor the memory of Albert S. Foley, SJ, a leader in the struggle for racial equality in Mobile. The Foley Center promotes and coordinates service activities for students, staff and faculty at Spring Hill College. The goals of the Foley Center are to support the formation of students in becoming leaders for justice and service for life, assist faculty in the implementation of service-learning pedagogy in their courses and optimize the support of Spring Hill College for local nonprofit community partners.

To accomplish these goals, the Foley Center partners with nearly 50 community organizations to place students in direct and sustained service opportunities. The Foley Center also sponsors and staffs several tutoring programs in the Mobile County Public School System and offers free English classes for immigrants and refugees. The Foley Center works with Student Activities to identify community service needs and assist with service activities upon request by student organizations. The office is located on the second floor of the Lucey Administration Center, rooms 263 and 264.

CENTER FOR ACADEMIC EXCELLENCE

Directors: Meg Smith, PhD and Sandy Mayo, PhD

The Center for Academic Excellence seeks to support writing and quantitative reasoning across the curriculum for students of all ability levels. Tutors and students assist in shaping the CAE's goals, objectives, and services. The CAE provides students with opportunities to become active learners and critical thinkers in a collaborative setting that is facilitated by peer tutors and the CAE's faculty members. The center is located on the first floor of the Burke Memorial Library in room 107.

COHESIVE UNDERGRADUATE EXPERIENCE (CUE)

Director: Jennifer M. Good, PhD

The Cohesive Undergraduate Experience (CUE), housed in the Office of Academic Affairs, supports the intellectual, spiritual, social and professional development of undergraduate students. The three developmental program elements – LEAP, CLIMB and REACH – provide the framework for a cohesive and integrated undergraduate experience.

LEAP: Learning, Engagement, Awareness and Personal Growth

LEAP is the entry-level program for the Cohesive Undergraduate Experience. In the first-year LEAP course, students are introduced to experiences that promote personal growth, intellectual development and social awareness and engagement in ways that connect to all areas of the College and to our Promise Statement – learning, faith, justice and service for life. The LEAP course is a freshman core course combined with a 1-credit-hour lab. LEAP courses are versions of ordinary core courses specially designed to give freshmen an engaging and relevant introduction to college (adult) life and learning in the larger community (local, national and global). Only incoming freshmen can be in a LEAP course. Every incoming freshman will take only one LEAP course with a lab.

The course consists of two parts to total four hours of credit: the core course (three credit hours) based on a predetermined theme that meets at its regular three-hour time slot and a lab (one credit hour) that meets at its Monday, 12:15 p.m. time slot and also at other times for required co-curricular activities.

CLIMB: Community Learning, Integrated, Mission Based

CLIMB is a high-impact learning experience that exposes students in the middle years (sophomore and junior years) to the wider community in a way that promotes “becoming” and relies on the Jesuit model of experience, reflection and action.

CLIMB experiences rely upon real-world exposure to help students transfer concepts and knowledge taught in a classroom setting into the broader community, emphasize challenges to social justice and help students express relationship with people different from themselves. Because CLIMB is part of the required Core Curriculum (see Core Curriculum), CLIMB experiences, both curricular and co-curricular, are labeled with a C on degree audits.

REACH: Reflection on Experience, Accomplishments, Career/Coursework, Horizons

REACH is an opportunity to reflect upon and integrate experiences inside and outside the classroom when students draw near the completion of their academic careers at Spring Hill College.

Through the use of an ePortfolio throughout the cohesive undergraduate experience as a repository of work, students build their personal website, providing documents and reflections that showcase their growth and learning. REACH is the opportunity to present their learning captured in the ePortfolio to faculty, staff, peers and invited members of the community. Students make connections, typically in the senior year, from personal goals to spiritual and professional goals. The integration of these aspects of their development are shared with others as students look forward toward their lives after Spring Hill College.

HONORS PROGRAM

(See Interdisciplinary and Other Programs)

INTERCOLLEGIATE SPORTS AND RECREATION PROGRAMS

Currently, Spring Hill College sponsors 16 intercollegiate athletic teams which include soccer (men and women), cross country (men and women), golf (men and women), basketball (men and women), outdoor track and field (men and women), tennis (men and women), women's softball, women's volleyball, women's beach volleyball and men's baseball. Athletic scholarships are available.

Additionally, Spring Hill College currently sponsors six formalized club sports teams including rugby (men and women), bowling (men and women) and cheer and dance.

A general recreational sports and fitness program is open to all students. The recreation, intramurals and intercollegiate athletic programs are housed in the Arthur R. Outlaw Recreational Center. For additional information call the Department of Athletics at 251-380-3485.

ITALY CENTER AND STUDY ABROAD

Director of the Italy Center (Bologna): Todd Waller, PhD

Assistant Director of the Italy Center (SHC Campus): Jordan Byrne

Spring Hill College offers students a distinctive study abroad experience in Bologna, Italy, while they complete courses that meet their degree requirements and stay on schedule for graduation with their class. Programs for both semester-long and summer study are available with opportunities for social justice-related travel and service learning experiences. While in Italy, students live, attend class and take meals in an American-style residence hall alongside Italian honors students of the University of Bologna. Students do not need to speak Italian to participate.

During the fall and spring semesters of each year, the Italy Center offers courses that meet the curricular requirements common to second-semester sophomores and first-semester juniors. Courses are taught in English by faculty members who live in Italy, many of whom earned their graduate degrees at United States universities. The schedule of courses is posted on the Italy Center website to assist students and their academic advisors as they plan their course of study.

Students may apply to study at the Spring Hill College Italy Center at any time by completing the application.

LECTURE SERIES

Spring Hill College sponsors four annual lectures, the Portier and Rimes lectures in the fall semester and the Suarez and Boyle lectures in the spring semester. The Portier lecture, established in 1980 to honor Michael Portier, DD, the first bishop of Mobile and the founder of the College, addresses issues of general historical interest. The Rimes lecture, established in 1986 to honor William J. Rimes, SJ, a distinguished chemistry professor and a former president of the College, explores the influence of science upon society. The Suarez Lecture, begun in 1965, is named after the famous sixteenth century Jesuit, Francisco Suarez, SJ, and addresses timely issues of philosophical and theological interest. In 1996, the Boyle Lecture Series was initiated to honor Charles Boyle, PhD, professor emeritus in English, by offering a lecture by notable writers or literary scholars, mostly drawn from the Southern Region. Dr. Boyle passed away in 2012.

The Thomas More Lecture, inaugurated in 2015, is co-sponsored by the Department of Political Science and Law (with the St. Thomas More Catholic Lawyers Guild). It addresses political and moral issues in the law and is named for the noted Renaissance English humanist and patron saint of statesmen and politicians.

MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

Liaison Officer: Charles M. Chester, PhD

The Marine Environmental Sciences Consortium (MESc) is a public, nonprofit corporation dedicated to providing marine education, research and service to the State of Alabama. Spring Hill College is one of 23 member-institutions in the Consortium, which offers a series of courses in marine environmental sciences at the Dauphin Island Sea Lab on Dauphin Island, Alabama. Credit for courses offered by the Consortium may be obtained through Spring Hill College in either general science or biology depending upon which courses are taken.

PATHWAYS TO PURPOSE

Program Directors: Stephanie Steiert, MS, and Lindsey Bosko-Dunbar, PhD

Spring Hill College's Quality Enhancement Plan, Pathways to Purpose, is focused on helping students discover their vocation and choose curricular and co-curricular experiences to pursue it. Pathways to Purpose aims to create a culture of vocational discernment on campus. Through Pathways to Purpose, students will be able to:

1. ask and explore fundamental questions of vocation;
2. integrate and make sense of those moments during their college experience when they felt called, purposeful or inspired; and;
3. demonstrate an understanding that vocational discernment is an ongoing process.

Pathways to Purpose promotes the ongoing discernment of vocation among undergraduate students by blending curricular and co-curricular opportunities for conversation and reflection of topics related to purpose, values and responsibility in community.

Using a guidebook for vocational discernment as a framework, Pathways to Purpose partners with Academic Affairs, the Cohesive Undergraduate Experience, Campus Ministry, Student Involvement and Career Services to provide a platform for students to discuss and consider their own calling and meaning in life. In addition to vocational discernment courses in the core curriculum, Pathways to Purpose also offers co-curricular programming including overnight Retreats on Vocation, small group discussions, Sophomore Class Dinner and professional development for faculty and staff.

RESERVE OFFICER TRAINING CORPS (ROTC)

(See Interdisciplinary and Other Programs)

STUDENT ADVISING SERVICES

Director: Ashley Dunklin, MS

The Student Advising office coordinates all academic advising services. First-year students are assigned to academic departmental advisors based on their choice of major and their admission status. Students who change from full-time to part-time status, either voluntarily or involuntarily, are required to interview with a member of the Advising staff. Students who plan to withdraw or leave the College for any reason are assisted by the Coordinator of Advising Services. The Advising office makes every effort to provide proactive services for all students who find themselves in some type of academic transition.

The Advising office coordinates the pre-enrollment services for all international and traditional transfer students. All transfer students are required to complete the transfer seminar (SAS 102) designed to facilitate the adjustment to Spring Hill College. All international students must meet with a designated staff member at least once each semester to maintain accurate information for SEVIS. The office is located on the first floor of the Lucey Administration Center.

Academic Support Facilities

LIBRARY

Spring Hill College's Marnie and John Burke Memorial Library, built in 2004, is a 71,000 square-foot facility housing library collections, administrative offices, labs and classrooms, areas for distance learning and faculty development and numerous group study rooms as well as an adjacent café, Einstein Bros. Bagels. The Burke Memorial Library, located near the center of campus, is a hub of academic life at the College.

In addition to Library and Instructional Resource Services (LIRS), the Burke Memorial Library is also home to the Office of Information Technology (OIT), which manages the College's information technology systems; Faculty Development, which supports the faculty in their efforts to become better teachers and scholars, and The Center for Academic Excellence, which provides writing and quantitative reasoning assistance for students of varying ability levels.

The Burke Library supports the College's mission of information literacy through bibliographic instruction offered by librarians, both in conjunction with faculty members and on an individual basis. Workshops and seminars are presented for students, faculty and staff, providing the opportunity to learn more about specific software applications, online databases and the use of multimedia and digital resources. An extensive and growing collection of books, journals, videos and other traditional items are supplemented by full text electronic books and journals available online. Resources placed on reserve are available in the library at the reserve counter or online as electronic reserves. Instructional design and support are available for faculty.

Burke Memorial Library houses the library's print collections, maintains state-of-the-art bibliographic tools, and provides access to extensive digital resources for Spring Hill College students, faculty and staff. A federal depository, the Burke Library also offers access to select government publications. The library catalog is the primary means for locating resources in the Burke Memorial Library, the Teacher Education Library, Archives and Special Collections, the US Government Depository, and the online Digital Library.

Through partnerships maintained by Library and Information Resource Services, students have access to titles in Alabama's college and university libraries and to materials throughout the country through an inter-library loan service. LIRS maintains memberships in the greater Mobile Library Consortium, the Network of Alabama Academic Libraries, the Conference of Library Directors of Jesuit Colleges and Universities, the Online Computer Library Center, and the Southeast Library Network. An active Friends of the Library group provides financial support for library initiatives, helps to preserve the library's significant out-of-print materials and provides literary and cultural events for the entire community.

Hours of operation at Burke Memorial Library are generally from 7:30 a.m. to midnight. Hours of operation are extended during exam periods and shortened during summer months. The library closes on Easter and during the week between Christmas and New Year's Day. For the current schedule, visit the library's website (<http://library.shc.edu>).

COMPUTER FACILITIES

The College community is served by a network of Windows-based and Macintosh computers. Computer workstations, along with laser printers and flatbed scanners, are available for student use. Burke Memorial Library contains four computer classrooms/labs, along with many general use computers throughout its three levels. Laptops are available to supplement the many computer workstations throughout the facility. In addition to the resources located in the library, a Macintosh computer lab in the Communication Arts/Graphic Design Integrated Multimedia Center (IMC), various departmental computer labs and multimedia projectors and equipment in most classrooms support the needs of the student and faculty community. Labs are available to all students when not in use for instruction with the exception of the stationary and portable equipment in the Communication Arts/Graphic Design Integrated Multimedia Center (IMC), which is for use by students enrolled in the applicable CMM or ART courses and follows more strict security protocols.

Library and Information Resource Services (LIRS) and the Office of Information Technology (IT) provide support for classroom instruction, staff and faculty professional development and student and faculty research. Professional staff are available full-time for assistance and support. Student Information Assistants (SIAs) also serve as helpdesk, circulation and technical services staff, faculty liaisons and residential computing assistants.

Computer classrooms in Burke Memorial Library are open when the library is open. Additionally, the Wilkins Computer Lab (Burke 123) remains open 24 hours a day except during the Christmas break. Visit <http://its.shc.edu/> for current schedules and additional information. Adobe Creative Suite is available on most of the PCs in Burke Library 031.

The Macintosh laboratory (Graphic Design Lab) and other workstations within the IMC are available to students enrolled in applicable courses when classes are not in session and after hours with variable levels of access dependent upon the course levels. Students enrolled in applicable courses and granted after-hours access to the IMC must follow security protocols established for the facility, which include SHC ID access, key pad access, password protections, portable equipment "borrowing" guidelines and other facility procedures.

LABORATORIES

Biology has, in addition to the traditional class laboratories, a Student Computer Laboratory utilizing computer-aided digital anatomy in the presentation of human anatomy and physiology. The histology laboratory is equipped with a research grade microvideography projection system and a multi-headed microscope for the study of microscopic anatomy. Also, there are special laboratories for student and faculty research, and a departmental library, which enables the student to have convenient access to a broad selection of recent biological publications and reference works.

Business classes are conducted using state-of-the-art audiovisual tools, including computer graphics in the classroom, LCD projection systems for computer and video/DVD projection, and other visual presentation tools.

Chemistry has four large fully-equipped laboratories for general, analytical, organic and physical chemistry. In addition, there are laboratories for student and faculty research and for instrumental analysis. A departmental library gives convenient access to chemical reference works.

Communication Arts students learn electronic media skills in the discipline's production and post production audio and video editing labs, which include linear and online, high-quality, non-linear video editing equipment, an audio/video studio, and an audio/video control room. Students enrolled in applicable photography courses have access to photo editing PCs and photo-quality printers within the Communication Arts/Graphic Design Integrated Multimedia Center (IMC) and Burke Library 031. Desktop publishing, digital audio recording and editing, digital imaging and manipulation skills are learned in the library's PC labs; in the Graphic Design lab; by working for the weekly student newspaper, *The SpringHillian*; in other forms of student media; or in other activities sponsored by Communication Arts.

Education has a continually-updated curriculum and media library designed to prepare students for teaching careers. A full-time librarian instructs students in research and the use of instructional resources. There are collaborative spaces for library research, media use, group work activities and video production. Children's and young adult books, K-12 textbooks, and professional books make up the print collection. An extensive media collection features kits, games, charts, e-books and video and sound recordings. Educational technology includes iMacs, PCs, iPads, digital cameras, interactive whiteboards and document cameras and video-audio equipment.

Foreign Languages. To assist in the teaching of courses in French, Italian, Spanish, and other languages, a language lab is equipped with tape recordings, computers, and audio and video machines for use in teaching and training students in the correct pronunciation and rhythm of modern languages. Students can access tutorials in grammar, vocabulary and punctuation to reinforce lessons learned in the classroom.

Nursing has both electronic and "hands on" laboratory equipment. Student instruction in the use of the equipment is essential to the nursing program and utilized throughout the curriculum. Available equipment includes, among other things, simulation and practice mannequins. A multimedia projection system is available for faculty/student teaching and learning.

Physics has a state-of-the-art laboratory devoted principally to general physics. The laboratory is equipped with computers that are interfaced with "hands-on" equipment.

Visual Arts. Large studios in historic buildings provide opportunities for students to work in a wide variety of media. The Graphic Design Lab within the Communication Arts/Graphic Design Integrated Multimedia Center (IMC) is the primary classroom and work space for those enrolled in graphic design classes and applicable ART or CMM courses. It contains the latest software applications, including those for Mac-based web design. Students enrolled in applicable CMM or ART courses have access to stationary and portable equipment within the IMC when the equipment is not in use by scheduled classes. The equipment includes large-scale, high-resolution printers and photo-quality printers.

STUDIOS

Art – Large, well-lit studios in the Murphy Fine Arts Center are equipped for courses in drawing, painting, ceramics and printmaking.

Music – Music studios used for teaching vocal and instrumental music are located in the Murphy Fine Arts Center.

Photography – The Communication Arts Department manages a lighting studio. Digital imaging and photo editing techniques are applied in Burke Memorial Library 031 or in the Communication Arts/ Graphic Design IMC.

Digital Video Production – Digital Video Production courses are taught in the Communication Arts/Graphic Design IMC, which includes a studio area equipped with stationary and portable production equipment.

Student Affairs

Student Affairs is an active contributor to the educational mission of the College by providing distinctive services, programs, experiences and environments that promote a culture of encounter; facilitate discovery of strengths, passions and purpose; and help students find their place at Spring Hill and in the world. The various offices and programs within the Division of Student Affairs are responsible for promoting the growth of a student-centered community that fosters healthy choices, spiritual maturity, respect for diversity, and personal and social responsibility. This holistic approach to personal formation is realized through various opportunities and activities, all focused on a student's overall development. The areas represented by the Division of Student Affairs include Residence Life, the Wellness Center, Center for Student Involvement, Fraternity and Sorority Life, Student Government, Student Conduct, Campus Ministry, Career Development, Food Service, the Bookstore and a variety of other student services. Under the supervision of the Vice President for Student Affairs, professional staff act as mentors and guides who challenge and support students as they discover and develop their gifts and talents.

If students have any needs or interests that are not being addressed, they are welcomed and encouraged to contact the Vice President for Student Affairs at 251-380-3023.

RESIDENCE LIFE

Residents are part of a close-knit, active community marked by mutual respect and learning that is consistent with the mission and character of Spring Hill College. Residential facilities of the College include nine residence communities – Mobile Hall, O'Leary Hall, Toolen Hall, Skip's Place, Viragh Hall, Walsh Hall, New Hall, Portier Place and the Fairway Apartments. For more information, call the Residence Life Office at 251-380-3028.

Spring Hill College has a four-year residency requirement. All single, traditional-aged students who are not residing locally with parents or guardians are required to live in College residential facilities each semester that they are enrolled. College residency is required until a student graduates or withdraws from Spring Hill College. All students living on campus are required to maintain a meal plan.

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement (CSI) supports the mission of Spring Hill College by engaging students in opportunities and experiences that promote personal growth, leadership development and campus involvement. Beginning with Badger Connection, CSI strives to build community and enrich campus life through leadership and diversity initiatives, a thriving student organization program, and campus events.

The Center for Student Involvement complements the classroom experience by providing channels for students to become actively involved in extracurricular activities and services. The staff encourages each student to take full advantage of numerous growth and development opportunities existing both on and off campus. Our goal is to assist students in becoming well-informed, responsible and contributing members of the Spring Hill community. CSI is here to assist students by helping with any problems, questions or concerns they may have; by providing services and

programs to meet student needs; and by encouraging student growth and development to the fullest potential.

Ways in which the Center for Student Involvement is available to students:

- Supports all Spring Hill College registered student organizations and acts as a liaison, financial manager, resource and approval authority for student organizations and their activities;
- Supports a growing fraternity and sorority community and acts as advisor to the Panhellenic Council, the Interfraternity Council and Order of Omega;
- Sponsors and plans campus-wide programs and special events;
- Provides programs and opportunities for leadership and personal development;
- Serves as a resource for involvement, service and leadership development opportunities.

Information concerning campus programs and involvement opportunities, including student organizations, fraternity and sorority life and upcoming events can be obtained from the Center for Student Involvement at 251-380-3027 or on Badger-Web.

COMMUNITY STANDARDS

Spring Hill College is committed to the belief that formation of character is an important part of education. Since living in community calls for mutual respect, discipline and self-control, reasonable rules govern the lives of our students. The *Code of Conduct*, which contains the rules and regulations of the College, is found in the *Student Handbook* and at badgerweb.shc.edu, under the Campus Life tab on the Policies and Publications page.

These rules and regulations are derived from five general principles, which comprise the College Ethos Statement. These principles – respect of self, respect for others, respect for authority, respect for property, and honesty – shall guide the behavior of all students attending Spring Hill College. These rules and regulations are meant to encourage the development of personal responsibility, healthy choices and maturity. Their enforcement is administered under the supervision of the Vice President for Student Affairs.

Standards of conduct, which are to be used as a guide for the student, are also found in the *Code of Conduct*. These are to be considered general rules of conduct but are by no means all-inclusive.

While the enforcement of these rules is normally administered through the campus judicial process under the supervision of the Student Affairs staff, such a judicial process is for the convenience of the college administration and may be suspended or revoked at any time by the administration without cause or prior notice to any student. The judicial system is to be considered a process, rather than a “right” of any student or a contractual obligation on the part of Spring Hill College.

All enrolled students, including married and commuting students who reside off campus, are responsible for abiding by all rules, regulations and the College Ethos Statement as found in the *Code of Conduct*. More information can be obtained from the Office of Student Affairs in the Student Center at 251-380-3023.

THE WELLNESS CENTER

The Wellness Center takes a holistic approach to overall health, providing both medical health and counseling services. Wellness can be defined as giving attention to one's life – physical, emotional and spiritual. Care for all these aspects involves not only trying to remedy problems but also to enrich positive qualities. Professional counselors and a registered nurse provide confidential services to care for the physical and emotional needs of the students. Routine counseling and health care services are provided free of charge.

It is a College requirement that all full-time undergraduate students have health insurance that covers them in the state of Alabama. Each student is responsible for all medical expenses, such as prescriptions, laboratory procedures, X-rays, hospital bills and physician's fees.

Students who require acute medical or psychological emergency services should contact 911, Public Safety (251-380-4444) and the Wellness Center (251-380-2270). The Area Coordinator or Resident Assistant should also be notified for emergencies occurring in the residence halls.

CAREER DEVELOPMENT

The Office of Career Development fosters the professional development of students through in-person and virtual career-readiness programming aimed at helping students develop a four-year plan and successfully transition from college to the workforce. Students are encouraged to begin managing their career during their freshman year and be actively involved in career-related programming over their college career. Workshops, seminars, networking opportunities, and on- and off-campus employer recruiting events are offered several times each semester.

CareerBeam is a state-of-the-art virtual career management tool that offers a variety of assessments, career planning, resume, interview, job search and job market data tools. Students can receive assistance with selecting a program of study, exploring career options, resume and cover letter development, interview preparation, establishing and maximizing their network, connecting with alumni mentors, assessing job offers and preparing for graduate/professional school.

For more information, contact the Director of Career Development at 251-380-3474.

CAMPUS MINISTRY

Campus Ministry at Spring Hill College strives to foster a culture of Christian faith by promoting the spiritual life of the college community of students, faculty and staff. Rooted in our Catholic and Jesuit heritage, this endeavor involves the affirmation of religious belief and practice, including liturgical, personal and communal prayer; a commitment to faith and justice; personal counsel; spiritual direction; and theological reflection.

Campus Ministry works to initiate innovative programs and projects for members of the college community that enrich their spiritual life and enable them to grow in the practice of their faith. Programs are both creative and supportive. Campus Ministry is supportive in that it lends encouragement and assistance to already tried and proven undertakings. Campus Ministry is creative in that it encourages student-inspired initiatives and the formation of new programs as student interest dictates. Peer-led liturgical, service and justice, and retreat activities are always mentored and

facilitated by the professional staff of Campus Ministry.

Campus Ministry is privileged to foster an atmosphere of hospitality for the College and to draw students into a unified body so that the entire community may reach out in meaningful service to the wider Mobile community and beyond. Campus Ministry strives to work closely with all agencies of the College, especially within the Division of Student Affairs, Student Involvement and Student Academic Services, the Foley Community Service Center, the Office of Admissions and the Office of Alumni Relations.

Activities sponsored by Campus Ministry include the following:

Liturgies: Eucharistic Liturgies are regularly scheduled during the academic year when classes are in session. Daily Mass is offered Monday through Friday at 7:30 a.m. in Sodality Chapel and at 12:15 p.m. in St. Joseph Chapel. Two Masses are scheduled each Sunday at 11 a.m. and 9 p.m. in St. Joseph Chapel. Specific prayer requests can be directed to the Office of Campus Ministry and Mass intention cards are available upon request. In addition, we offer liturgies and prayer services with specific themes for occasions involving the entire college community, including the Mass of the Holy Spirit celebrated at the beginning of the academic year and Baccalaureate Mass celebrated on Commencement Weekend.

Holy Hour: Held during Reconciliation on the first Wednesday of the month from 8 to 9 p.m. in St. Joseph Chapel.

Reconciliation: Reconciliation is offered on a regular basis, including the first Wednesday of each month, at retreats, at Advent and Lenten Reconciliation Services and anytime upon request. Reconciliation and pastoral counseling are always available in the Campus Ministry office.

Retreats: Retreats are available to all members of the college community throughout the year. An Awakening retreat, sponsored by the student-led SHAPe community, is held each semester.

A "Beginnings" retreat for new students is offered during the first week of classes in the fall. An eight-week experience of the Spiritual Exercises is offered during Lent for faculty and staff. Ignatian and other retreats are also offered at different times throughout the year. The Spiritual Exercises of St. Ignatius of Loyola are offered with one-on-one spiritual direction as requested.

Sacramental Preparation: The Rite of Christian Initiation of Adults (RCIA) is offered from September until Easter for students desiring to enter the Catholic faith community. Confirmation preparation is also offered to Catholic students who have not received this sacrament.

Eucharistic Ministers, Readers, Altar Servers, Choir Members, Cantors, Musicians and Ministers of Hospitality are volunteer students, faculty and staff who make a commitment to serve our faith community. In the fall semester, after proper training and reflection, these ministers are commissioned during a Sunday liturgy. They work closely with the Campus Minister for Liturgy and Music in planning and implementing campus liturgies.

Service: The focus of Service Programs offered through Campus Ministry is the service of faith through the promotion of justice. This is accomplished by sponsoring activities that aid people locally and globally. Campus Ministry encourages the College community to demonstrate "faith doing justice" by sponsoring trips to the annual Ignatian Family Teach-In and the March for Life in Washington, DC, as well as through special liturgies and prayer services. Activities vary from year to year, but include contributing to the Dr. Martin Luther King Jr. Day observance and coordinating

the collections for area homeless shelters. International Service Immersion Program (ISIP) trips are sponsored during the spring semester to Central America and the Caribbean. At the conclusion of the academic year in May, Campus Ministry sponsors a US Jesuit Experience Trip (JET) to serve the poor in Jesuit ministries such as Pine Ridge Native American Reservation in South Dakota. In addition, Campus Ministry coordinates service projects with local organizations, such as Habitat for Humanity, the Bay Area Food Bank and others.

The Rev. Bobby Rimes, SJ, Center for Campus Ministry is located on the second floor of the Student Center. For further information, please call Campus Ministry at 251-380-3495, e-mail us at campusministry@shc.edu, or go to our website at www.shc.edu/ministry.

General Financial Policy

Spring Hill College is a private institution that depends chiefly on income received from tuition for its support. Each student is charged tuition and fees which cover less than 70% of the cost of services provided by the College. The balance of the cost is met by income from endowment funds and gifts from alumni and other friends who are interested in the type of education which this institution provides.

The operation of the College is made possible in large part by a living endowment of the contributed services of the Jesuit faculty and the dedication and sacrifices of the lay faculty and staff.

The general expenses of students at Spring Hill College are listed in the applicable Traditional Undergraduate, Continuing Studies, or Graduate sections of this Bulletin. The College reserves the right to make adjustments in fees, refunds, services or programs at any time as deemed necessary.

GENERAL FINANCIAL OBLIGATIONS

The following provisions apply to all programs of the College:

1. All tuition, fees and required forms (i.e., options form, enrollment agreement) are due by the date set forth in the student billing timeline. If tuition, fees and the required forms are not received by the Student Financial Services Office on or before the due date, a student's pre-registration may be cancelled, a financial hold will be placed and a \$100 late fee will be added to the student account.

Semester pre-bills are based on pre-registered hours. Students who fail to pre-register may not receive a semester pre-bill. Failure to receive a semester pre-bill, however, does not exempt students or parents from complying with the College's tuition and fee payment deadline. The pre-bill is a preliminary bill and subject to change.

2. A student will be charged the undergraduate rate whenever academically classified as an undergraduate, the graduate rate whenever academically classified as a graduate student and the non-traditional rate whenever academically classified as a non-traditional student.
3. Balances due may be paid with cash, check, or credit/debit card. All checks should be made payable to Spring Hill College and addressed to the: The Office of Student Financial Services; Spring Hill College; 4000 Dauphin Street; Mobile, AL 36608. We do not accept checks drawn on foreign banks. Visa, MasterCard, American Express and Discover are also accepted but a surcharge of 2.99% will be applied to all credit card transactions.

4. Spring Hill College deferred payment plans through a third party and all students wishing to enroll in a deferred payment plan must do so by the due date set forth in the student billing timeline by contacting the following company: Tuition Management Systems; P. O. Box 742627; Cincinnati, OH 45274-2627 Customer Service (1-800-356-8329), shc.afford.com.

If students and/or parents who take advantage of the payment plan become 45-days delinquent at any time during the plan, the student may be withdrawn from enrollment. Deferred payments authorized under a veteran's benefit program, formal tuition payment plan, a rehabilitation program, a federal or state financial aid program or any other deferred payment arrangement do not in any way lessen a student's and/or parent's financial obligation or liability with the College.

5. Until all indebtedness to the College is paid in full, a student could be denied course registration, housing sign-up, the chance to go on immersion trips, the Italy Center or any study abroad program, master's programs, credit for courses, and/or an approved dismissal. Students will be denied transcripts and diploma until all indebtedness to the College is paid in full. Should a student's balance become delinquent and the College deem it necessary to place the student's account for collection with another party, the student and/or parent will be responsible for any collection or legal fees incurred as a result thereof.
6. A Spring Hill College Enrollment Agreement Form and Options Form must be signed by all students and parents/guardians by the first day of August their first semester of attendance. This form aids the College in complying with the federal government's student information regulations and sets forth the student's financial responsibilities. This form will remain in effect for the student's entire period of enrollment.
7. Students will be permitted to charge at the bookstore if they have applied for the Financial Aid Book Allowance and they have excess financial aid to receive a book allowance. Book Allowance Vouchers will only be available from the Office of Student Financial Services to use within the first two weeks of class.
8. All new students signing a housing contract for the residence halls must provide a \$150 housing commitment deposit to the Admissions Office. The \$150 housing commitment deposit will be applied towards the student's balance owed for the upcoming semester.
9. Private rooms in all residence halls, when available, are on a first-come basis. There is an additional charge for these accommodations.
10. Full-time students carrying more than 18 hours earned, attempted, or audited, exclusive of military science and certain exempt courses such as LEA 101, must pay an overload fee for each hour over 18. CAUTION: Courses dropped after the add/drop period are considered hours attempted and are subject to the course overload fee.
11. Refunds are only calculated for total withdrawal from an enrollment period. All students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies

regardless of the reason for withdrawal.

A.Spring Hill College's Refund Policy

Students who withdraw from all classes prior to completion of 60 percent of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%.) Institutional aid will be prorated by the same above percentage. After returning the required amount to the appropriate federal fund(s), should a credit remain the student will be refunded.

B.Return of Title IV Federal Financial Aid

When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received or is eligible to receive is determined in accordance with federal regulations. If the student has completed 60 percent or more of the term, no refund is due. The law assumes that a student "earns" approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal.

$$\frac{\text{Number of days student completed in the semester}}{\text{Number of days in the semester}} = \text{Percentage Earned}$$

All students who receive Title IV SFA monies through the Student Financial Services Office and who withdraw should see the Student Financial Services Section of this Bulletin for further information concerning the prescribed distribution order of refund monies back to the SFA programs, other sources of aid and the student (if any remains).

12. Tuition and fees represent a substantial investment. As discussed in 11 above, only part (if any) of the total cost of attendance is refunded at withdrawal. This also applies to the student who suffers a serious illness or accident and must withdraw.
13. The comprehensive fee promotes educational, social and athletic activities on campus during the academic year. These include, but are not limited to, the recreation center, Wellness Center, career counseling center, intramural athletic program, intercollegiate athletic program, housing programs, The SpringHillian, and various student life activities.
14. Current tuition and fees can be found at www.shc.edu/admissions/tuition-and-aid/.

Student Financial Services

The goal of the Student Financial Services Office at Spring Hill College is to make it financially possible for every student who is accepted for admission to complete his or her education at Spring Hill College. Students who submit a complete financial aid application are considered for the various federal, state and institutional aid programs for which they qualify.

Offers of financial assistance may include loans, work and/or grant (gift) assistance in addition to any scholarship that may have been awarded. Scholarships are considered a resource to help meet the student's financial need. Documented need, funding limits, availability of funds, registration status and the date of FAFSA filing are considered in determining the particular funds in a student's financial aid package. Returning student awards are usually consistent with the awards from previous years—if the student submitted all required application materials by the priority deadline of March 1, and if the family's financial situation reported by the FAFSA has not changed substantially. Students choosing to live off campus who previously lived on campus will usually see a significant reduction in institutional assistance.

Receipt of outside scholarships, grants or other financial assistance (VA benefits, vocational rehabilitation, state tuition plans or third-party payments) must be reported to the Student Financial Services Office. These resources directly affect the amount of need-based assistance for which the student is eligible.

APPLICATION FOR FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID

Applicants must submit a complete and valid Free Application for Federal Student Aid (FAFSA) to the processor preferably by our March 1 priority date. Students may apply online at www.fafsa.ed.gov. Students should list Spring Hill's school code – 001041 – as well as their expected housing status. All students must reapply for assistance each year. Late applicants will be considered for assistance, depending on their determined need and the availability of funds at the time their application process is complete.

The information submitted by applicants and their parents on the FAFSA is evaluated in accordance with federal guidelines to determine the expected family contribution (EFC), or the amount that the student and his or her parents can be reasonably expected to contribute toward the student's educational expenses. In addition to the family income and assets, the number of dependent family members and the number enrolled in college are considered in determining the total expected family contribution. The documented need is determined by subtracting the expected family contribution from the cost of attendance at Spring Hill College for one academic year.

All financial aid recipients must maintain satisfactory academic progress in order to have their federal, state and institutional aid renewed each year. Visit www.shc.edu/admissions/tuition-and-aid/types-aid/ for detailed information on the types of aid available.

FUNDING LEVELS

The level of financial assistance available to a student is directly related to the number of hours for which he or she is enrolled. For funding purposes in the undergraduate programs, 12+ credit hours is considered full-time, nine-11 credit hours is considered three-quarter-time, 6-8 credit hours is considered half-time and 1-5 credit hours is considered less than half-time. Funding for less than half-time is limited to the Pell Grant, if eligible. For graduate programs, 9+ credit hours is considered full-time, 6-8 credit hours is considered three-quarter-time, 3-5 credit hours is considered half-time and 1-2 credit hours is considered less than half-time. No aid is available for less than half-time graduate attendance.

GRADE LEVEL PROGRESSION

Certain types of financial assistance are affected by the grade level the student has attained. For undergraduate students:

- 0-29 credit hours earned is considered freshman level
- 30-59 credit hours earned is considered sophomore level
- 60-93 credit hours earned is considered junior level
- 94+ credit hours earned is considered senior level

MERIT SCHOLARSHIPS

Entering freshman students are automatically considered for merit scholarships for which they are eligible after they are admitted to the College. Students selected for scholarship assistance reflect superior academic qualifications and ordinarily possess some special interest and/or leadership abilities. Other merit-based scholarships and grants are awarded in recognition of academic achievements and special abilities.

Transfer scholarships are awarded competitively to students transferring from regionally accredited two- or four-year institutions of higher education who have demonstrated superior academic achievement.

A current listing of merit-based scholarships for incoming freshman and transfer students is available through the Office of Admission of Spring Hill College at (800) 742-6704.

SCHOLARSHIP POLICY STATEMENT

Unless otherwise specified, scholarship recipients must be continuously enrolled as full-time students. Each scholarship has a minimum grade point average requirement for renewal of 2.5. Academic scholarships shall not exceed 10 consecutive semesters or the fulfillment of graduation requirements, whichever comes first. Scholarship funds cannot be used for summer enrollment. All scholarships awarded to undergraduate students by the College are intended to assist the student to obtain an undergraduate degree or, in the case of combined or accelerated degree programs, to meet the undergraduate requirements for the combined or accelerated degree.

Scholarship recipients' grades are reviewed at the end of each academic year. If the student's grade point average is less than required, the student will be granted a one-year probationary status. The student's grades will be evaluated again at the end of the next academic year to determine if he/she is eligible to have his/her probationary status lifted or if the scholarship is to be reduced by 25 percent. These policies may differ from state and federal policies, so please review those sections for updated information. Satisfactory academic progress supersedes the merit scholarship standards.

If a predetermined leave of absence is requested in writing from the Provost and approved by the Director of Financial Aid prior to the student's departure, then the continuance of the scholarship will be considered. Students who study abroad for a semester will have their scholarships held. However, they must inform the Director of Financial Aid of their intention to study abroad.

TRANSIENT STUDY FINANCIAL AID ELIGIBILITY

All transient coursework must be approved by the Registrar's Office (*see Study at Other Institutions After Matriculation under General Academic Policy*). Degree-seeking Spring Hill College students who are approved to take transient courses at another institution may still be eligible for financial aid during the fall and/or spring terms. Financial aid is not available for transient students during summer sessions.

The only types of financial aid available for transient students are Pell Grants, subsidized and unsubsidized loans, Parent PLUS Loans, Graduate PLUS loans and private loans. All federal, state and institutional eligibility requirements still apply to transient students.

Students will need to submit the following information to the Financial Aid Office:

1. Spring Hill College's approved transient form.
2. A copy of student's course schedule from the other institution student is attending (courses must match the courses listed on the transient form).
3. A copy of student's bill from the other institution student is attending.

Once a student's paperwork is complete, the Financial Aid Office will contact the other institution. It is the student's responsibility to make sure the Financial Aid Office receives an unofficial copy of grades from the other institution within 30 days of Spring Hill College's end of term to ensure that student completed the class(es) as required by federal regulations.

A transient student's financial aid will disburse at the same time as other traditional Spring Hill student aid. It is the student's responsibility to make payment for charges to the other institution by their deadline date. If payment is due before student receives their financial aid from Spring Hill, it is the student's responsibility to make payment arrangements with the other institution.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS (SAP) POLICY

Federal and state regulations require that students receiving any federal or state financial assistance must meet satisfactory academic progress (SAP) requirements. Therefore, per the College's institutional policy, all scholarship and aid recipients will have their academic progress reviewed at the end of each academic semester (fall, spring and summer).

Satisfactory progress requires that students meet specific requirements in order to remain eligible to receive financial aid. The detailed requirements and the consequences of not meeting those requirements are outlined below:

REQUIREMENT 1 – Cumulative Grade Point Average (GPA). Undergraduate students receiving federal and/or state financial assistance must maintain at least a 2.0 cumulative grade point average at Spring Hill College to be considered as maintaining satisfactory progress. Graduate students must maintain at least a 3.0 cumulative grade point average.

REQUIREMENT 2 – Completion Rate. Students must successfully complete (with letter grades A, B, C, or D) a minimum of 66.67 percent or 2/3 of all courses attempted. The percentage of earned credits is calculated by dividing earned credits by all attempted credits.

Example: A student who has attempted four (4), three credit hour courses (total of 12 credits) must successfully complete at least three of the courses (9 credits divided by 12 credits = 75 percent). This student would meet this requirement.

Credits Defined

Attempted credits – All credits in which a student has registered are considered attempted credits whether or not the course is completed. Repeated courses as well as grades of F, course withdrawals (W), courses from which a student has been dropped for non-participation (WP/WF), courses with no credit received (NC) and courses that are not completed (I, E and T) at the end of the semester are included as attempted.

Incomplete credits (I) – Credits which are attempted, but not completed (I) are included as attempted credits. If an undergraduate course remains incomplete by the end of the second week of the following term, the class is coded as a failure (F). Graduate students must clear incompletes by the end of the following term. Any student who receives an Incomplete (I) in any course must notify the Office of Student Financial Services when the (I) is changed into a letter grade in order for the credits earned to count toward the quantitative standard of performance.

Repeated credits – These credits are included in the calculation for both attempted and earned credits. If a student retakes a course for which they have already earned credit, they may only receive aid to cover the repeated course once. If a student has taken a course more than three times and has not yet earned credit, eligibility for financial aid to cover the course will follow the academic repeat policy.

Transfer credits – Hours transferred to Spring Hill College and hours enrolled in the summer will be counted as attempted and earned. The GPA (Requirement 1) is calculated using only hours attempted at Spring Hill College.

REQUIREMENT 3 – Maximum Timeframe (150 percent). Students must complete their program within 150 percent of the published length of the educational program.

Part-time attendance counts in the maximum time frame calculation. Students who do not complete their program within this time frame are no longer eligible to receive financial aid.

Example: A student is enrolled in a program that has a completion requirement of 120 credit hours over four years. The student must complete their degree in no more than 180 credit hours over the course of 6 years.

Additional Information – Remedial courses will not be included in any requirement of the SAP review. Academic amnesty or renewal does not apply to SAP or at Spring Hill College. If you change your major, courses that do not apply in any way to your new major will be excluded from calculation.

SAP REVIEW STATUSES

Financial Aid Warning – In the event that a student fails to meet any of the above criteria at the end of an academic semester, the student will be notified by the Office of Student Financial Services and will be placed on Financial Aid Warning for the next enrollment period. While such students are not required to take any action and will be eligible to receive aid for one semester (fall, spring or summer) during which they are subsequently enrolled, they are encouraged to meet with their Student Success Coach. At the end of the Financial Aid Warning period the following action will occur: 1) A student is removed from Financial Aid Warning if the student is now meeting all SAP standards; or 2) A student is placed on Financial Aid Suspension if, after the warning period, the student has not met Requirements 1, 2 or 3.

Financial Aid Suspension – Any student on Financial Aid Warning who fails to meet the semester requirements will be placed on Financial Aid Suspension and is no longer eligible to receive any form of financial aid, including loans. Financial aid eligibility can be reinstated if a student either: 1) Enrolls and pays for courses raising his/her GPA and/or completion rate to meet the SAP standards; or 2) Successfully appeals the suspension status.

SAP Appeal Process – A student has the right to appeal a suspension of financial aid due to mitigating circumstances such as, but not limited to, illness, military service or a previously undiagnosed learning disability. The following must be completed and submitted to the Office of Student Financial Services:

- Appeals must be submitted to the Financial Aid Office using the Satisfactory Academic Progress Appeal Form (available on BadgerWeb). The appeal must explain why the student failed to make SAP and what has changed in their situation to allow the student to now be academically successful.
- Adequate documentation verifying the special circumstances must be attached (e.g., doctor's letter, third-party letter).
- Appeals will be reviewed by the SAP Appeals Committee within two weeks of the date the appeal is received, and notification of the appeal decision will be sent to the student's school email account.
- If a student's SAP Appeal is denied, the student will remain on Financial Aid Suspension until he or she meets the requirements for Satisfactory Academic Progress.

Financial Aid Probation – Upon appeal approval, the student will be placed on Financial Aid Probation for one semester. As a condition of the appeal, the student must adhere to all requirements outlined in the completed and signed academic plan regarding the terms of approval and the performance expectations for the semester of Financial Aid Probation. The academic plan will be reviewed at the end of the enrollment period and the results will be measured. If the student has met performance benchmarks as established in the federal SAP regulations, the probation is lifted and the student is again eligible to receive aid without further action. If the academic plan expectations have been met, but the student is still not meeting federal SAP standards, the academic plan will continue for the subsequent semester until such time that the student has renewed eligibility due to meeting SAP, or has graduated. If a student fails to meet the expectations listed on the Academic Plan, he/she will be placed back on Financial Aid Suspension and is not eligible to receive financial aid until he/she meets SAP.

NOTE: The Satisfactory Academic Progress policy is for financial aid purposes. It is used to ensure that recipients of federal aid (Title IV) are successfully making progress towards their degree. It is not to be confused with the academic standards for continued enrollment at Spring Hill College. A particular scholarship, grant, etc., offered by Spring Hill College, the state of Alabama or another third-party might have additional renewal requirements specific to the particular fund. Future federal and state legislation may alter any policy and such changes will not be reflected in this printing. Any questions about the requirements for Satisfactory Academic Progress should be directed to the Office of Student Financial Services at Spring Hill College.

FINANCIAL AID BOOK ALLOWANCE POLICY

Spring Hill College offers a Financial Aid Book Allowance for students who are receiving financial aid. Through the add/drop period, eligible financial aid recipients may have a credit up to \$1,000. This credit is designated solely for the purchase of textbooks, required course materials, and school supplies. Students are only eligible for a book allowance if they have returned a completed and signed Options Form to the Office of Student Financial Services, received their award letter, are registered, and their total aid exceeds their tuition and fees. Students must submit a copy of their bookstore receipt to the Student Financial Services Office.

Any charges processed against the allowance will be applied to the student's account and deducted from financial aid funds. Students are responsible for any charges if they adjust their registration or withdraw prior to financial aid disbursement. Additionally, if for any reason, the student fails to receive financial aid upon which a bookstore credit is based, or if the amount of financial aid is insufficient to pay for all charges on the account, the student understands he or she is obligated to pay Spring Hill College the amount of any unpaid charges resulting from the use of the Financial Aid Book Allowance program.

General Academic Policy

THE COLLEGE YEAR

The academic calendar is based on the semester system. The college year begins near the end of August and ends in the early part of May. It is divided into two semesters, a fall semester ending before Christmas, and a spring semester beginning in early January. Each semester is interrupted by two breaks. The College also has May and June mini-sessions and summer sessions during the months of June, July and August.

BULLETIN OF RECORD

Each student will be evaluated for the completion of degree requirements according to the student's *Bulletin* of record. The student must fulfill all core curriculum and major requirements for his or her degree as published in the *Bulletin* of record. The *Bulletin* of record is the edition of the *Bulletin of Information* at the time of the student's initial enrollment at Spring Hill College, provided that the student does not withdraw from the College or fail to register for a period of more than four semesters.

A student may choose a more recent edition of the *Bulletin of Information* as his or her *Bulletin* of record. A student who desires to change his or her *Bulletin* of record must consult with the academic advisor, submit a written request to the Registrar, and receive written confirmation in return that the change has been approved. A student may not choose an edition of the *Bulletin of Information* that was in effect prior to his or her initial enrollment as the *Bulletin* of record.

Students who change their majors must follow the academic program in effect at the time of the change for their major and minor. Their academic program of core and cross curricular requirements follows the *Bulletin* at the time of their matriculation.

Students who withdraw from the College or who leave the College without withdrawing and do not return within four semesters must follow the academic program current at the time of their re-entry. Students who intend to complete their undergraduate degree requirements and need fewer than twelve hours to graduate should contact the Registrar who will consult with the Academic Standards Committee. Spring Hill College reserves the right to make changes and reasonable substitutions in the programs and courses contained in the *Bulletin of Information*.

CREDIT HOURS

The unit for computing credit is the semester hour, which is defined as approximately one hour of class a week through a semester. In all laboratory work the length of a period required to give a semester hour of credit is two to three times the length of the ordinary lecture period.

COURSE NUMBERING

The course numbering system employed by the College is designed to assist the student in the selection of courses in the proper sequence. Courses numbered from 100 to 299 are considered lower-division or lower-level courses and are typically studied during freshman and sophomore years; courses numbered from 300 to 499 are upper-division or upper-level courses and are typically taken during junior and senior years; courses numbered 500 and above are graduate courses and are not generally open to undergraduate students.

PREREQUISITES

For many courses, prerequisites are listed. These prerequisites must be completed before enrolling in the course itself. Exceptions to the prerequisites must be approved by the chair of the department responsible for teaching the course.

ATTENDANCE

Attendance at all courses and related activities is required of all students except as noted below.

Students are excused from attendance at regular lectures and laboratories for approved, college-sponsored activities such as intercollegiate athletic competition and special events approved by the Provost or Provost's designee. While participating students are excused from class, they are not relieved of the responsibility for the information covered during their absence. Students participating in college-sponsored activities will be allowed to make up assignments and examinations missed while representing the College; however, it is the student's responsibility to notify his/her instructors of the anticipated absence, make arrangements to complete the work and then complete the work as agreed.

Excuse from courses for reasons other than College-sponsored activities is a matter for the determination of individual instructors guided by the policies of their division. It is the responsibility of students to know the attendance policy of the instructor in each course they are taking as stated in the course syllabus. Exclusion from a course(s) for excessive absence is a serious action and is imposed by the instructor after careful consideration, after appropriate warning and in accordance with the policies of his/her division. A student may expect only one warning for excessive absence prior to being excluded from class. The student is expected to notify the instructor and complete appropriate make-up work and tests in each course missed. If illness or other unforeseen circumstances will result in student absence from a course meeting, the student should notify the faculty as soon as possible. Any change in status that will result in prolonged absence should be reported to Student Advising Services. The Wellness Center circulates a sick list based on information provided by the health services director. This list is for information and verification purposes only and is not an excused absence list. Course absences immediately preceding or following a holiday period may be counted as a triple absence if such a policy appears in the course syllabus. Examinations or laboratory work missed by reason of absence must be made up at the convenience of the instructor.

EXCESSIVE ABSENCES

Faculty members may exclude a student for excessive absences any time up to the last class day before final examinations begin. A grade of WP or WF will be assigned to the student depending on whether or not the student was passing (A, B, C) or failing (D, F) on the day he or she was excluded by the faculty member. The grade reports and the transcript will indicate WP (student excluded for absence, passing) or WF (student excluded for absence, failing).

Neither the WP grade nor the WF grade will affect the semester or cumulative quality point average of the student.

Students should not rely on this policy for withdrawal from a course. Faculty members may or may not withdraw students for excessive absences, depending on their own and/or their department's policies. Individual course syllabi will most likely address this issue. If a student does not plan on attending a course, he/she should withdraw from it by the final date to do so each semester (see the Academic Calendar).

DISMISSAL FOR ABSENCES

Spring Hill College may dismiss an enrolled student, by administrative action, if the student does not attend classes for an extended period of time and does not notify the College, through the Center for Academic Support and Advising, of an emergency that may result in an extended absence from class. A copy of the procedure for dismissing an enrolled student for absences from class is available in the Office of Academic Affairs or the Center for Academic Support and Advising.

AUDITING

A student may audit a course with the written permission of his or her academic advisor and the approval of the instructor. Registration to audit a course is completed through the Registrar's Office. No credit will be given. Current tuition fees are applicable. Classes may not be changed to audit status after the add/drop period ends.

GRADING SYSTEM

The final grade given for any course is a symbol of the degree of mastery of the course. It is based on the sum of evidence the student demonstrates concerning understanding and retention of material presented and does not always indicate native intelligence or potential. Formal examinations, written and oral quizzes, term papers, recitation and participation in class discussions are utilized in determining the grade.

Letter grades are to be interpreted as follows:

- A** Excellent, with four quality points per credit hour. An A indicates truly outstanding scholarship and an unusual degree of intellectual initiative. When instructors choose to assign an A- grade, 3.7 quality points per credit hour will be assigned.
- B** Truly superior or well above average attainment with three quality points per credit hour. When instructors choose to assign a B+ grade, 3.3 quality points per credit hour will be assigned. When instructors choose to assign a B- grade, 2.7 quality points per credit hour will be assigned.

- C** A basic grade that indicates average or satisfactory work as is done by a majority of students. It indicates an understanding of the essential elements of a course and carries two quality points per credit hour. When instructors choose to assign a C+ grade, 2.3 quality points per credit hour will be assigned. When instructors choose to assign a C- grade, 1.7 quality points per credit hour will be assigned.
- D** Deficient, but passed, with one quality point per credit hour. When instructors choose to assign a D+ grade, 1.3 quality points per credit hour will be assigned. When instructors choose to assign a D- grade, 0.7 quality points per credit hour will be assigned.
- I** Not a final grade. It is given only on the request of the student with the approval of and in consultation with the instructor, and when, in the judgment of the instructor, an emergency clearly beyond the student's control prevents the student from completing the final examination or other essential portion of assigned work. Undergraduate students should see the Removal of Incomplete Grades section under General Academic Policies for undergraduate I conversion provisions. For graduate students, see the Removal of Incomplete Grades section under Graduate Program Policies in the *Bulletin* for graduate I conversion provisions.
- Au** Audit.
- F** Failure without right to re-examination.
- X** No grade has been submitted by the instructor. It is used ordinarily only at mid-term. The student may obtain the reason for the X grade from the instructor.
- T** Graduate only; to be awarded for thesis/capstone work-in-progress.
- W** Withdrawn or registration cancelled; indicates that the student's withdrawal from a course has been approved.
- NC** No credit or non-credit.
- WP** Withdrawn for absences, passing (A, B, C). Does not affect grade point average.
- WF** withdrawn for absences, failing (D, F). Does not affect grade point average.

Students who have questions about a grade should consult with the faculty member who assigned it. For additional information on grade appeals, see the Grade Appeal Procedure section of this *Bulletin*.

REMOVAL OF INCOMPLETE GRADES

For undergraduate students, an I is changed to an F if the missing work is not submitted within two weeks after the beginning of the next semester. The graduate policy is stated under Graduate Program Policies in the *Bulletin*.

ACADEMIC DISHONESTY AND/OR IMPROPRIETY

Dishonesty or impropriety of any kind in academic work (daily quizzes, examinations, written assignments, etc.), mutilation or theft of library property or materials, and so forth, renders a student subject to disciplinary action, including possible dismissal.

Specifically, plagiarism – that is, representation of thoughts or passages from another author as one's own work; collusion – that is, collaboration with another in the preparation of term papers or other written work; cheating – that is, giving or receiving or soliciting information from another student during a test or examination; recycling – that is, turning in work that had already been completed and turned in for another class without the express permission of the current instructor; or using illicit materials in an examination or quiz will not be tolerated. All members of the faculty are expected to make every possible effort to discourage such practices.

1. Any student found guilty of taking or attempting to take an examination or quiz from any room or office in the College without permission will be dismissed from the College.
2. Students and faculty alike must guard against impropriety, especially on examinations. Therefore, both students and faculty should be scrupulously careful to maintain relative silence and avoid distracting others during the course of the examination. Unless a professor stipulates to the contrary, no one will be allowed to enter the examination room with textbooks, notes, or any other material except pen and pencil.
3. Dishonesty in class work is penalized as follows:
 - A. Cheating on tests or examinations or cheating/plagiarizing on papers or major writing assignments will result in a failing grade for the student in the course involved. The student will not be allowed to change his or her status in the course (e.g., withdraw or audit) to avoid the failing grade. The student may then be suspended from the College for the next semester (i.e., the fall or spring term). In case of a second such violation, the student will be dishonorably dismissed from the College.
 - B. The determining of penalties for other acts of academic dishonesty or impropriety (e.g., daily quizzes, short writing assignments) is the responsibility of the professor. A repeat offense of this type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.
4. A professor who determines that any violation has taken place must submit a written report to the Provost and the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken (as in 3B above).
5. A student charged with academic dishonesty may appeal to a board established by the Provost to hear such appeals. This board will be composed of three students and three faculty members with the Provost serving as the chairperson. The students will be appointed by the Provost after consultation with the Student Government Association president.

The faculty members will also be appointed by the Provost. In any case of appeal, this board will reach a decision only after consultation with the instructor who has reported the charges and with the student so charged. In some cases, the student's advisor may likewise be consulted. The appeal must be submitted within 48 hours of the time the charge is filed.

6. Readmission after dishonorable dismissal for academic dishonesty will be permitted only in exceptional cases, after a lapse of one year, with the recommendation of the Academic Standards Committee and the approval of the Provost.

COURSE REPEATS

When a course is repeated, quality hours and quality points are computed in all attempts but earned credit may be granted only once.

PASS/FAIL OPTION

Students have the option of taking general elective courses on a pass/fail basis. The student must specify to the Registrar the courses for which the pass/fail option is to apply, and this must be done no later than four weeks prior to the last class day of the semester. All teachers will enter a grade of C- or better as a pass and a D+ or lower as a fail. The cumulative grade point average remains unaffected by a pass/fail course. Credit hours earned do count toward graduation.

The pass/fail option does not apply to those courses for which only pass/no credit or pass with honors/pass/no credit grading systems are used.

GRADE REPORTS

Grade reports are issued through the online BadgerWeb system only. Fall semester grade reports are as follows: midterm (October), final (December); spring semester: midterm (March), final (May). Advisors and students are able to view grades through the online system.

GOOD STANDING AND SATISFACTORY ACADEMIC PROGRESS

To maintain academic standing and advance in a program of studies, a student must earn a grade point average (quality quotient) of 2.0. The grade point average is obtained by dividing the number of quality credit hours into the number of quality points earned. For example, a student who has 90 quality credit hours and earned 180 quality points would have a grade point average of 2.0. Quality credit hours and quality points are counted for all courses taken at Spring Hill College where letter grades of A, B, C, D or F are assigned, even in a case of a repeated course.

Satisfactory progress toward the degree for full-time students is defined as the completion of 24 credit hours per year.

ACADEMIC PROBATION, SUSPENSION AND DISMISSAL

After the end of the fall and the spring semesters, most undergraduate students whose cumulative grade point averages have fallen below 2.0 are notified by letter that they have been placed on academic probation and are liable to suspension from the College unless their average is raised to or above 2.0 by the end of the following semester of enrollment. However, first-time freshmen finishing their first semester of undergraduate study at Spring Hill College may be suspended if their grade point average is less than 1.0; they may be placed on probation or suspended if earned credit hours are less than nine. Continuing Studies students who have attempted ten credit hours but not achieved a cumulative grade point average of 2.0 are placed on academic probation.

The records of all students, including Continuing Studies students, who fail to achieve a 2.0 after the probationary period are reviewed and acted upon by the Academic Standards Committee after the end of the next fall or spring semester.

Under **extraordinary** circumstances, the Provost will hear immediate appeals of decisions of academic suspension. To be considered, such appeals shall be presented in writing to the Office of Academic Affairs no more than five business days after the student receives written notification of his or her academic suspension.

Students suspended from Spring Hill College are eligible to reapply for admission after one semester (fall or spring). An application for readmission must be submitted to the Admissions Office.

Students who are readmitted after suspension are subject to dismissal for academic deficiency if they do not achieve and remain thereafter in good academic standing. Students who do not complete twelve credit hours of work with a 2.0 semester grade point average or better in the first semester after readmission are subject to dismissal for academic deficiency at the end of that semester.

Readmission after dismissal will be permitted only in exceptional cases, after a lapse of one year, and with the approval of the Academic Standards Committee. However, the Academic Standards Committee will hear immediate appeals of decisions of dismissal. When the committee considers dismissal appeals, the student may request that a representative from the faculty or Center for Academic Support and Advising consider speaking on his/her behalf, but the representative will not vote.

Should a student on academic probation withdraw from the College for any reason and subsequently seek readmission to the College, the academic condition(s) for readmission will be determined by the Academic Standards Committee.

For the guidelines governing probation and dismissal from graduate programs, please see the Graduate Studies Policies section of this *Bulletin*.

ADDING AND DROPPING COURSES

After registration, a short period of time is allowed for necessary course or schedule adjustments. These dates are announced in the academic calendar.

- A. After the add/drop period (first week of class) all corrections to the class schedule must be made in the Registrar's Office. If a student's name remains on a roster for a class he/she is not attending, he/she will receive a failing grade for that class. If a student's name does not appear on a class roster, he/she will not receive a grade for that class.
- B. A fee of \$10 per course will be charged for changes made after the add/drop period.
- C. Students are cautioned that if the addition of credit hours results in more than 18 hours in any semester, a course overload charge will be levied at the current rate/hours. Courses dropped after the add/drop period count toward the 18 hours. A student registering for 18 hours who drops a course after the add/drop period and adds a course thereafter must pay additional tuition as an overload fee.

Add/Drop Procedure is as follows:

1. Decide what course(s) you wish to add/drop by viewing online your schedule and each course's seating availability.
2. See your ADVISOR to discuss this change and to receive clearance.
3. Return to BadgerWeb system and make changes.
4. Return clean, unmarked textbooks to the bookstore during the add/drop period.

WITHDRAWAL FROM A COURSE

After the add/drop period, a student may voluntarily withdraw from a class through the 44th class day of the semester. The last date for voluntarily withdrawing from a course and receiving a W grade is found in the academic calendar published on the Registrar's website and in the *Bulletin of Information*. Course Change forms are obtained from the Registrar's Office and must be signed by the course instructor and the student's academic advisor. If withdrawal from a course results in a program of fewer than twelve semester hours, a student on financial aid must notify Student Financial Services regarding this change in enrollment status. A resident student who drops to fewer than 12 hours must obtain approval of the Vice President of Student Affairs to continue residency on campus. *Failure to attend class does not in itself constitute a formal withdrawal, either academically or financially.*

GRADE APPEAL PROCEDURE

Faculty assign grades after thoughtful, careful consideration based on their professional judgment of the student's mastery of the course's body of knowledge and within the course policies specified in the syllabus.

However, on rare occasions a student might believe the grade assigned does not accurately reflect course mastery and/or the policies stated in the syllabus.

In such cases, a student may appeal the assigned grade by following a set procedure that begins by discussing grade determination with the course instructor and, failing agreement at this level, leads to involvement of academic administrators.

Copies of a document detailing the grade appeal procedure are available at the Academic Affairs Office or the Center for Academic Support and Advising.

In order to assure that the issues surrounding the appeal are fresh in all parties' minds, students must initiate the grade appeal by meeting with the faculty member who assigned the grade no later than two class weeks after the start of the subsequent academic semester. In the case of an appeal of a grade assigned during the spring semester, mini-terms or summer school, the student may appeal the grade any time prior to the completion of two weeks of the fall semester. Appeals not initiated within the time-frame specified above will not be considered.

COURSE LOAD

Every student enrolled in a regular degree program of the College must register for and maintain a minimum of 12 hours each semester.

The maximum student load is 18 semester credit hours in academic courses. Any course load of more than 18 hours must have the approval of the Provost or the designee of the Provost. There is an additional tuition charge for course work in excess of 18 credit hours. (See Financial Policies for overload fees.)

Students following reduced programs with special approval of the Provost or the Provost's designee may schedule fewer than 12 hours and be charged according to part-time tuition rates. Veterans must be full-time students to qualify for full financial assistance under Title 38 U.S.C., Chapter 36, sect. 1775: ch 31, 34, 35, and 106.

COMPETENCIES IN WRITTEN AND ORAL COMMUNICATION

Minimal requirements for satisfactory work require that students express themselves correctly and intelligently. The aim of liberal arts education in the Jesuit tradition demands that every instructor in every course be, in a sense, a teacher of clear communication. It cannot be said that students are in command of the content of a course unless they can express themselves correctly, coherently, and precisely when discussing it, whether in writing or speaking.

Students in all classes, therefore, should expect that errors in spelling, punctuation and general mechanics will be pointed out. Precision in word selection, soundness of logic and organization and even maturity of style shall be the concern of every instructor and the responsibility of every student.

Compositional errors will lower the grade on papers and examinations in any course in proportion to the gravity of the errors. A paper that approaches illiteracy will be given a failing grade, regardless of the knowledge of course material demonstrated.

Competency in oral communication is also required of all graduates. A student may document such competency by completing the core curriculum requirement for oral communication.

INDEPENDENT STUDY

Superior students (defined for this purpose as those having a grade point average of 3.0 or better) who desire to enrich their regular programs by undertaking individual research into a special topic or project, or who wish to intensify their study of regular course material beyond the normal curricular standards, may register for independent study. Such study will ordinarily be offered only to students in their junior and senior years.

A qualified student may register for one project per semester for not more than four semesters, but no more than six credit hours may be accepted to meet minimum concentration requirements.

Arrangements for independent study should be initiated by the student in conference with the department chair, who will appoint a director to supervise the project. The director will normally be a faculty member from an appropriate discipline. The student will submit a plan of study which the director may revise as appropriate and forward to the Registrar for approval.

Under no condition will credit be granted retroactively for work begun or completed prior to the proper approval.

TUTORIAL COURSES

Under exceptional circumstances, a student may obtain permission to receive private tutoring in a course which is listed in this *Bulletin* but which is not currently being offered, or in a traditional course (e.g., instruction in Greek) which is not listed among our offerings but which is compatible with our objectives. The student must obtain written approval of a qualified faculty member who will serve as tutor, the appropriate department chair, and the Registrar.

FEES FOR INDEPENDENT STUDY AND TUTORIALS

Extra fees are charged for such study only if the student credit load exceeds that specified above under COURSE LOAD. In such event, the excess is charged on a semester hour basis and is levied according to the student's load during the semester in which the study is initiated. No refunds are available once fees have been assessed.

STUDENT CLASSIFICATIONS

Undergraduate degree-seeking students are classified by formal rank according to semester hours completed as follows:

Freshman:	less than 30 hours
Sophomore:	30 - 59 hours
Junior:	60 - 93 hours
Senior:	94 hours or more

ACADEMIC ADVISING

The academic advising program of the College is intended first to help the student select a program of study in accordance with his or her background, interest and abilities. Secondly, its principal purpose is to assist the student to achieve specific academic goals expeditiously. Counseling begins during Badger Connection when students are assigned to advisors who explain the details of proposed programs of study.

Students are expected to confer with their advisor regularly during the semester. They discuss grade reports and any academic problems that may arise in their course work.

First-year students are assigned an advisor based on choice of major, admission status, and academic profile. The advisor will assist the student in making the transition from high school to college and help with the selection of a program of study that matches his/her interests and abilities. Students may declare and/or change majors in the Center for Academic Support and Advising.

During the sophomore, junior, and senior years, the department chair and advisor will continue to assist the student and will make a special effort during the final year to prepare the candidate for the beginning of a career or for entrance into a graduate or professional school. The department chair and advisor will also assist the student in fulfilling all requirements for graduation; however, in the final analysis, the student is personally responsible for meeting degree requirements as set out in her/his *Bulletin* of record.

HONORS CONVOCATION

Once a year, during the spring semester, a convocation is held for the purpose of giving public recognition to those students whose scholarship has entitled them to honors. In the presence of the faculty and student body, certificates are awarded to the President's Scholars and to students receiving special recognition for academic or extracurricular achievements.

The President's Scholars are students who have been nominated by the faculties of their disciplines of concentration for demonstrating with greatest distinction those qualities of scholarship and achievement appropriate to their areas of concentration. President's Scholars must have a cumulative grade point average of 3.5 or better.

Students who have a cumulative grade point average sufficient to qualify them for the Dean's Roll of Honor (*summa cum laude*, *magna cum laude*, or *cum laude* – see the Graduation with Honors section for details) are listed in the Honors Convocation program. Traditional students must have attended full-time during the immediate past semester and be enrolled for the current semester. Also, they must have no incomplete grades at the time the list is compiled by the Registrar.

Only December graduates and those who have been granted an academic leave of absence are exempt from being enrolled during the spring semester. To be eligible, Continuing Studies students must have completed a minimum of 15 credit hours during the past calendar year, must have been enrolled in the immediate past semester and must be enrolled for the current semester (unless they are December graduates). They also must have no incomplete grades at the time the list is compiled by the Registrar.

DEAN'S LIST

The Dean's List is published after each fall semester and spring semester and is based on grades earned during the immediately preceding semester, not the cumulative average. To qualify, the student must have earned a minimum of 12 credit hours on the letter grade system (exclusive of pass/fail courses), must have earned at least the minimum honors grade point average for the semester (3.5) and must have no incomplete grades at the time the list is compiled by the Registrar.

Continuing Studies student eligibility is based on completion of six credit hours on the letter grade system.

STUDY AT OTHER INSTITUTIONS

After Matriculation at Spring Hill College

A student enrolled in a degree program at Spring Hill College may be permitted to do a limited part of his/her study at another institution. Transfer credit limitations for undergraduate programs – traditional and nontraditional – are outlined below:

1. Students entering Spring Hill College without transfer credit may take, with proper permission, a total of up to 18 semester hours of credit at other institutions after matriculation.
2. Students transferring fewer than 30 semester hours to Spring Hill at matriculation are limited to 12 semester hours of transfer credit after matriculation.
3. Students transferring between 30 and 60 semester hours to Spring Hill at matriculation may transfer up to nine semester hours of transfer credit after matriculation.
4. Students transferring more than 60 semester hours to Spring Hill at matriculation must complete the remainder of their program of study at Spring Hill College.

Transfer credit limits do not apply to study-abroad enrollment.

(Graduate programs have more stringent limitations on the transfer of credit after matriculation. See the "Graduate Program Policies" section of this *Bulletin* for details.)

To qualify for study at another institution, the student must have the written consent of his/her advisor on the courses to be taken and the written permission of the Registrar.

Students who voluntarily and officially withdraw from Spring Hill College after matriculation with the intention of not returning, and later apply for readmission, shall provide to the Registrar official transcripts of all courses taken elsewhere for the purpose of transfer credit evaluation. At the time of re-entry to Spring Hill College, these students are not subject to the transfer credit limitations outlined above; however, the transfer credit limitations will apply to all future transfer credit hours.

All normal policies regarding quantitative and qualitative considerations apply when accepting credits in transfer. Courses taken at junior/community colleges cannot be transferred in as equivalent to upper-division course work at Spring Hill College. The courses taken at another institution must be the equivalent, in the judgment of College officials, of courses offered at the College. A grade of less than C- for course work at other institutions will not be accepted by Spring Hill College. Grades earned at other institutions do not affect the Spring Hill College grade point average.

Spring Hill College will not accept transfer credit taken while a student is unable to attend the College due to suspension or dismissal.

Transfer credit is only accepted from institutions which are regionally accredited by one of the following accrediting agencies:

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- Northwest Commission of Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission.

TRANSCRIPT OF RECORD

Normally transcripts will be issued by the Registrar's Office upon written request by the student within three working days after clearance from the Student Financial Services office. During the busy period of processing final grades, transcripts will be issued within 10 working days after final grades are entered.

Official transcripts bear the seal of the College and are sent from the Registrar's Office directly to the university or agency. Any official transcript released to the student will be stamped, "Issued to Student." The college may release only its own transcripts and not the transcripts of information supplied by other colleges or testing services.

The fee is \$10 per official transcript. (For official transcripts to be released within 24 hours, the fee is \$25.) The official transcript can be ordered upon payment of this fee and upon notification by the Student Financial Services office that the student has been cleared of all outstanding financial obligations to the College. These financial obligations include, but are not limited to, tuition and fees, parking fines, room damage fines and monetary disciplinary sanctions.

NAME CHANGE POLICY

Current or former students who intend to change their name on their permanent record must provide the Registrar's Office with official documentation which shows a legal change of name (e.g., marriage license, divorce certificate).

SUMMER SESSIONS

Spring Hill College offers a summer program to all qualified students. Each summer, a variety of courses is offered to continuing students, both regular Spring Hill students and students attending other colleges.

Students from other colleges and universities desiring to complete summer courses at Spring Hill College should complete the Transient Study Application and Registration form found on the Registrar's web page.

By taking advantage of the scheduling options offered in the summer session, students can earn up to 12 semester hours of credit, the equivalent of a full semester of course work.

The Marine Environmental Sciences Consortium offers an additional option for enriching a student's summer activities.

Details concerning fees, policies, dates, and courses are available on Badger-Web.

WITHDRAWAL FROM THE COLLEGE

All students desiring to officially withdraw from the College are expected to complete the withdrawal process.

A student who intends to withdraw voluntarily from the College during the term must do so by the last day of classes. All students must initiate the process in Student Advising Services where they will be informed of the procedures to follow. The procedures include an exit interview and the completion and return of a withdrawal request form with the necessary clearance signatures. The student's final grades are recorded on the academic transcript as either W, WP, WF, or other, based on the determination of the instructor and the Provost or the Provost's designee. No notation of courses attempted is made on the permanent record of a student who withdraws from the College during the add/drop period published in the official calendar in the *Bulletin of Information*.

A student seeking a medical withdrawal should discuss this option, along with others, with a staff member in the Center for Academic Support and Advising. If appropriate, the student will be referred to the Wellness Center to pursue this option. The Wellness Center will require certain items in order to consider recommending a medical withdrawal, included, but not limited to, a request in writing, medical documentation and access to discuss issues with the student's health care providers. The Vice President for Student Affairs, in consultation with the Wellness Center, will decide if a medical withdrawal is approved.

Students planning to withdraw from the College should consult the sections in this *Bulletin* regarding tuition and fee refunds to which they may be entitled.

A student who withdraws between semesters must send written notification of non-return to the Registrar.

A student who withdraws on probation remains on probation.

LEAVE OF ABSENCE

Spring Hill's leave of absence is for those students who are in good academic standing and are not subject to disciplinary action. It is designed for students who have developed a planned academic interruption from their study at Spring Hill and are seeking assurances that they will be able to return and resume their studies with a minimum of administrative difficulty. Students returning from a leave of absence are subject to the policies of the *Bulletin* under which they were originally admitted.

The student must submit a formal request to the Provost or Provost's designee for approval and complete the Leave of Absence form. Leaves for up to one year may be granted. A leave of absence is not granted to a student transferring to another university unless the student is enrolled in approved study abroad, other approved semester or yearlong programs, or engineering.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Spring Hill College complies with the Family Educational Rights and Privacy Act of 1974. The College ensures a student access to certain official records directly related to the student and prohibits the release of personally identifiable information other than "directory information" without prior written consent of the student, except as specified by the law.

Present and former students have the right to personally review their own records for information and to determine their accuracy. Parents of dependent children, as defined by the Internal Revenue Service have the same rights. In compliance with the Family Educational Rights and Privacy Act of 1974 as amended, the College reserves the right to disclose information about dependent students to their parents without the students' written consent.

A complete explanation of the law is available in the Registrar's Office. Any complaints regarding Spring Hill College's compliance with this law may be filed with the Family Educational Rights and Privacy Act (FERPA), Department of Education, Washington, D.C. 20201.

EUROPEAN UNION GENERAL DATA PROTECTION REGULATION

Information created in the European Union will be transferred out of the European Union to the College. If you feel the College has not complied with applicable foreign laws regulating such information, you have the right to file a complaint with the appropriate supervisory authority in the European Union.

DIRECTORY INFORMATION

Directory information may be released by the College without written consent of the student. Directory information includes student's name, address, telephone number, e-mail, photograph, date and place of birth, major, dates of enrollment, degrees conferred and dates of conferral, any graduation distinction, institutions attended prior to admission, participation in officially recognized activities and sports and weight and height of members of athletic teams. A student's request to withhold directory information will be honored by the College for only one academic year and must be filed annually in the Registrar's Office within two weeks after the first day of class for the fall semester.

Any complaints regarding Spring Hill College's compliance with this law may be filed with the Family Educational Rights and Privacy Act (FERPA), Department of Education, Washington, D.C. 20201.

STUDENT RIGHT TO KNOW LAW

Information is available from The Office of Institutional Research to students on campus, prospective students, parents, coaches and high school counselors wishing to know projected graduation rates by ethnicity, sex and sport of first-time entering freshmen and of first-time entering fall semester athletes on athletic scholarships.

COMMENCEMENT

Commencement exercises are held once per year in May for all students who graduated the previous December and those who are candidates for May or August graduation. August candidates who are within six hours of graduation by the end of spring semester must show evidence that they will complete their degree requirements by August 31 or they will not be allowed to participate in the commencement ceremony. August candidates who have seven to 12 hours of credit hours remaining by the end of spring semester must also show proof to the Registrar before commencement that they have registered for all required credit hours to be completed by August 31 or they will not be allowed to participate in the commencement ceremony. Candidates for May or August graduation must be enrolled for the preceding spring semester in order to participate in commencement.

Participation in commencement does not signify that all degree requirements have been met and that a degree has been or will be conferred. Students who are eligible to participate in graduation exercises are expected to participate. A student wishing to graduate *in absentia* should submit a request in writing to the Registrar and obtain written approval. Those granted permission to graduate *in absentia* are not relieved from paying the graduation fee.

No student can participate in the commencement ceremony unless he/she is in good academic standing.

REQUIREMENTS FOR GRADUATION

Bachelor Degree Programs

Spring Hill College offers undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Nursing (BSN). The conditions for earning a degree may be classified under the following headings:

Course Requirements

The curricula normally to be followed for the various bachelor degrees are published elsewhere in this *Bulletin*. On the recommendation of the division chair and with the approval of the Provost certain variations may be permitted.

Quantitative and Qualitative Requirements

The student must complete a program of studies consisting of not less than 128 semester credit hours to qualify for a baccalaureate degree.

In addition, the candidate must have an average of C or better (quality quotient: 2.0). No student will be evaluated for graduation unless in good academic standing. One who attains good standing and completes other requirements for the degree simultaneously must await the next regularly scheduled commencement for degree conferral.

A student must complete all requirements for a December degree by December 20; for a May degree by the day of commencement; and for the August degree by August 31. For degree requirements to be considered completed, the record of work must be submitted to the Registrar's Office.

Major Requirements

Before the end of the freshman year, each student should select a major.

Students are admitted to a major based on their own preferences and the advice of their academic advisors. A grade point average of at least 2.0 and completion with a grade of C/C- (see departmental policy) or better of each of the prerequisites of the major are required.

Normally, an academic major consists of 30 to 36 hours of specialized upper-level courses, of which a maximum of 24 and a minimum of 18 are in one department.

Six to 12 hours of the major are program electives, or upper-level courses outside of the department, chosen to strengthen the major and/or support the student's career objectives.

In majors which are interdepartmental up to 39 hours may be required and/or there may be no program electives. (*See individual majors for a complete specification of requirements.*)

A concentration is an area of special focus within the broader major, normally consisting of up to 18 hours of upper-level related courses within the major area of the department.

All courses in the major must be completed with a grade of C- or better. Some departments may have more rigorous requirements (*see individual department requirements for details*).

Change of Major

Students may petition to change their major. Students who change their major must follow the academic program in effect at the time of the change.

Double Majors/Concentrations

Applicants for double majors or concentrations must secure the approval of their advisor(s) and both of the involved department chairs and must also notify Student Advising Services. For majors/concentrations which have common courses or curricula, at least 18 credit hours (15 for concentrations) must be earned from non-overlapping courses in each of the two major/concentration areas. Students must pass comprehensive experiences in both fields. The applicant's designation of a "first" and a "second" major determines whether the student receives a Bachelor of Arts or Bachelor of Science degree.

This rule is applicable when majors fall under different distinctions for degree earned. Students who elect to return to Spring Hill College for completion of extra majors/concentrations after conferral of their bachelor's degree must follow Second Bachelor's Degree guidelines with regard to admission and additional credit hour requirements (see below).

Second Bachelor's Degree

A student may earn a second degree at the undergraduate level at Spring Hill; however, it is discouraged in favor of a graduate degree. In those instances where two bachelor's degrees may be appropriate to educational career goals, students may earn a second bachelor's degree from the College by meeting the following conditions:

1. Apply to the College prior to commencing study and receive a program evaluation report from the Registrar outlining the course work required to complete the degree program. For students holding their first degree from an institution other than Spring Hill, this evaluation will be conducted under the guidelines specified in the transfer admission section of this Bulletin;
2. Complete at least 32 additional semester hours of study beyond that required for the initial bachelor's degree, with at least 8 hours of study in the major that do not overlap with previous course work;
3. After matriculation, fulfill all the requirements for the new degree, including divisional requirements, in residence at Spring Hill College;
4. Fulfill the following core curriculum requirements: one course of the student's choice in each discipline of English, history, philosophy, theology, social science, visual and performing arts, foreign languages, science/math. Prerequisites may be waived in consultation with the division or department chair as appropriate. Courses taken for the first degree can be used to satisfy any of these course requirements.
5. Only one Bachelor of Arts (BA), one Bachelor of Science (BS), and one Bachelor of Science in Nursing (BSN) will be awarded per student. Additional majors completed after the posted degree date will be added to the appropriate bachelor's degree.
6. A student may not receive more than one bachelor's degree per posting period (May, August, or December of a given year). The student must re-apply to the College and complete the additional course work outlined above for the second degree.
7. General Studies cannot be declared as a major for students pursuing a second bachelor's degree.

Comprehensive Experience

A college-wide requirement for all baccalaureate degrees is some synthesizing experience in the major field which is to be completed during the senior year. The nature and scope of this synthesizing experience are determined by the faculty of the concerned departments and are approved by the Provost. They are defined in the department descriptions in the programs of study section of this *Bulletin*. The synthesizing experience may take the form of an examination, a position paper, a senior project or special seminar, etc., as defined by the academic department. The term "capstone" course is often used in the program descriptions that follow. A capstone course is generally the comprehensive, synthesizing experience for the major.

The purpose of the synthesizing experience is to test the student's competence in the major field, not only in retention of disparate data but also in the ability to correlate, solidify and synthesize the various courses taken in developing the major. In addition, the synthesizing experience provides important information to the faculty of the department about how effective they have been in meeting the academic objectives of the department.

An unacceptable performance on the synthesizing experience will make necessary further preparation in the major field, perhaps additional course work, and postponement of graduation.

Residence Requirement

No student will be approved for graduation unless he/she is in attendance at Spring Hill College, in good academic standing, and enrolled in a full-time program of at least 12 hours during both semesters of the senior year. A minimum of 24 of the last thirty hours, together with 50 percent of the course work required in the major, must be completed at Spring Hill College. Exceptions can be made only by the Provost or the Provost's designee.

Currency of Course Work

Students readmitted to Spring Hill after a 10 year absence are required to complete at least twenty-four hours of additional course work to be granted a bachelor's degree. Students who intend to complete their undergraduate degree requirements and need fewer than 12 hours to graduate should contact the Registrar who will consult with the Academic Standards Committee.

Application for Degree

On or before the first of November preceding the spring commencement, all candidates for a degree must file with their department chairs a Notice of Intent to Graduate form, together with evidence that they will fulfill all requirements for graduation. The Notice of Intent to Graduate form must then be turned in to the Registrar's Office. Failure to remit this form to the Registrar's Office by the published deadline can affect the appearance of your name on the printed program, the availability of your diploma, participation in the commencement ceremony and your ability to graduate. It is the responsibility of the student to know and satisfy the degree requirements of the academic program.

Graduation with Honors

These general requirements must be obtained for graduation with honors:

- Completion of the program with the following minimum grade point averages: 3.9 for *summa cum laude*, 3.7 for *magna cum laude*, and 3.5 for *cum laude*.
- Transfer students must complete a minimum of 60 semester hours of “graded” course work (courses where letter grades using quality points are used) at Spring Hill College in order to qualify for honors consideration.
- Graduation honors will only be listed in the printed commencement program and called out at the ceremony for students who have completed all degree requirements by December or May, not for students who expect to complete in August.

Optional Minor

Students may elect to pursue minor fields of study in one or two departments. All minors require from 18 to 24 semester hours of course work completed with grades of C/C- (see departmental policy) or better. At least eight hours of the course work must be at the upper-division level. At least half of the courses must be taken at Spring Hill. Specific requirements for minors are listed in the descriptions of programs of study elsewhere in this *Bulletin*. Minors must be completed within the framework of a bachelor’s degree and cannot be continued after degree conferral.

II

Traditional Undergraduate Programs

GENERAL AND PROGRAM INFORMATION

Academic Calendars

Visit current calendars at badgerweb.shc.edu/ICS/Registrar/ (in the Academic Calendars portlet):

- Traditional Undergraduate Semester calendar
- Graduate Calendars
 - Teacher Education Program
 - Graduate Theology Program
 - MBA Program
 - MSN/CNL Nursing Program
- Summer Calendars
 - Undergraduate
 - Graduate
 - MBA Program
- Italy Center: shc.edu/italy

Admission

New students who desire to enroll in those programs traditionally offered during the daytime, semester format should contact the Office of Admissions to determine eligibility and to request the necessary forms. Degree-seeking students need to be admitted to the College to study in a major academic program. All other students wishing to take classes should provide evidence of their ability to benefit from those classes and meet certain minimum requirements to register.

ADMISSION POLICY FOR DEGREE PROGRAMS

The admission policy of Spring Hill College is designed to enroll students who have the desire and ability to benefit from the academic programs of the College, without regard to their race, sex, religion, disability or national or ethnic origin. Ability is demonstrated by high school curriculum, grades, standardized test results, rank in class, previous college work (if applicable) and recommendations.

The ideal student for Spring Hill College is an individual who seeks a liberal arts, faith-based education, whether Catholic or non-Catholic, and who truly wishes to become a responsible leader in service to others.

This student should come from a competitive high school, have taken a rigorous college preparatory curriculum, graduate with an above average grade point average, rank in the top third of the class, and have solid ACT or SAT scores. This student would also contribute to the wellbeing of the College through out-of-class activities such as community service, student government, clubs and organizations and athletics. This student, upon graduation from Spring Hill College, would cherish as well as value the education he/she received and become an involved and supportive alumnus/a of the College.

STUDENTS APPLYING FOR ADMISSION

Students seeking admission should apply online at www.shc.edu/apply. Spring Hill College uses a rolling plan of admission, which means that applications are processed whenever all required materials are received with notification to the student as soon as a decision is made.

FRESHMAN ADMISSION

Applicants may be offered admission to the freshman class on the basis of six or more semesters of high school coursework. However, the applicant must, by the time of enrollment, be graduated from an accredited secondary school, with a minimum of 16 academic units. (Ordinarily this means four units in English, three in mathematics, including Algebra II, three in natural science, three in social science, and three other units in academic areas.)

Application Procedures

In addition to the application form, a student applying for freshman admission must submit:

1. an official transcript of high school grades covering at least six semesters; transcripts must be submitted from every high school attended;
2. official scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT);
3. an evaluation of achievement and potential from the high school counselor and/or high school teacher;
4. a personal statement.

In some instances, additional letters of recommendation and a personal interview with a College representative may be requested.

Any student wishing to submit an official GED report in lieu of a diploma should also submit transcripts of all high school work previously attempted. An interview is required for all GED applicants.

Any student who has been home-schooled for any part of his/her high school education should submit a comprehensive portfolio of the educational experience. The portfolio should include, but is not limited to, a thorough explanation of all coursework and how it was graded, a comprehensive reading list, documentation of any program affiliation and personal assessments provided by both the student and the primary teacher. We welcome the inclusion of any independent research project, community outreach or unique experience that enriched the homeschooling experience. All home-schooled students are required to visit campus for a personal interview.

Unconditional Admission

Unconditional admission usually will be granted to applicants who have an above average high school grade point average in specific academic courses, rank in the upper-half of their class, present acceptable scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and receive appropriately satisfactory counselor and/or teacher recommendations.

Conditional Admission

The College may, at its discretion, grant conditional admission to applicants who do not clearly meet all requirements for unconditional admission but who demonstrate the potential to complete a course of study successfully at Spring Hill College. Students admitted conditionally may be limited in the number of enrolled credit hours during the first semester of study and/or be asked to take prerequisite courses that will count towards graduation.

TRANSFER ADMISSION

Transfer student is a classification assigned to any student who has matriculated at a college or university other than Spring Hill College with a transcript of record. Students seeking transfer admission are required to disclose attendance at all prior institutions. All transfer students are required to take placement examinations in foreign languages.

Application Procedures

In addition to the application form and personal statement, a transfer student should submit:

1. an official transcript from each college or university attended for all coursework and a list of courses in progress;
2. an official, complete transcript of the high school record and official scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if the applicant has completed fewer than 20 semester hours of college work or has a cumulative grade point average below 2.5; and
3. an academic transfer reference from the academic dean, academic advisor or a faculty member from the last college attended.

Unconditional Transfer Admission

Unconditional admission will be granted for transfer applicants who have completed 20 or more semester hours of college work, have a cumulative grade point average of at least 2.5 on a 4 point scale, are in good academic standing at the last college or university attended and receive an appropriately satisfactory recommendation. Any transfer student who is admitted to the College for the fall semester but wishes to take prerequisite courses for a particular program (i.e., nursing or teacher education) during a summer term should consult with the Vice President of Admissions prior to the beginning of the summer term.

Probationary Transfer Admission

Probationary admission will be granted to transfer applicants who do not meet unconditional transfer admission but have a college cumulative grade point average of at least 2.0 on a 4 point scale, are in good academic standing at the last college or university attended, receive an appropriately satisfactory recommendation and meet any of the first-time freshman unconditional admissions thresholds.

Transfer Credits

Advanced standing, i.e., the acceptance of credits previously earned, will be granted provided the courses are in areas of study that fall within the regular curricular offerings of the College. No credit will be accepted in which the applicant received a grade of less than C-. Transfer students may submit scores for Advanced Placement examinations and CLEP examinations for consideration for credit under the normal policies for granting such credit at Spring Hill College. Credit granted by another institution for experiential learning will not be accepted as transfer credit by Spring Hill College.

Credit from an accredited junior or community college is limited to a maximum of 64 semester hours or 96 quarter hours.

The College reserves the right to accept or reject as direct transfer credit those courses taken at a junior or community college that are upper-division courses at Spring Hill College (with course numbers in the 300 to 400 range), although such coursework may be considered for general elective credit.

Regardless of the amount of credit transferred to Spring Hill College from other institutions, at least 25 percent of the coursework applied toward meeting the minimum graduation requirement must be taken at Spring Hill College. In addition, the transfer student must meet the College's residency requirement which is as follows:

No student will be accepted as a candidate for graduation unless in attendance at Spring Hill College, in good academic standing, and enrolled in a full-time program of at least twelve hours during both semesters of the senior year. A minimum of 24 of the last 30 hours, together with 50 percent of the coursework in the program of concentration, must be completed at Spring Hill College. Exceptions can be made only by the Provost.

INTERNATIONAL STUDENT ADMISSION

An international student is someone who does not have United States citizenship or is not a permanent resident of the United States. Any student who is "in process" to receive US permanent residency (obtain a Green Card) is considered an international student. International students must demonstrate English language proficiency in addition to meeting the requirements for freshman or transfer admission. Proficiency is demonstrated by achieving a minimum score of 80 on the Internet-based TOEFL Examination (213 on the computer-based version), 6.5 on the IELTS, C on the Cambridge Examinations (CPE or CAE) or 90 on the Michigan Test (MELAB). Students applying from other English speaking countries are asked to submit either an ACT or SAT score.

Application Procedures:

In addition to the application form and personal statement, an international student should submit:

1. Letter of recommendation from a guidance counselor or an academic instructor.
2. Secondary school academic records, both in the original language and certified English translation. The original language records must be official school records – sent directly to Spring Hill College by the school – and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable.
3. Proof of English proficiency as indicated above.
4. Proof of financial resources showing the student's ability to cover expenses for the first academic year at Spring Hill College. Proof of financial resources includes one of the following:
 - a) An affidavit of support and a confidential bank statement from the student's parents, a relative or personal sponsor showing that sufficient funds are available, or
 - b) A sponsorship letter from a government agency, organization, institution or school.

International students who seek admission as transfer students should submit all of the documentation required of freshmen plus the following:

1. Letter of recommendation from the Dean of Students at last attended institution.
2. List of current courses.
3. Transcripts from all colleges and universities attended or currently attending. These records must be official school records – sent directly to Spring Hill College by the school – and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable. All college and university courses taken at institutions outside the United States must be evaluated by an approved evaluation service (recommended: The International Credential Advantage Package (ICAP) by World Education Services – <https://www.wes.org/>).
4. Secondary school academic records, both in the original language and certified English translation, are necessary if student has less than 20 credit hours and/or a cumulative GPA below 2.5.

Additional Information for International Students

- The Office of Admissions will issue the I-20 Form after the student has submitted the enrollment confirmation along with all financial supporting documents.
- Spring Hill College does not award financial aid to international students on the basis of need; however, merit scholarships are available.
- It is Spring Hill College's expectation that students should apply to Spring Hill College with the understanding that they will be personally responsible for providing funds to attend the college.

VETERANS

The College is approved for the education of veterans under Public Law 89- 358, Veterans Readjustment Benefits Act of 1966: Chapters 31, 34, 35, of title 38. Accordingly, it is the policy of the school to afford veterans and, where applicable, their dependents, every opportunity for study compatible with their educational background and the scope of the institution.

Service of at least one year and less than two years will be awarded two semester hours of credit, the equivalent of the freshman-level military science credit. Service of two years or more will be awarded four semester hours of credit, the equivalent of the freshman- and sophomore-level military science credit. Credit will also be given for courses and training completed in military service if the veteran is qualified according to the norm set down by the American Council of Education in its publication entitled *Guide to the Evaluation of Educational Experiences in the Armed Services*.

READMISSION

Students who have been absent from Spring Hill College for a semester or more must make formal application for readmission through the Office of Admissions. Together with the application (for which there is no fee), they must submit a transcript of any credits earned at another institution.

ADMISSION POLICY FOR NON-DEGREE STUDENTS

All non-degree students should request a special student application from the Office of Admissions. This application form and the appropriate additional information must be submitted to the office.

Transient Students

Transient students are students enrolled in other colleges who wish to pursue courses at Spring Hill College. A transient student must obtain the written permission of his/her dean to take courses at Spring Hill.

Other Students

Students who wish to pursue particular studies with or without credit outside a degree program are also classified as non-degree students. Such students should submit the application for admission form (available shc.edu/apply), the application fee and an official transcript from each college previously attended. (A high school transcript must be submitted if the applicant has not attended college.)

If a non-degree student wishes to be reclassified as a degree student in a regular degree program, he or she should request reclassification from the Provost. No more than nine credit hours taken while in non-degree status at Spring Hill College may be applied to a degree program.

High School Students

High school students who have completed the sophomore or junior year may be admitted as special students. Each high school student must obtain written permission from the high school principal (or counselor), submit an official copy of his/her high school transcript, and submit the Application for Transient Study at Another Institution. The appropriate prerequisite academic background will be necessary to enroll in a particular course. Credit for courses successfully completed will be held in escrow and applied toward a degree from Spring Hill College or transferred to the institution in which the student may subsequently enroll as a regular student.

REGISTRATION PROCEDURES

Registration for each term will take place according to the academic calendar published in this *Bulletin* and on the Spring Hill College Registrar's Office website. New freshman and transfer students register during summer.

Registration for returning students for the next semester occurs midway through the semester. All continuing students are expected to register for the subsequent semester during the designated registration period. Prior to each registration period, students will receive registration instructions from the Registrar's Office.

No student shall be allowed to enroll for the next term unless all required admission records have been received by the College (official high school transcripts and/or test scores).

Students should consult with their advisor prior to registration for each term in order to receive clearance in the BadgerWeb online database. Before the end of the add/drop period, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* will be assessed a late registration fee.

DUAL ENROLLMENT

The College accepts dual enrollment credit for traditional undergraduate students. The coursework must result in a grade of C- or better in 100-level or higher courses. A maximum of 24 credit hours will be accepted in any combination of Advanced Placement (AP), International Baccalaureate (IB), dual enrollment or College Level Examination Program (CLEP).

INTERNATIONAL BACCALAUREATE (IB)

Credit will be awarded on a course-by-course basis as approved by the department. Scores of five or better on the higher-level examinations will be considered for credit.

ADVANCED PLACEMENT PROGRAM

Students whose academic preparation in high school is beyond that normally expected for admission at the freshman level may qualify for advanced placement. The term “advanced placement” means that the student is placed in courses advanced beyond those normally required of an entering student and that are at a level appropriate to the student’s ability. Advanced placement is usually based on results of the Advanced Placement Program (AP) of CEEB, and other national tests, as well as Spring Hill’s own institutional tests. To receive appropriate AP credit, the enrolling student must submit an official score report once all AP coursework is completed. The following chart outlines the minimum acceptable scores and the applicable course substitutions for the corresponding AP examinations.

Advanced Placement (AP) Credit Policy

Exam Title	Minimum Score Required	Number of Credits	SHC Equivalent Course
Art History	3	3	ART Core
Biology	3	3	Science Core
Calculus AB	3	4	MTH 121 *Students who score a three on the calculus AP test will be awarded credit, but may, in individual cases, be required to complete MTH 121 before placement in MTH 122.
Calculus BC	4	4	MTH 121, 122
Chemistry	3	3	Science Core
Comparative Government and Politics	3	3	POL 151

Computer Science A	4	3	CIS 221
English Language and Composition	4	3	ENG 121
English Literature and Composition	4	3	ENG 121
European History	4	3	HIS 102
French Language and Culture	3	3	FRE 101
	4	6	FRE 101, 102
German Language and Culture	3	3	GER 101
	4	6	GER 101, 102
Latin	3	3	LAT 101
	4	6	LAT 101, 102
Macroeconomics	3	3	ECO 101
Microeconomics	3	3	ECO 102
Music Theory	3	3	MUS 221
Physics B	3	3	Science Core
Physics C: Electricity and Magnetism	3	3	Science Core
Physics C: Mechanics	3	3	Science Core
Psychology	4	3	PSY 101
Spanish Language and Culture	3	3	SPA 101
	4	6	SPA 101, 102
Spanish Literature and Culture	3	3	SPA 101
	4	6	SPA 101, 102
Statistics	3	3	BUS 263 or MTH 163
Studio Art: 2-D Design Portfolio	3	3	ART Core
Studio Art: 3-D Design Portfolio	3	3	ART Core
Studio Art: Drawing Portfolio	3	3	ART Core
United States Government and Politics	3	3	POL 112
United States History	4	3	HIS 104

Traditional Undergraduate Programs of Study

General core curriculum and a specific listing of requirements for each traditional undergraduate degree program follow. The requirements as presented are to be considered generally binding but not totally inflexible. Students may vary their requirements according to their particular plans and interests, but such variations must be approved by the department or division chair and by the Provost.

From time to time the College finds it either advisable or necessary to change requirements in various curricula. New curricular requirements become effective at the time of their publication in the *Bulletin of Information* and are not retroactive. The College reserves the right to make and implement non-curricular academic policy changes at any time deemed appropriate.

The abbreviation after an instructional department is the official symbol for that subject; for example, PHL is the designation for the philosophy department. Numbers for the courses of the department are prefixed by the departmental abbreviation symbol. These symbols are used in records, reports, schedules and transcripts.

At the beginning of each divisional section are statements of the general and specific objectives of the division and an explanation of its requirements. Not all of the courses listed under each division are offered every term; some are offered on a rotational basis. The College reserves the right to make necessary changes in course offerings and to cancel courses for which fewer than five students have enrolled at the beginning of the semester.

A lower-level course is one that is preparatory to the concentration. Lower-level courses open to freshmen and sophomores are numbered from 100 to 299. As a general rule, courses numbered from 200 to 299 are for sophomores. Upper-level courses are numbered 300 and above. Courses numbered below 100 involve basic academic skills development.

A course may have one or more of the following overlays:

W= writing across the curriculum

O = oral communication

D = diversity

E = ethics

J = social justice

I = integrations

C = community-based learning

An overlay indicates that the course can be used towards fulfilling the respective core curriculum overlay requirement.

SPRING HILL COLLEGE CORE CURRICULUM – BACHELOR DEGREE PROGRAMS

In Jesuit educational philosophy, reason, justice and faith are inextricably linked. Therefore, Spring Hill College, as a Jesuit, liberal arts institution, fosters intellectual, moral and spiritual growth for its students along with an aspiration to build a just world and pursue the fullest possible development of their own potential. It prepares responsible leaders for service to others.

The core curriculum lays the academic foundation for these goals. The curriculum is organized around a basic principle: Education for the common good of the global community. This integrated curriculum cultivates an overlapping set of bodies of knowledge, skills and values that will enable students to live full and fruitful lives.

Consistent with the academic goals of the college, Spring Hill College has adopted the following learning outcomes to be introduced in the core curriculum and advanced through the entire curriculum:

Students acquire a greater understanding of human cultures and the physical and natural world through studies in the sciences, mathematics, social sciences, literature, foreign languages, philosophy, theology, history and visual and performing arts.

Students develop broad intellectual and practical competencies, including:

1. inquiry and analysis
2. critical reading and thinking
3. oral communication
4. effective and persuasive writing
5. information literacy, research, and scholarship
6. quantitative literacy

Students demonstrate critical reflection on the personal and social dimensions of their faith, including:

1. civic knowledge and engagement with local and global communities
2. intercultural knowledge
3. knowledge of the practical and personal challenges to human dignity and social justice
4. ethical reasoning and action in relation to the common good of the global community
5. understanding of the broader Christian traditions, especially Catholicism, as well as other world religions
6. engagement with persistent questions of meaning, in relation to the world as it is known and to reality as a whole.

ENGLISH PROFICIENCY

New freshmen entering the college for the first time must provide National Standardized Test scores to demonstrate English Proficiency. Students whose scores do not demonstrate competency in English must take ENG 105, College Composition, before beginning core English courses.

MATHEMATICS PROFICIENCY

New freshman students must submit standardized mathematics test scores for admission. Students whose scores do not demonstrate proficiency are required to take MTH 010, Intermediate Algebra, prior to taking MTH 111 or MTH 163, based on their declared major.

All degree candidates at Spring Hill College are required to study the core curriculum specified below according to their degree program, which include the required courses and required overlays listed below. Transfer students should reference the Core Curriculum Requirements for Transfer Students for exceptions to the following requirements.

CORE CURRICULUM FOR BACHELOR OF ARTS DEGREE

This curriculum organizes foundational studies in the core by the modes of understanding in which we would like our students to be grounded as well as by the core curriculum learning outcomes. It scaffolds the core toward an integrative experience at the end and includes overlays that allow students to develop skills and perspectives in a broad range of academic disciplines.

All entering freshmen take one core course in the fall semester designated LEAP.

		<u>Credit Hours</u>
Skills: (Courses to be taken in first year)		
LEAP Lab		1
ENG 121/190	Composition I/Honors Comp & Literature*	3
ENG 123/290	Composition II/Honors Literature* (1st & 2nd Semester)*	3
PHL 101/190	Introductory Logic/Honors Logic	3
THL 101/190	Introduction to Christian Theology/ Honors Theology I	3
MTH		3
Foreign Language (may be delayed to second year)**		<u>0-6</u>
Total Skills Hours:		16-22
Foundations I: Understanding the national and global human communities		
HIS 110/HIS 290	The Global Human Community	3
HIS 213/HIS 214	The American National Community or	3
HIS 120	The American National Community	3
HIS 211/HIS 212	The Global Human Community	<u>3</u>
Total Foundations I Hours:		6
Foundations II: Understanding nature and the human being through the applications and methodologies of modern science		
Natural Science: BIO, CHM or PHY (choose one)		3
Social Science: ECO, POL, SOC or PSY (choose two)		6
Mathematics, Science, CIS (choose one)		<u>3</u>
Total Foundations II Hours:		12
Foundations III: Understanding human reality through the creative imagination		
Visual and Performing Arts (visual arts, music or theater)		3
ENG 200 level/WRI 276 (choose two)***		<u>6</u>
Total Foundations III Hours:		9
Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition		
PHL 200/300 level (choose two)		6
THL 200/300 level (choose two)		<u>6</u>
Total Foundation IV Hours:		12
Total Foundation Hours:		39
Total Core Hours:		55-61

Overlay Requirements:

Cultural Diversity (D): 1 course

Writing Across the Curriculum (W): 5 courses, at least one in the major

Ethics (E)/Social Justice (J): 1 course

Oral Communication (O): 2 courses or CMM 150

Integrations (I): 1 course

Community-Based Learning (C): to be satisfied by a CLIMB course or co-curricular experience

*ENG 121, 123, and 190 are graded A, B, C or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course, and in this event, the grading system is A, B, C, D and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. Once students matriculate, they may not take a freshman-level English course at another institution. **If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they are eligible to take upper-division courses for any additional ENG course work.**

**Students may fulfill this requirement in any one of the following ways:

1. A satisfactory score on the foreign language proficiency/placement test at the intermediate level (202).
2. The successful completion of one course at the low intermediate level (201).
3. The successful completion of one elementary course and one course at the low intermediate level (102-201) in the same language.
4. The successful completion of the two courses at the elementary level (101-102) in the same language.

***Honors options for English core described in this section of the *Bulletin*.

CORE CURRICULUM FOR BACHELOR OF SCIENCE DEGREE

This curriculum organizes foundational studies in the core by the modes of understanding in which we would like our students to be grounded as well as by the core curriculum learning outcomes. It scaffolds the core toward an integrative experience at the end and includes overlays that allow students to develop skills and perspectives in a broad range of academic disciplines.

All entering freshmen take one core course in the fall semester designated LEAP.

		<u>Credit Hours</u>
Skills: (Courses to be taken in first year)		
LEAP Lab		1
ENG 121/190	Composition I/Honors Comp & Literature*	3
ENG 123/290	Composition II/Honors Literature* (1st & 2nd Semester)*	3
PHL 101/190	Introductory Logic/Honors Logic	3
THL 101/190	Introduction to Christian Theology/ Honors Theology I	3
MTH		3
Foreign Language (may be delayed to second year)**		<u>0-6</u>
Total Skills Hours:		16-22
Foundations I: Understanding the national and global human communities (one course must be taken in history)		
HIS 120 or POL 112	The American National Community	3
HIS 110/290 or POL 151/161	The Global Human Community	3
Total Foundations I Hours:		6
Foundations II: Understanding nature and the human being through the applications and methodologies of modern science		
Natural Science: BIO, CHM or PHY (choose one)		3
Social Science: ECO, POL, SOC or PSY (choose one)		3
Mathematics, Science, CIS (choose one)		<u>3</u>
Total Foundations II Hours:		9
Foundations III: Understanding human reality through the creative imagination		
Visual and Performing Arts (visual arts, music or theater)		3
ENG 200 level/WRI 276		<u>3</u>
Total Foundations III Hours:		6
Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition		
PHL 200/300 level		3
THL 200/300 level		<u>3</u>
Total Foundation IV Hours:		6
Total Foundation Hours:		27
Explorations: four to five free electives ¹		12
Total Core Hours:		55-61

Overlay Requirements:

Cultural Diversity (D): 1 course

Writing Across the Curriculum (W): 5 courses, at least one in the major

Ethics (E)/Social Justice (J): 1 course

Oral Communication (O): 2 courses or CMM 150

Integrations (I): 1 course

Community-Based Learning (C): to be satisfied by a CLIMB course or co-curricular experience

*ENG 121, 123, and 190 are graded A, B, C, or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course, and in this event, the grading system is A, B, C, D and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. Once students matriculate, they may not take a freshman-level English course at another institution. If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they are eligible to take upper-division courses for any additional ENG course work.

**Students may fulfill this requirement in any one of the following ways:

1. A satisfactory score on the foreign language proficiency/placement test at the intermediate level (202).
2. The successful completion of one course at the low intermediate level (201).
3. The successful completion of one elementary course and one course at the low intermediate level (102-201) in the same language.
4. The successful completion of the two courses at the elementary level (101-102) in the same language.

¹Free electives are courses outside the student's major division. The student may not take more than three free electives in any one division. Students changing majors may count two 100-level courses as free electives; otherwise, free electives must be 200-400 level courses.

**CORE CURRICULUM FOR BACHELOR OF SCIENCE DEGREE
IN NURSING**

This model retains the emphasis on the liberal arts in the Jesuit tradition while recognizing the strict course requirements for a student in the nursing program to attain proficiency in the profession in a period of eight semesters of study. It includes required overlays that allow students to develop skills and perspectives in a broad range of academic disciplines.

All entering freshmen take one core course in the fall semester designated LEAP.

		Credit Hours
Skills: (Courses to be taken in first year)		
LEAP Lab		1
ENG 121/190	Composition I/Honors Comp & Literature*	3
ENG 123/290	Composition II/Honors Literature* (1st & 2nd Semester)*	3
PHL 101/190	Introductory Logic/Honors Logic	3
THL 101/190	Introduction to Christian Theology/ Honors Theology I	3
MTH 163	Basic Statistics for the Sciences	3
Foreign Language**		<u>0-6</u>
Total Skills Hours:		16-22
Foundations I: Understanding the national and global human communities		
Any HIS 100 level, HIS 211-214 or HIS 290		3
Total Foundations I Hours:		3
Foundations II: Understanding nature and the human being through the applications and methodologies of modern science		
HSC 136 & 138	Microbiology with Laboratory	4
HSC 231 & 233	Anatomy and Physiology I w/Laboratory	4
HSC 232 & 234	Anatomy and Physiology II w/Laboratory	4
CHM 101	Chemistry & Life Processes	3
PSY 101	General Psychology	3
PSY 204	Developmental Psychology	3
PSY 225	Abnormal Psychology	3
SOC 101	Introduction to Sociology	<u>3</u>
Total Foundations II Hours:		27
Foundations III: Understanding human reality through the creative imagination		
Visual and Performing Arts (visual arts, music or theater)		3
ENG 200 level/WRI 276		<u>3</u>
Total Foundations III Hours		6
Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition		
PHL 318	Christian Medical Ethics	3
THL 200/300 level		<u>3</u>
Total Foundation IV Hours:		6
Total Pre-requisites and Core Curriculum Credit Hours:		58-64

Overlay Requirements:

Cultural Diversity (D): one course

Writing Across the Curriculum (W): four courses, at least one in the major

Ethics (E)/Social Justice (J): one course

Oral Communication (O): two courses or

CMM 150 Integrations (I): one course

Community-Based Learning (C): to be satisfied by a CLIMB course or a co-curricular experience.

*ENG 121, 123 and 190 are graded A, B, C or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course, and in this event, the grading system is A, B, C, D and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they are eligible to take upper-division courses for any additional ENG course work.

**Students may fulfill this requirement in any one of the following ways:

1. A satisfactory score on the foreign language proficiency/placement test at the intermediate level (202).
2. The successful completion of one course at the low intermediate level (201).
3. The successful completion of one elementary course and one course at the low intermediate level (102-201) in the same language.
4. The successful completion of the two courses at the elementary level (101-102) in the same language.

CORE CURRICULUM FOR BACHELOR OF SCIENCE MAJORS
 IN EDUCATION

This model retains the emphasis on the liberal arts in the Jesuit tradition while recognizing the requirements for students in pre-professional studies to take a heavier and more structured course load in their majors. It includes overlays that allow students to develop skills and perspectives in a broad range of academic disciplines. All entering freshmen take one core course in the fall semester designated LEAP.

	Credit Hours
Skills: (Courses to be taken in first year)	
LEAP Lab	1
ENG 121/190	Composition I/Honors Comp & Literature*3
ENG 123/290	Composition II/Honors Literature*3
	(1st & 2nd Semester)*
PHL 101/190	Introductory Logic/Honors Logic3
THL 101/190	Introduction to Christian Theology/Honors Theology I3
MTH	3
Foreign Language (may be delayed to second year)**	0-6
Total Skills Hours:	16-22
Foundations I: Understanding the national and global human communities	
Any HIS 100 or 200 level course	3
Total Foundations I Hours:	3
Foundations II: Understanding nature and the human being through the applications and methodologies of modern science	
Natural Science: BIO, CHM or PHY (one course)	3
Social Science: ECO, POL, SOC or PSY (one course)	3
Total Foundations II Hours:	6
Foundations III: Understanding human reality through the creative imagination Visual and Performing arts (visual arts, music or theater)	3
ENG 200 level/WRI 276	3
Total Foundations III Hours:	6
Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition	
EDU 401	Philosophy of Education3
THL 200/300 level	3
Total Foundations IV Hours:	6
Total Foundation Hours:	21
Total Core Hours:	37-43

Overlay Requirements:

Cultural Diversity (D): one course

Writing Across the Curriculum (W): five courses, at least one in the major

Ethics (E)/Social Justice (J): one course

Oral Communication (O): two courses or

CMM 150 Integrations (I): one course

Community-Based Learning (C): to be satisfied by a CLIMB course or co-curricular experience.

*ENG 121, 123 and 190 are graded A, B, C or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course, and in this event, the grading system is A, B, C, D and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they are eligible to take upper-division courses for any additional ENG course work.

**Students may fulfill this requirement in any one of the following ways:

1. A satisfactory score on the foreign language proficiency/placement test at the intermediate level (202).
2. The successful completion of one course at the low intermediate level (201).
3. The successful completion of one elementary course and one course at the low intermediate level (102-201) in the same language.
4. The successful completion of the two courses at the elementary level (101-102) in the same language.

CORE CURRICULUM REQUIREMENTS FOR TRANSFER STUDENTS

Transfer students seeking a bachelor's degree are expected to fulfill all core curriculum and cross-curricular requirements, with the following exceptions:

1. For every year as a full-time student at Spring Hill College, there is a requirement of one philosophy and one theology course with a minimum of two (maximum of three courses) in each department;
2. Transfer students who begin their studies at Spring Hill as sophomores must pass three writing-enriched courses and four out of five additional overlay courses.
3. Transfer students who begin their studies at Spring Hill as juniors must pass two writing-enriched courses and three out of five additional overlay courses.
4. Transfer students who begin their studies at Spring Hill as seniors must take one writing-enriched course and two out of five additional overlay courses.

This policy applies only to students transferring to Spring Hill College from another college or university. It does not apply to newly matriculating freshmen or to students who have previously been enrolled, withdrawn, and subsequently been readmitted to Spring Hill, regardless of whether they attended another institution in the interim.

OVERLAY DESCRIPTIONS

Cultural Diversity (D): one course

A cultural diversity course is defined for this purpose as one that focuses on a culture outside of Europe and the English-speaking world (e.g., Middle Eastern Politics or Latin American History), or has a multi-cultural topic (e.g., World Religions), or explores themes relating to a non-dominant group in American society (e.g., African-American Literature, Women's Studies, or Poverty in America). In order to qualify as a cultural diversity course, the course as a whole must focus on cultural diversity issues rather than simply include one or more components on cultural diversity. Because of the pervasive cultural diversity in the curriculum of the Nursing major, students in this program may have their "D" requirement waived by a petition from the division chair.

Writing Across the Curriculum (W): five courses

As a condition for being awarded the baccalaureate degree, students must pass at least five writing-enriched courses. At least one "W" course must be in the major. Students in the nursing program must take four "W" courses including one in the major.

Writing-enriched course will meet these minimum requirements:

- 25 percent of the grade will come from writing assignments;
- instructors will advise students in the process of completing their writing assignments;
- instructors will require a minimum of 12 pages to be graded for their quality of writing to be assessed by degree of clarity, completeness, and precision (references, graphics, etc., are to be included in the page count);
- both content and form will be evaluated for a grade.

Ethics (E)/Social Justice (J): one course

Either a course with the "E" designation or a course with the "J" designation will satisfy the requirement. An "E" course will include critical reflection on the meaning of ethical concepts pertaining to the common good of the global community and on the application of those concepts to historical and/or contemporary moral debates. A "J" course will include critical reflection on political, economic and/or social structures or historical movements and traditions that promote or degrade the dignity of the human person; as such, students may come to understand the effects of those issues on persons directly impacted by them.

Oral Communication (O): two courses

Students can satisfy the Oral Communication requirement by taking either CMM 150 Introduction to Public Speaking or two "O" designated (three-credit-hour) courses. An "O" designated co-curricular experience or one-credit-hour course may substitute for one three-credit-hour course. "O" courses must include overt instruction on oral communication as guided by the Oral Communication Assessment Rubric, leading to an accomplished performance. Evaluation of the oral component (speech, presentation, teaching, leadership, interview, or debate) will consider preparation, conceptualization of the information, organization and delivery. Each "O" course will design specific oral communication learning outcomes appropriate to the discipline. At least 15 percent of the term grade will be on oral competency and students will receive informed feedback on their performance. Assessment should be sensitive to relevant physical, psychological or cultural disadvantages; adjustments may be made for students using American Sign Language, English as a Second Language or qualifying under Americans with Disabilities Act.

Integrations (I): one course

This course integrates core learning outcomes, includes a theological or philosophical perspective, and applies the Jesuit liberal arts tradition to the study of and reflection on a contemporary issue from interdisciplinary perspectives; it can be team taught or taught by one instructor who incorporates more than one disciplinary perspective in the class. This integrations requirement should be taken in the junior or senior year.

Community Learning, Integrated, Mission-Based (C): one course or co-curricular experience

Community Learning, Integrated, Mission-Based (CLIMB) experiences rely upon real-world exposure to concepts that transfer knowledge into the community, emphasize challenges to social justice and help students express relationship with people different from themselves. CLIMB experiences, both curricular and co-curricular, are labeled with a C. For a listing of approved CLIMB experiences, please visit the Cohesive Undergraduate Experience website (www.shc.edu/cue).

Completion of the core curriculum will ensure that graduates attain college-level competencies in critical thinking, writing, reading and quantitative reasoning.

English

The first goal of the core curriculum is to challenge students to think critically, write persuasively and speak effectively; the second is to explore the classics of Western and non-western literature and thought. To assist in fulfilling these goals, the Department of English offers core courses that emphasize excellence in writing and provide a coherent sequence of the best literature of the past and present, thus challenging students to new ways of reading and thinking. Encountering a diverse range of perspectives through literature will encourage students to foster human dignity.

History

The history core seeks to introduce the essential background for an educated understanding of the peoples and forces affecting the development of western societies. In a historical context, students examine and discuss issues and questions raised in the areas of literature, theology, philosophy, science, politics, art, architecture, economics and human behavior. Through a study of primary sources and texts relating to these areas, students develop critical reading, writing and analytical skills. The history core courses address timeless questions of past and present inequities based on race, religion, class, gender, economic status and geography and provide insight into the common good of the global human community.

Philosophy

The mission of the Philosophy Department is to bring students to reflect critically on their most basic beliefs and assumptions: the nature of justice, the criteria by which we judge behavior as moral, the nature and limits of knowledge, the distinction between valid and invalid thinking and so forth. Students develop analytical thinking skills, speaking skills and writing skills and have an opportunity to reflect on the meaning of life.

Theology

Theology is, according to the traditional definition, "faith seeking understanding." Being religious is a central dimension of the human person and a central fact of human history and culture. The Theology core provides not only essentials on Christianity—its scriptures, doctrines, rituals and morals; it also introduces students to the scholarly study of religion, helping them grapple with ultimate questions and teaching them to begin to bring critical reason to bear on religious experience, institutions and traditions. In accord with Spring Hill's mission as a Catholic college, we strive to help students understand Catholicism, its history, tenets and traditions; such study is always done with the objectivity and rigor appropriate to the scholarly study of religion and done with deep ecumenical sensitivity. Students are also introduced to the wider range of Christian traditions as well as to world religions in a way that respects the rich insights and the dignity of these traditions and religions.

Languages

The Department of Languages offers to students an opportunity to acquire language proficiency and to explore foreign literatures and cultures. Language is the key that leads to understanding other people within their unique cultural context. By communicating with another person in her/his language we also acknowledge that individual's humanity, dignity and worth. In such a way, the study of a foreign language contributes to the education for the common good of the global human community.

Social Sciences

The social sciences represent the empirical and critical study of the ways in which psychological, social, economic and political dynamics interact to shape the human condition. To knowledgeably address social justice issues such as poverty, the death penalty, war, genocide or immigration requires understanding of the social, economic, political, cultural, attitudinal and behavioral context in which these issues are embedded. These disciplines provide students a foundation to integrate an empirical approach with personal values to achieve a basis for responsible action with respect to the common good.

Mathematics

The study of Mathematics promotes the rigorous use of analysis and logic in solving problems and, in union with the other sciences, contributes to the most objective view of our world that is available to us. Quantitative reasoning skills, honed by the scrupulous use of mathematical symbolism and language, are indispensable for an informed citizenry, no matter where on the globe. More than any one language, mathematics can be considered a method of communication understood by many peoples, regardless of their cultural diversity.

Laboratory Science

The study of the Sciences furthers the pursuit of intellectual growth by examining all of reality whether it is living or non-living, contemporary or historical, transient or transcendental. The rigorous intellectual nature of Science makes study in this area a particularly effective way to develop the student's capacities for critical thinking and to cultivate the quest for understanding and the desire for truth.

Visual and Performing Arts

The Visual and Performing Arts are systems of communication that teach us about human inter- action and creativity in problem solving. They challenge our perception, teach us to sense and interpret the world around us, and bring us pleasure. Appreciation and performance-based classes reveal how non-language-based human expression can both reflect and change the culture from which it springs. They further draw students into explorations of artistic, historical, scientific, philosophical and religious approaches to reality.

Information Literacy

A fundamental, supporting outcome of undergraduate education is a student's ability to understand and to use competently information resources and technologically based tools relevant to the work of today's researcher and scholar. To this end, freshman students will visit the Burke Memorial Library to be introduced to layout, service options and the computer information sources available. Building on this introduction, students in the first-year English composition classes receive bibliographic instruction from library staff. In addition, each major program will identify and incorporate information literacy goals for its graduates.

Division of Business

Division Chair/Program Director: James B. Larriviere, PhD

The Division of Business seeks to prepare students for successful leadership positions in small and large businesses in the private sector and in public and nonprofit organizations. We intend to provide professional business education in an environment of respect for the importance of both Jesuit ideals and liberal arts education. We view the core curriculum and the business curriculum as complementary parts of the Spring Hill educational experience.

The Division of Business offers a Bachelor of Science (BS) degree in business administration with concentrations in the following areas: accounting, financial economics, computer information systems, international business, management and marketing, and health care management. The lower- and upper-division business requirements impart to all students a broad-based principles-level exposure to each of the functional areas, after which each student selects one area as a concentration for more in-depth study. The faculty believes that the business sector of American society is a vital set of institutions and that, consistent with the Jesuit ideals of the College, our students should be prepared to make a positive contribution to these institutions and to society in general. Accordingly, business concentrations aim to impart knowledge in accordance with liberal arts ideals and to communicate to students appropriate principles of ethical professional and social behavior.

REQUIREMENTS

Students in all BS degree programs in the Division of Business must complete a set of lower-division requirements, a set of upper-division requirements and an area of concentration. All concentrations have the same lower- and upper-level core body of knowledge requirements. For all BS degree concentrations the common set of required courses is:

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

LOWER-DIVISION

Course	Title	Hours
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
CIS 115	Applications in Computer Information Systems	3
ACC 201 & 202	Principles of Accounting I and II	6
BUS 263 & 264	Business Statistics and Management Science	6
MTH 140 or 121	Business Calculus or Calculus I	3-4
BUS 210	Business Communication	3
BUS 220	Business, Society and Sustainability	3

UPPER-DIVISION

Course	Title	Hours
BUS 301	Business Law I	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
CIS 381 ¹	Information Systems	3
BUS 320 or ACC 402 ²	International Business or International Accounting (3)	3
PHL 313	Business Ethics	3
BUS 499	Business Strategy and Policy (comprehensive experience)	3

¹Accounting concentrations should register for this course as ACC 381.

²Accounting concentrations should register for ACC 402.

Social Sciences:

One non-economics social science course must be taken from a discipline among sociology, political science or psychology.

Mathematics:

MTH 111 Precalculus should be taken to meet core requirements. If a sufficiently high score on the college mathematics placement examination is achieved, MTH 140 or 121 can be used to satisfy the core requirement.

Comprehensive Experience:

All Spring Hill College students are required to have some synthesizing experience in their major field. To fulfill this requirement, all undergraduate business students take BUS 499 Business Strategy and Policy for their comprehensive experience.

Senior Examination:

A significant part of the student's senior year comprehensive experience is the completion of the National ETS Business Examination. The exam is administered during the spring semester and completion of the exam is a requirement for graduating with a Bachelor of Science in Business Administration. The results from the ETS exam provide the Business Division with invaluable assessment data.

Grade Requirements:

A grade of C- or better is required in all business courses in order to have the course counted as part of the lower-level, upper-level or concentration requirements. A student receiving a grade below C- in any of these courses must repeat the course until the required grade is achieved. This requirement also applies to business courses fulfilling college core requirements (CIS 115, ECO 101, ECO 102, MTH 140, PHL 313).

Writing Enhanced Courses:

Students can expect extensive writing assignments in essentially all upper-division business courses and in some lower-division business courses. Assignments will be evaluated not only on subject content but on grammar and style as well. Four courses are specifically designated as "Writing Enhanced" (designated by "W" after the course title in the course description list) in accordance with the College's Writing Across the Curriculum initiative. These courses are BUS 210 Business Communication, BUS 499 Business Strategy and Policy, FIN 321 Money and Capital Markets and CIS 403 Operating Systems.

Oral Communication Competency:

All students must show competency in oral communication. A student must document such competency by making a grade of C- or better in BUS 210 Business Communication.

ACCOUNTING (ACC)

Spring Hill College offers an accounting concentration and a minor in accounting. The accounting concentration is designed for students interested in a solid accounting background who do not wish to become a Certified Public Accountant (CPA) or who desire to take additional courses at other institutions to fulfill educational requirements of becoming a CPA. Students pursuing the non- CPA path might consider careers in corporate accounting departments, taxation, banking or many other areas. The program gives the student a firm background that includes mathematical and statistical analysis essential to understanding the technological developments in modern management. The specialized instruction, together with that provided by the liberal arts courses included in the program, is intended to give the student a foundation suitable for leadership positions in industry, commerce or institutional management.

In most states, however, the accounting concentration will not give the student the proper hours to qualify for the CPA designation. Under guidelines of the American Institute of Certified Public Accountants (AICPA), most states, including Alabama, require students to complete 150 semester-hours of specific courses to pursue CPA status. Under the accounting concentration, students desiring to become CPAs will need to return to school to complete the AICPA 150 hour requirement. However, according to Alabama CPA testing guidelines, Alabama students studying accounting at accredited programs around the state, having fulfilled specific course requirements, can apply to sit for the CPA exam with 120 semester hours. Yet, completion of the 150 hours and satisfaction of the experience requirement must be met (in addition to the CPA Exam) before a CPA license can be granted.

ACCOUNTING

Course	Title	Hours
ACC 301 & 302	Intermediate Accounting I and II	6
ACC 331	Management Cost Analysis	3
ACC 351	Federal Income Tax	3
ACC 401	Advanced Financial Accounting	3
ACC 481	Auditing	3

MINOR IN ACCOUNTING

Course	Title	Hours
ECO 101	Principles of Macroeconomics	3
ACC 201 & 202	Principles of Accounting I and II	6
BUS 263	Business Statistics	3
ACC 301 & 302	Intermediate Accounting I and II	6
ACC 331	Management Cost Analysis	3
ACC 351	Federal Income Tax	3

LOWER-DIVISION COURSES

ACC 201. Principles of Accounting I (3) A study of accounting principles and concepts related to the preparation of financial statements and communication of economic information to management and other interested parties.

ACC 202. Principles of Accounting II (3) A continuation of the study of financial accounting emphasizing corporate accounting. Payroll accounting, cash flow management and financial statement analysis will be covered for all forms of the business organization. In addition, management accounting and management's use of accounting data will be studied. Prerequisite: ACC 201.

UPPER-DIVISION COURSES

ACC 301. Intermediate Accounting I (3) Financial accounting and reporting related to the development of accounting standards; financial statements; cash; receivables; inventory; property, plant and equipment; and intangibles. Prerequisite: ACC 202.

ACC 302. Intermediate Accounting II (3) Financial accounting and reporting related to liabilities, investments, revenue recognition, stockholders' equity, income taxes, dilutive securities, cash flows and pensions and leases. Prerequisite: Grade of C- or better in ACC 301.

ACC 331. Management Cost Analysis (3) A study of process costs, standard costs, distribution costs and budgeting. Emphasis is on managerial uses of accounting information for decision-making, planning, and control. Prerequisite: ACC 202.

ACC 351. Federal Income Tax (3) A study of federal income tax law, with emphasis on individual income tax problems. Prerequisite: ACC 202.

ACC 381. Information Systems (3) An intensive study of the effective application of computers to the solution of business, accounting, finance and economic problems. Basic systems analysis concepts and techniques used in data processing are covered. Prerequisites: CIS 115 and ACC 202.

ACC 401. Advanced Financial Accounting (3) Advanced topics in financial accounting including partnerships, business combinations (basic), fund accounting (basic), bankruptcy, not-for-profit accounting, estates/trusts, troubled debt restructurings, SEC accounting and financial instruments. Prerequisite: ACC 302.

ACC 402. International Accounting (3) (D) A study of the international accounting environment including business combinations, foreign currency transactions, branch accounting, financial instruments, segment reporting, translation of foreign financial statements, futures contracts and derivative assets. Prerequisite: ACC 401.

ACC 481. Auditing (3) The theory and practice of auditing and supplemental readings; comprehensive treatment of internal control and the ethics of auditing. Prerequisite: ACC 302.

ACC 490. Independent Study (1 to 6 credits, to be arranged) Special work not covered in required courses; accounting for specific industries, controllership problems and others selected by the students with approval of the staff. Periodic conferences, bibliography report and final examination required. Prerequisite: permission of instructor.

BUSINESS ADMINISTRATION (BUS)

The following courses are offered as components of the upper- and lower-level business requirements and/or as service courses to non-business majors.

LOWER-DIVISION COURSES

BUS 210. Business Communication (3) (W) This course will develop and enhance written and oral communication skills with particular attention to the skills required for successful communication in the business firm. The course is designed to assist students in developing their skills in interpersonal communication, public speaking, and effective business writing. (Bibliographic instruction course. Writing enhanced course.) Prerequisites: ENG 123 and at least one sophomore-level English course.

BUS 220. Business, Society, and Sustainability (3) An introduction to the role of business in society highlighting the importance of Ignatian business and leadership principles and global business citizenship. Students will also study the traditional business disciplines of accounting, finance, economics, information technology, marketing, management and business ethics and strategy. Moreover, this course will have a service-learning component.

BUS 263. Business Statistics (3) An analysis of organizing and summarizing data, probability concepts, probability distributions, statistical inference (estimation and hypothesis testing), Chisquare analysis, regression and non-parametric analysis. Prerequisite: MTH 140 and CIS 115.

BUS 264. Management Science (3) An introduction to a broad range of topics in the field of management science including: decision theory, linear programming, non-linear and dynamic programming, transportation and assignment models, network models (PERT-CPM), Markov chains, game theory, inventory models, queuing theory and simulation models. Prerequisite: BUS 263.

UPPER-DIVISION COURSES

BUS 301. Business Law I (3) This course will give an introduction into many areas of the law, including contracts, torts, criminal law, civil procedure, corporate law, property, the court system and all areas of employment law. Practical application of such law will be heavily emphasized.

BUS 302. Business Law II (3) This course will cover many advanced areas of the law, including domestic and international sales and lease contracts, negotiable instruments, creditors' rights, secured transactions, bankruptcy, agency, business organizations and labor and employment relations. Prerequisite: BUS 301.

BUS 320. International Business (3) (D) An overview of business in an international environment, incorporating economic, management, marketing and financial implications of international transactions. Topics include exchange rates, trade policy, international institutions, global theory and cultural aspects of business.

BUS 363. Essentials of Business Analytics (3) This course provides coverage over the full range of business analytics – descriptive, predictive and prescriptive.

BUS 376. Intercultural Communication (3) (D) Develops an understanding of the communication process in the context of cultural plurality. Students explore how meaning is formed within cultural frameworks and examine contemporary social phenomena, such as diversity, multiculturalism, transnational media and worldwide popular culture. Cross-listed as CMM 376.

BUS 395. Pre-Professional Development (1) Introduction to professions within business. Course includes internship preparation, resume development, networking fundamentals and featured presentations from business professionals. Permission of instructor recommended to complete this course prior to enrollment in BUS 496 Fee: \$10.

BUS 490. Independent Study in Business Administration (credit to be assigned)

Readings, research, and reports in various fields of business administration. Prerequisite: permission of instructor.

BUS 496. Business Internship (1-3) Under the supervision of the Division of Business Internship Coordinator and an experienced business professional (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows a student to achieve learning objectives that are aligned with the goals of a supervising professional or organization. Internships provide opportunities to explore career options, test career choices and encourage the development of skills within a chosen field. An internship allows students to relate classroom theory and concepts with practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Fee: \$10.

BUS 499. Business Strategy and Policy (3) (W) A capstone course in top management strategy and policy formulation. Actual cases are used as a basis for discussions and preparation of reports which call for executive decision-making. The course builds upon and integrates the core subjects in the business curriculum, including the topic of sustainability. This is the comprehensive experience for all business majors and must be taken in the senior year of study. (Writing enhanced course.)

COMPUTER INFORMATION SYSTEMS (CIS)

The objective of the concentration in computer information systems is to equip students with the skills and knowledge needed to allow them to work in organizations that have diverse information processing needs or to found businesses of their own, utilizing the knowledge gained in the concentration and in the overall Business curriculum.

In addition to completing the common core of business classes, students choosing CIS will study e-commerce, systems analysis and design, database tools and concepts, networking and other key information processing areas. The senior integrating course in CIS is CIS 484 Systems Analysis and Design. The course requires the student to synthesize the concepts and knowledge gained in all the courses in the concentration and, utilizing this knowledge, participate in a substantial group project. The CIS concentration is particularly designed to prepare students for careers in computer and management information departments of firms and other organizations and for additional graduate study in information systems or business. In conjunction with the entire Business curriculum, students are also trained in the fundamentals of new business creation.

COMPUTER INFORMATION SYSTEMS

Course	Title	Hours
CIS 115	Applications in Computer Information Systems (part of Business Division Core)	3
CIS 221	Introduction to Object-Oriented Programming	3
CIS 322	Advanced Object-Oriented Programming	3
CIS 381	Information Systems (part of Business Division Core)	3
CIS 403	Operating Systems	3
CIS 484	Systems Analysis and Design	3

and any 2 of the courses below: 6

CIS 371	Web Site Development (3)
CIS 382	Database Management Systems (3)
CIS 470	e-Commerce (3)
CIS 486	Digital Communications and Networks (3)
CIS 495	Special Topics in Computer Information Systems (3)

MINOR IN COMPUTER INFORMATION SYSTEMS

Course	Title	Hours
CIS 115	Applications in Computer Information Systems	3
CIS 221	Introduction to Object-Oriented Programming	3
MGT 301	Management Principles	3
CIS 381	Information Systems	3
CIS 484	Systems Analysis and Design	3

and any two of the following courses: 6

CIS 322	Advanced Object-Oriented Programming (3)
CIS 371	Web Site Development (3)
CIS 382	Database Management Systems (3)
CIS 403	Operating Systems (3)
CIS 470	e-Commerce (3)
CIS 486	Digital Communications and Networks (3)
CIS 495	Special Topics in Computer Information Systems (3)

**MINOR IN COMPUTER INFORMATION SYSTEMS
FOR NON-BUSINESS MAJORS**

Course	Title	Hours
CIS 221	Introduction to Object-Oriented Programming	3
CIS 322	Advanced Object-Oriented Programming	3
CIS 403	Operating Systems	3
CIS 484	Systems Analysis and Design	3

and any two of the following courses: 6

CIS 371	Web Site Development (3)
CIS 381	Information Systems (3)
CIS 486	Digital Communications and Networks (3)
CIS 495	Special Topics in Computer Information Systems (3)

LOWER-DIVISION COURSES

CIS 115. Applications in Computer Information Systems (3) An introduction to the Windows-based applications used for solving business and non-business problems. Emphasis is placed on spreadsheets using Excel, word processing using Word, presentation design using PowerPoint and database design using Access. Substantial Windows lab work will be required. Ethical issues in computer applications are addressed.

CIS 221. Introduction to Object-Oriented Programming (3) An introduction to the design and implementation of algorithmic solutions to problems using an object-oriented programming language such as JAVA. Problem solving methods include: modularity, reliability, testing strategies, documentation standards, encapsulation and abstraction. Prerequisite: MTH 111 or equivalent.

UPPER-DIVISION COURSES

CIS 322. Advanced Object-Oriented Programming (3) The course introduces the student to programming and complex data structures in an object-oriented paradigm. Topics include event-driven programming, advanced data structures and problem-solving techniques using an object-oriented approach in a language such as JAVA or C++. Prerequisites: MTH 111 or equivalent and CIS 221.

CIS 371. Website Development (3) A course designed to introduce the student to website development incorporating data technology. Technologies used to create dynamic data-driven web pages will include Dreamweaver, PHP, MySQL, XHTML and CSS. In addition, the student will learn to interact with and manage a website on a remote server. Substantial lab work will be expected. Cross-listed as ART 371.

CIS 381. Information Systems (3) An intensive study of the effective application of database design, development and management functions in businesses. Database projects in Access database software and investigation of e-commerce techniques will be covered. Ethical and policy issues related to database development and e-commerce (data mining, data retrieval, World Wide Web, privacy issues, etc.) will be discussed. Prerequisites: CIS 115 and junior standing.

CIS 382. Database Management Systems (3) Structure, management and design of databases including hierarchical, network and relational database models. Students will utilize Microsoft Access to develop a complex and complete database application. Prerequisite: CIS 381 or consent of the instructor.

CIS 403. Operating Systems (3) (W) An introduction to computer architecture concepts and an in-depth study of the fundamentals of operating systems. Topics include memory management, CPU scheduling, concurrency, and security issues. Students will be required to demonstrate mastery of operating systems concepts by researching and presenting how the topics studied are implemented in a specific operating system. Prerequisite: CIS 221.

CIS 470. e-Commerce (3) The course covers the business and technological aspects of business-to-business and business-to-consumer commerce on the Internet. The student will design, construct and present a web business using one of several web page design packages available. Prerequisites: CIS 115 and CIS 381. MKT 311 highly recommended.

CIS 484. Systems Analysis and Design (3) Designated as the senior integrating course within the CIS concentration. Students will be expected to have completed most of their CIS requirements prior to taking this course. The course will involve a study of the methods of analysis, design and implementation of computer-based

information systems. Design of files, user interface, database operation and the organizational structure of a system will be emphasized. A major project involving all the primary components of CIS will be a significant portion of the course. Prerequisites: CIS 381 and senior standing.

CIS 486. Digital Communications and Networks (3) Design of communication systems and components, including modems, multiplexers, switching and routing equipment, transmission protocols and network topologies. Students will consider different networking technologies from the vantage point of business policy and technical implications. Prerequisite: CIS 381.

CIS 495. Special Topics in Computer Information Systems (3) A course designed to address topics of special interest to CIS students. Possible areas include neural networks, Oracle database programming and modeling and simulation. Permission of discipline director.

FINANCIAL ECONOMICS (FIN AND ECO)

Spring Hill College offers a concentration in financial economics and a minor in finance. The financial economics concentration is designed for students considering a career in financial services, such as banking, investment, insurance and advisory services. The program gives the student a solid background in economic foundations and its relation to the financial environment of business. Specific knowledge is taught in optimal decision making, managerial economics and finance with emphasis on the statistical and financial analysis necessary to understand the continuously changing field of finance.

Financial accounting plays a significant role in many career paths in the financial services industry. Students in the financial economics concentration wishing to explore accounting beyond the two introductory courses are encouraged to complete a minor in accounting. The financial economics concentration, coupled with a minor in accounting, will help prepare students for careers in investment banking and certification exams like the CFA (Certified Financial Analyst) and the CFP (Certified Financial Planner). Students planning to attend graduate programs in finance or economics are urged to take MTH 121 Calculus I and MTH 122 Calculus II.

FINANCIAL ECONOMICS

Course	Title	Hours
ECO 301	Managerial Economics	3
FIN 321	Money and Capital Markets	3
FIN 410	Investments	3
<i>Choose three upper-division electives:</i>		9
FIN 310	Financial Planning (3)	
FIN 401	Intermediate Financial Management (3)	
FIN 495	Special Topics in Financial Economics (3)	
ECO 434	International Trade and Finance (3)	
ACC 301	Intermediate Accounting I (3)	
ACC 302	Intermediate Accounting II (3)	
ACC 331	Management Cost Analysis (3)	
ACC 351	Federal Income Tax (3)	

MINOR IN FINANCE

Course	Title	Hours
ACC 201 & 202	Principles of Accounting I and II	6
ECO 102	Principles of Microeconomics	3
BUS 263	Business Statistics	3
FIN 301	Financial Management	3
FIN 321	Money & Capital Markets	3
<i>Choose two of the following:</i>		6
FIN 310	Financial Planning (3)	
FIN 401	Intermediate Financial Management (3)	
FIN 410	Investments (3)	
FIN 495	Special Topics in Financial Economics (3)	

Students majoring in business administration with a concentration in financial economics may not receive a minor in finance.

LOWER-DIVISION (ECO) COURSES

ECO 101. Principles of Macroeconomics (3) An introduction to the nature and scope of economics. Emphasis is placed upon macroeconomic aspects of the study of economics. Topics include: supply and demand analysis, inflation, unemployment, aggregate output, economic growth and money and banking. Monetary and fiscal policy options are emphasized.

ECO 102. Principles of Microeconomics (3) An introduction to economics with primary emphasis on microeconomic aspects of the United States economy, such as: supply and demand, profit maximization, market structure, factor markets, public policies toward business and some current economic problems.

ECO 290. Honors Economics (3) (W) An in-depth examination of a subfield of economics. The course is writing intensive. The specific subject may vary depending on interests of the individual instructor. Prerequisite: Honors standing or permission of instructor.

UPPER-DIVISION (ECO) COURSES

ECO 301. Managerial Economics (3) Theory of demand and value, pricing, production, resource allocation and general equilibrium. Prerequisites: ECO 101, 102, and BUS 263.

ECO 434. International Trade and Finance (3) A study of theories and issues underlying international trade and finance. Topics include sources of comparative advantage, tariff and nontariff barriers and multilateral institutions. Students will also study balance of payments, exchange rates and the impact of government policy. Prerequisites: ECO 101 and 102, FIN 301 and BUS 320.

UPPER-DIVISION (FIN) COURSES

FIN 301. Financial Management (3) Introduction to the concepts and techniques of financial management within a business organization. Topics include the financial marketplace in which business decisions are made, valuation, forecasting, capital budgeting, financing decisions, and working capital management. Prerequisites: ACC 202, BUS 263, ECO 101, and ECO 102.

FIN 310. Financial Planning (3) This course provides a comprehensive examination of the entire financial planning process. Specific areas covered include the budget process, managing money, managing credit, tax planning, insurance, risk management, personal investing, investment planning, retirement planning and estate planning.

FIN 321. Money and Capital Markets (3) (W) A study of the operations and roles of the major participants in the financial system and the factors influencing them. Topics include: financial institutions, central banking, monetary policy, interest rates, financial markets, financial innovation and regulatory reform. Prerequisites: ECO 101 and 102.

FIN 401. Intermediate Financial Management (3) Application of analytical tools and theory to financial decision-making in the firm. Topics include expanded study of material in FIN 301 Financial Management and other special topics such as mergers and international finance. Student practice in applications is accomplished through case studies using microcomputer spreadsheet analysis and/or computer simulation programs. Prerequisites: FIN 301.

FIN 410. Investments (3) The course will examine such investment alternatives as stocks, bonds, options and various specialized investment alternatives. The importance of both fundamental and technical analysis will be explored. There will be a strong emphasis on evaluating appropriate risk-return trade-offs and the implications of modern portfolio theory. Prerequisite: FIN 301 or permission of instructor.

FIN 495. Special Topics in Financial Economics (3) A course designed to address topics of special interest to financial economics students. Possible areas include retirement planning, development issues and history of economic thought. Prerequisite: FIN 301 and permission of instructor.

HEALTH CARE MANAGEMENT

Spring Hill College offers a concentration in Health Care Management, and a minor in Health Care Management (HCM). The HCM concentration is designed to prepare students for various careers in the health care industry, which is one of the most significant industries in the US economy. Employment opportunities include positions with hospitals, public health programs, pharmaceutical companies, medical laboratories, nursing facilities, surgical facilities and health education and training companies. The concentration will also prepare students to enter graduate or professional school (MBA, MPH, MHCM).

Undergraduates in the HCM concentration become better prepared to join the health care industry. In addition to the College core requirements required of all Spring Hill College graduates, students in HCM will complete the lower-division and upper-division core body of knowledge requirements for the BS in Business Administration then move on to complete the 18 hour concentration in HCM. This concentration builds on business foundational courses to provide the student with a tighter focus of management in the health care setting.

HEALTH CARE MANAGEMENT

Course	Title	Hours
HCM 301	Foundations of Health Care Management	3
MGT 421	Human Resources Management	3
CIS 382	Database Management Systems	3
HCM 450	The Business of Health Care: Strategy and Management	3
<i>Two additional upper-division electives chosen from HCM, MGT, MKT, approved BUS 496 internship or other course approved by the Division Chair Management.</i>		6
Total hours		18

MINOR IN HEALTH CARE MANAGEMENT

Course	Title	Hours
Total hours		27

UPPER-DIVISION COURSES IN HEALTH CARE MANAGEMENT

HCM 301. Foundations of Health Care Management (3) Management concepts in context of health care organizations and the external environment; planning and goal setting; decision-making and problem solving; personnel selection; performance appraisal; and risk management. Prerequisites: MGT 301, or permission of instructor.

HCM 311. Health Care Legal and Regulatory Environment (3) This course covers principles of law and the U.S. legal system as applied in health care organizations; documentation, privacy, security, and release of information; liability, consent, and malpractice; and social and ethical issues encountered in trying to balance the interests, needs and rights of individual citizens against those of society. Pre-requisites: BUS 301 (Business Law).

HCM 450. The Business of Health Care: Strategy and Management (3) An overview of the business of health, emphasis on evaluating the challenges facing health care organizations using competitive analysis, identify their past responses, and explore the current strategies they are using to manage these challenges (and emerging ones) more effectively. Prerequisites: MGT 301, MKT 311, FIN 301.

HCM 495. Special Topics in Health Care Management (3) Course designed to address topics of special interest in health care management and administration; possible topics include long-term and senior care; ethical issues in health care; health care information technology; health care policy and reform. Prerequisites: HCM 301 and permission of instructor.

INTERNATIONAL BUSINESS

The objective of the international business concentration is to provide the student with a sound background in business administration combined with specialized courses in international business, economics and political science.

The program is designed to prepare students for employment in business firms that operate internationally or for graduate studies in international business and/or relations. Students are encouraged to take a history course with an international orientation as a core requirement. Many students choose to take a career development internship with an international focus.

INTERNATIONAL BUSINESS

Course	Title	Hours
POL 151 or POL 161 ¹	Introduction to Comparative or Introduction to International Relations	3
Language 201 and 202	Intermediate Foreign Language	6
ECO 434	International Trade and Finance	3
MKT 495	International Marketing	3
<i>Choose two of the following (six semester hours)</i>		6
BUS 376	Intercultural Communication (3)	
BUS 3xx or 4xx	Business Elective (3)	
BUS 496	Business Internship I (1-3)	

¹Either class can be used to partially fulfill the College’s History core requirement. HIS 120 should be taken to complete the History core requirement.

Students may use LAN 101 or 102 (second language) in a study abroad program (e.g., Spring Hill College Italy Center) in place of courses BUS 496 or BUS 376 or approved upper-division business course. It may be three or six hours, depending on whether LAN 102 is taken. American Sign Language does not satisfy the foreign language requirements of this concentration.

It is recommended that the student choose one of the following to satisfy the Theology core requirement:

THL 261	World Religions
THL 345	Religion and Culture
THL 354	Religion and International Politics

Students are strongly encouraged to study at the Spring Hill College Italy Center for one semester, do an internship at a firm doing business abroad and participate in a spring break immersion trip.

MANAGEMENT AND MARKETING (MGT AND MKT)

The objective of the management and marketing concentration is to provide the student with an understanding of many of the various aspects of modern organization management and marketing practices. Specific knowledge is taught in the areas of organizational behavior, human resources management, marketing research, and marketing management. Students completing this program can reasonably expect to find employment in businesses or organizations where they will apply and expand the skills developed in the classroom or continue study at the graduate level.

MANAGEMENT AND MARKETING

Course	Title	Hours
MGT 320	Organizational Behavior	3
MGT 421	Human Resources Management	3
MKT 422	Marketing Research	3
MKT 450	Marketing Management	3
Two additional upper-division electives chosen from MGT or MKT or approved internship or other course approved by the Division Chair.		6

MINOR IN MANAGEMENT AND MARKETING

Course	Title	Hours
BUS 263	Business Statistics	3
BUS 264	Management Science	3
CIS 381	Information Systems	3
MGT 301	Management Principles	3
MGT 320	Organizational Behavior	3
MKT 311	Marketing Principles	3
MKT 422	Marketing Research	3

UPPER-DIVISION COURSES IN MANAGEMENT

MGT 301. Management Principles (3) A study of the nature and principles of management. An integrated approach to the study of principles is taken through consideration of the functional, behavioral and management science schools of thought. Prerequisites: ECO 101 and 102, and ACC 201, or permission of instructor.

MGT 320. Organizational Behavior (3) This course involves the study of individual and group behavior within organizations including motivation, leadership and communication theory. Prerequisite: MGT 301.

MGT 330. Industrial/Organizational Psychology (3) This course offers an introduction to the application of psychological principles and theories to the workplace. Topics include worker attitudes, stress in the workplace, job analysis, training, selection, and performance, as well as organizational development, structure and culture. There will be a strong application/experiential learning component to this class. Prerequisites: PSY 101 and advanced standing or permission of instructor. Cross-listed as PSY 330.

MGT 351. Entrepreneurship and Small Business Management (3) A course in the opportunities and challenges associated with starting, owning and managing "new" and "small" businesses. Emphasis will be placed on entrepreneurial activities; legal constraints and advantages for small businesses; and the particular marketing, management, administrative and financial issues related to small businesses. The intent is to provide students the information they need to turn inspiration and dedication into successful businesses. Prerequisite: MGT 301 or permission of instructor.

MGT 421. Human Resources Management (3) Study of the problems of human resources management as applied to employment, development, maintenance, and utilization of a labor force. Specific topics include recruitment, selection, training, placement, transfer, promotion, wages and termination of employment. Prerequisite: MGT 301.

MGT 495. Special Topics in Management (3) A course designed to address topics of special interest to management students. Possible areas include labor relations, leadership and research methods. Prerequisites: MGT 301 and permission of instructor.

UPPER DIVISION COURSES IN MARKETING

MKT 311. Marketing Principles (3) A basic study of principles and policy for marketing decisions concerning the distribution of goods and services in both the profit and not-for-profit sectors. Special attention is given to formulation of policies and strategies as they relate to products, price, promotion, and distribution channels within the internal and external environment of the business. Prerequisites: ECO 101 and 102, and ACC 201, or permission of instructor.

MKT 364. Media Planning and Measurement (3) Study of the selection and evaluation of media to meet the goals, objectives, strategies and tactics of a promotional plan. A survey of media planning principles, scheduling and buying as well as measurement principles and evaluation, including web analytics. Prerequisite: MKT 311 or CMM 220 or permission of instructor. Cross-listed as CMM 364. Lab Fee: Curriculum.

MKT 365. Strategic Writing (3) (W) A comprehensive writing course which builds upon CMM 251 and is designed to develop professional writing skills for advertising and public relations practitioners including the mechanics, form and style of public relations and business writing as well as advertising copywriting. Students produce written materials for a local nonprofit client. Prerequisite: CMM 251 or BUS 210 or permission of instructor. Also cross-listed as CMM and WRI 365.

MKT 366. Strategic Planning for PR and Advertising (3) (W) A comprehensive planning course covering the mechanics of strategic planning through the development of multiple types of plans (crisis, promotional, creative, etc.) and materials to achieve advertising and public relations goals. Students may produce plans for real-world clients. Prerequisite: MKT 311. Cross-listed as CMM 366.

MKT 422. Marketing Research (3) A study of the application of statistical and other research techniques to the solution of marketing problems. Prerequisites: MKT 311 and BUS 263.

MKT 443. Promotional Strategy (3) Nature, scope and contribution of advertising, personal selling, sales promotion and publicity to the firm's problems of demand stimulation. Emphasis is placed on those principles and concepts that relate to the integration and organization of the promotional effort in achieving optimal allocation of the effort to facilitate movement of goods. Prerequisite: MKT 311.

MKT 450. Marketing Management (3) Strategies and techniques in marketing management. This course focuses on opportunity analysis and problem solving in the context of marketing decision-making in the areas of product, pricing, distribution, and integrated communication strategies. The usual pedagogy will be case analysis. Prerequisite: MKT 311.

MKT 472. Student Agency (3) A course in which students, working in teams, act as a full-service agency to prepare a comprehensive campaign for a real-world client, including research, planning and materials production using all KSAs (knowledge/skills/abilities) expected of an entry-level professional. Industry professionals, the client and the instructor critique student campaigns. Prerequisite: CMM 366 or permission of instructor. Cross-listed as CMM 472.

MKT 495. Special Topics in Marketing (3) A course designed to address topics of special interest to marketing students. Possible areas include international marketing, personal selling and retail management. Prerequisites: MKT 311 and permission of instructor.

MINOR IN BUSINESS ADMINISTRATION

As a service to students majoring in programs other than those offered by the Division of Business, a comprehensive business administration minor is offered.

The objective of this minor is to assist the student in preparation for entering a career in the business world even though the student has chosen to major in a subject area outside business. The minor curriculum is designed to provide knowledge in each of the functional areas of business administration. In addition, the minor is designed to include the prerequisite courses normally required for admission to most Master of Business Administration (MBA) programs.

Minor in Business Administration

Course	Title	Hours
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I and II	6
BUS 263	Business Statistics	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
Total Hours		24

MINOR IN BUSINESS ANALYTICS

The Division of Business at Spring Hill College offers a minor in Business Analytics. Data analytics refers to the quantitative and qualitative techniques and processes utilized to enhance productivity and business gain. Students in this minor will learn how data are extracted and categorized to identify and analyze behavioral data and patterns. The minor in Business Analytics provides all interested students with a skill-set that will become increasingly valuable to businesses in the for-profit, nonprofit and government sectors.

Minor in Business Analytics

Course	Title	Hours
BUS 263*	Business Statistics	3
BUS 264	Management Science	3
BUS 363	Essentials of Business Analytics	3
CIS 381	Information Systems	3
CIS 382	Database Management Systems	3
ECO 301	Managerial Economics	3
MKT 422**	Marketing Research	3
Total Hours		21

*MTH 163 Basic Statistics for the Sciences or PSY 263 Statistics for the Social Sciences will satisfy this statistics requirement.

**CMM 335 Communications Research, MTH 465 Problem Solving in the Actuarial Sciences, or PSY 350 Research Methods will satisfy this Research requirement.

Division of Communication, Visual and Performing Arts

Division Chair: Sharee LeBlanc Broussard, PhD, APR

The Division of Communication, Visual and Performing Arts recognizes that human progress and the quality of life depend on the communication of verbal and non-verbal information, ideas and opinions as well as the incorporation of art and aesthetic values into our lives. The departments of Communication Arts and Visual and Performing Arts encourage students to develop mass media and/or artistic skills appropriate to a wide range of careers, along with an appreciation for the role of these communication media and of all the arts in their full social contexts.

Internships

The Division of Communication, Visual and Performing Arts requires internship experiences for students majoring in Communication Arts (PR/Advertising, Journalism, Digital Video Production) and Graphic Design prior to graduation. These internships complement their senior seminar experiences and senior-level portfolio reviews. It is recommended that Communication Arts/ Visual Arts students intern during their junior and/or senior years. Lower-division students must obtain special permission from their department chair to participate in a Communication Arts/Visual Arts internship. Communication Arts students must complete a minimum of two credit hours of CMM 490 and the one credit hour CMM 290 (Pre-Professional Development). Visual Arts students must complete a minimum of three credit hours of ART 490. These internship experiences are under the supervision of a Spring Hill College faculty member and an experienced advertising, public relations, journalism, broadcasting, photography, production, graphic design, gallery, studio or related professional. These internships provide students with learning opportunities and meaningful field experience in the professions they are exploring, while building their portfolios. Students are responsible for securing their internships. Listings of past internships and organizations interested in Spring Hill College Communication Arts/ Visual Arts interns are available at <http://departments2.shc.edu/commarts>. Students must invest approximately 55 hours into CMM/ART 490 for each hour of academic credit pursued. Periodic online reporting is required and other deadlines must be met for successful completion of a Communication Arts/Visual Arts internship. CMM/ART 490 is a variable credit course, which may be repeated for up to 6 credit hours.

COMMUNICATION ARTS (CMM)

Department Chair/Program Director: Stuart C. Babington, PhD

Mission Statement:

We believe there is intrinsic value for all students in examining the role of media and communication processes in our society today. They permeate our lives in both overt and subtle ways, and their serious study is very appropriate within a liberal arts context, where students are trained to be both free and responsible thinkers. For our majors, we seek to cultivate a high level of media literacy and a keen awareness of the impact these media have on our life and culture. The Communication

Arts Department aims to provide students with a foundation for graduate study, for future professional accreditation and for careers within media and related fields. We believe that preparing our students to eventually participate in these media fields is a significant and worthwhile endeavor. Students progress from analysis and reflection to ethical action both as consumers and as potential producers of media content.

The College's mission is integral to our program. Guided by strong ethical principles and a concern for justice for everyone in the global community, we attempt to develop students' skills on a number of levels: critical, analytical, theoretical and practical. Through various classes, internships, and on- or off-campus research papers and/or applied projects, students have an array of opportunities to demonstrate their mastery of these skills. We expect those graduating with a degree in Communication Arts to begin the serious journey – in their personal lives and in their media careers – of being “leaders engaged in learning, faith, justice and service for life.”

Communication Arts Learning Outcomes:

1. Students will apply the foundational theories, tools and concepts essential for communication study and practice to successfully and independently conceptualize, research, plan, implement and evaluate applied projects or basic research.
2. Students will apply their understanding of interactions between media and society to successfully and independently conceptualize, research, plan, implement and evaluate applied projects or basic research.
3. Students will successfully and independently conceptualize, research, plan, implement and evaluate applied communication projects or basic research using media and tools appropriate to the task and to the discipline or its sub-disciplines.
4. Students will demonstrate their responsibility to apply their knowledge, skills, and abilities in service to the community.

Lower-Division Requirements:

Lower-division courses are designed to provide students with introductory level familiarity with mass communication systems as well as the prerequisites for an upper-division concentration in one of the three concentration areas: Digital Video Production, Journalism or Public Relations and Advertising (PR/Ad).

In both the Journalism and PR/Ad concentrations there are 23 lower-division required hours. In the Digital Video Production concentration there is a total of 20 lower-division required hours.

In the first year, freshmen take CMM 145 Introduction to Media Studies, which is an overview of the media, of social issues in relation to the media, and of the department itself. They also take CMM 150 Introduction to Public Speaking which exposes them to the basic speaking styles and formats.

In the sophomore year, students take additional lower-division skills courses, with CMM 251 Introduction to Media Writing, CMM 252 Introduction to Media Production Lab (1 credit hour, concurrent enrollment with CMM 251), CMM 260 Visual Communication, and CMM 290 Pre-professional Development (1 credit hour) required of all Communication Arts majors. In addition, they will take one more three-hour sophomore-level course as outlined in the paradigms below depending on their choice of concentration.

Two lower-division CMM courses are cross-listed as ART courses: CMM 253 Introduction to Digital Video Production and CMM 254 Introduction to Photography. Communication Arts majors cannot take these courses as ART to fulfill their Spring

Hill College core requirement because these courses are departmental electives or requirements.

Upper Division Requirements:

All Communication Arts majors are required to take the following upper-division courses: CMM 324 Media Law and Professional Ethics, CMM 370 Communication Theory, CMM 373 Student Media Content, at least two hours of CMM 490 Communication Arts Internship, and the four-credit-hour CMM 495 Senior Seminar. The Seminar is the synthesizing experience for Communication Arts majors. Additional hours of Communication Arts upper-division electives are required to complete the BA degree in Communication Arts. Refer to the individual concentration paradigms below for more detailed procedures, requirements and recommendations.

General

Students majoring in Communication Arts select one concentration from Digital Video Production, Journalism or Public Relations & Advertising and cannot minor in another concentration area, though majors are not limited in CMM course selections above degree requirements.

All Communication Arts majors must earn a grade of C- or better in all CMM courses and program elective requirements. Similarly, digital media created as class assignments earning lower than a C- are not authorized for distribution. A course in which a student earns a grade below C- must be repeated. In such cases, it is important to remember that only the original number of hours of credit will be awarded when required courses are repeated successfully.

Though a student is able to pass a given course within his/her major of Communication Arts with a C-, by the end of the senior year, all majors must have reached a minimum cumulative GPA of 2.0, both overall and within the major, in order to graduate.

Communication Arts is an equipment, software and supply dependent major. A \$5 *Curriculum* Lab Fee paid by all students enrolled in all Communication Arts courses supports general use tools, such as the Adobe Creative Suite in Burke Library room 031. Students enrolled in CMM courses will have additional access to facilities and equipment as assigned by the instructor. Additional department designations of Lab Fees may be for *Equipment*, which represents durable goods such as departmental cameras or *Supply*, for items either kept or used by the students. Few courses have lab fees exceeding \$50, but one course includes a substantial lab fee for a media kit, which becomes the student's property upon receipt. It is recommended, though not required, that Communication Arts majors have a laptop computer.

Some sections or courses may be designated as BYOD (bring your own device). In such cases, the department will not supply necessary equipment, such as a camera, though a limited supply of such equipment may be available for rental.

BACHELOR OF ARTS IN COMMUNICATION ARTS

Core Courses Required for All Three Concentrations

LOWER-DIVISION COMMUNICATION ARTS CORE

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251 &	Introduction to Media Writing and	3
CMM 252	Introduction to Media Production Lab	1
CMM 260	Visual Communication	3
CMM 290	Pre-professional Development	1
	Total hours	14

UPPER-DIVISION COMMUNICATION ARTS CORE

Course	Title	Hours
CMM 324	Media Law and Professional Ethics	3
CMM 370	Communication Theory	3
CMM 373	Student Media Content	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495	Senior Seminar	4
	Total hours	15

¹Minimum of two credit hours must be taken. Variable credit course; may be repeated to six credit hours.

Concentration Paradigms

BACHELOR OF ARTS IN COMMUNICATION ARTS – DIGITAL VIDEO PRODUCTION

Students who are interested in the hands-on production of still and moving imagery – audio and video within a variety of digital formats – will find this an attractive, worthwhile and challenging concentration. Students learn to write professionally, produce, edit and distribute (on the Web) documentary, journalistic, promotional and short fictional videos and still photography. They will produce these videos in a single-camera, “film” style with emphasis on employing creative expression while learning professional procedures. Both of those aspects are grounded in Spring Hill College’s *Mission Statement* that emphasizes “the pursuit of truth and an ever-deepening appreciation of the beauty of creation, the dignity of life, the demands of justice and the mystery of God’s love.”

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251 &	Introduction to Media Writing and	3
CMM 252	Introduction to Media Production Lab	1
CMM 253	Introduction to Digital Video Production	3
CMM 260	Visual Communication	3
CMM 290	Pre-professional Development	1
<i>Choose one other CMM lower-level elective</i>		3
Recommended:		
CMM 254 or	Introduction to Photography (3) or	
ART 208 or	Introduction to Digital Design (3) or	
A course outside the department to be determined in consultation with the advisor.		
(3)		

Total hours **20**

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 324	Media Law and Professional Ethics	3
CMM 327	History of Film & TV	3
CMM 331	Scriptwriting for Film & TV	3
CMM 370	Communication Theory	3
CMM 373	Student Media Content	3
CMM 429	Advanced Digital Video Production	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495	Senior Seminar	4
<i>Choose one of the following electives:</i>		3
CMM 3xx or CMM 4xx		
Possible other courses outside the department to be determined in consultation with the advisor.		
Recommended:		
CMM 321	Multimedia Storytelling (3)	
CMM 338	Advanced Photography (3)	
CMM 430	Advanced Editing & Motion Graphics (3)	

Total hours **27**

¹Minimum of 2 credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

MINOR IN DIGITAL VIDEO PRODUCTION

The minor in Digital Video Production requires a total of 24 hours.

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 253	Introduction to Digital Video Production	3
<i>Electives: Choose from the following:</i>		6
CMM 150	Introduction to Public Speaking (3)	
WRI 251	Introduction to Media Writing (3)	
CMM 254	Introduction to Photography (3)	
CMM 260	Visual Communication (3)	
ART 208	Introduction to Digital Design (3)	
Total hours		12

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 324	Media Law & Professional Ethics	3
CMM 429	Advanced Digital Video Production	3
<i>Electives: Choose two from the following:</i>		6
CMM 321	Multimedia Journalism (3)	
CMM 327	History of Film & Television (3)	
CMM 338	Advanced Photography (3)	
CMM 370	Communication Theory (3)	
CMM 415	Photojournalism (3)	
CMM 430	Advanced Editing & Motion Graphics (3)	
CMM 490	Communication Arts Internship (3)	
Total hours		12

BACHELOR OF ARTS IN COMMUNICATION ARTS – JOURNALISM

This engaging area of study will challenge students who hope to work as professional communicators. The field of journalism has become wide-ranging – from traditional forms of media such as newspaper, magazine and broadcast, to Web and other digital applications. Students will learn to write professionally, produce, edit and design information for a variety of formats. They will put into practice newsgathering strategies, alternative forms of information and the legal and ethical considerations of working as a media professional.

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251 &	Introduction to Media Writing and	3
CMM 252	Introduction to Media Production Lab	1
CMM 254	Introduction to Photography	3
CMM 260	Visual Communication	3
CMM 290	Pre-Professional Development	1
ART 208	Introduction to Digital Design	3

<i>Choose one lower-division elective:</i>		3
CMM 261	Feature and Commentaries (3)	
CMM 253	Introduction to Digital Video Productions (3)	
Total hours		23

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 321	Multimedia Storytelling	3
CMM 324	Media Law and Professional Ethics	3
CMM 343	Advanced Newsgathering	3
CMM 370	Communication Theory	3
CMM 373	Student Media Content	3
CMM 4901	Communication Arts Internship	2
CMM 495	Senior Seminar	4
<i>Choose one upper-division elective:</i>		3
CMM 3xx or 4xx		
CIS/ART 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total hours		24

¹Minimum of two credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

MINOR IN JOURNALISM

The minor in Journalism requires a total of 24 hours.

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
WRI 251	Introduction to Media Writing	3
ART 208	Introduction to Digital Design	3
Total hours		12

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 324	Media Law and Professional Ethics	3
CMM 343 or	Advanced Newsgathering (3)	
CMM 321	Multimedia Storytelling	3
CMM 373	Student Media Content	3
<i>Choose one upper-division elective:</i>		3
CMM 3xx or 4xx		
CIS/ART 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total hours		12

PUBLIC RELATIONS AND ADVERTISING CONCENTRATION (PR/AD)

Students interested in the fast-paced and competitive fields of public relations and advertising will be exposed to industry-standard KSAs (knowledge/ skills/abilities) through a program that helps cultivate core competencies of initiative, resourcefulness, time management and teamwork while underscoring the importance of ethical practice. Public Relations and Advertising prepares students to be professional persuasive communicators with a focus on writing, strategic planning, message development and the adaptability that comes from a rich Jesuit, liberal arts foundation. Adaptability is necessary as persuasive communication continues to become more focused on the individual through advancements in technology and the proliferation of digital media. Public Relations and Advertising prepares students to be highly flexible and for varied career paths in just about every industry and form of practice, including corporate communication, agencies, nonprofits, special event planning, media relations, fundraising, online content production and more.

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 220	Principles of Strategic Communication	3
CMM 251 &	Introduction to Media Writing and	3
CMM 252	Introduction to Media Production Lab	1
CMM 260	Visual Communication	3
CMM 290	Pre-Professional Development	1
ART 208	Introduction to Digital Design	3
CMM 2xx	Lower-Division CMM Elective	3
Total hours		23

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 324	Media Law and Professional Ethics	3
CMM 335	Communication Research	3
CMM 365 or	Strategic Writing or	3
CMM 366	Strategic Planning for PR & Advertising (3)	
CMM 370	Communication Theory	3
CMM 373	Student Media Content	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495	Senior Seminar	4
<i>Choose one from the following:</i>		3
CMM 3xx or 4xx	Communication Arts Electives	
MKT 311	Marketing Principles (3)	
CIS/ART 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total hours		24

¹Minimum of two credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

MINOR IN PUBLIC RELATIONS AND ADVERTISING

The minor in Public Relations and Advertising requires a total of 24 hours.

LOWER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 220	Principles of Strategic Communication	3
WRI 251	Introduction to Media Writing	3
ART 208	Introduction to Digital Design	3
Total hours		15

UPPER-DIVISION REQUIREMENTS

Course	Title	Hours
CMM 324	Media Law and Professional Ethics	3
CMM 335 or	Communication Research or	3
CMM 370	Communication Theory (3)	
CMM 365 or	Strategic Writing or	3
CMM 366	Strategic Planning for PR and Advertising (3)	
Total hours		9

LOWER-DIVISION COURSES

CMM 145. Introduction to Media Studies (3) An analytical survey of the major types of contemporary media focusing on their role in society and culture. Print, electronic and digital industries are examined both from a professional and a consumer perspective. Students develop an understanding of basic concepts of the world of media and ponder what it means to live in a "media age." Lab Fees: Curriculum and Equipment.

CMM 150. Introduction to Public Speaking (3) (W) Introduction to the fundamentals of oral communication including how to research, organize, prepare and deliver oral presentations in a one-to-many communication setting. Lab Fees: Curriculum and Equipment.

CMM 220. Principles of Strategic Communication (3) (W) Principles, history, theory and practice of public relations and advertising, including elements of integrated marketing communication and persuasion. Lab Fee: Curriculum.

CMM 221. Public Relations and Advertising Foundation (3) (W) Introduction to the principles and practice of advertising and public relations as well as the fundamentals of persuasion. Lab Fee: Curriculum.

CMM 225. Communication for Non-Profits (3) An introduction to mission-based communication and fund development for students interested in pursuing professional or volunteer service in the non-profit sector. Lab Fee: Curriculum.

CMM 251. Introduction to Media Writing (3) (W) A survey of writing formats, techniques and styles (journalism, advertising and public relations) for a number of media: newspapers, magazines, broadcasting and the Internet. Prerequisite: ENG 123. Cross-listed as WRI 251 [CMM minors or non-majors, except as required by EDU, should take this class as WRI]. Lab Fees: Curriculum and Equipment.

CMM 252. Introduction to Media Production Lab (1) Students receive hands-on instruction in the basic digital storytelling techniques for 21st century communicators. This course is taken concurrently with CMM 251, Introduction to Media Writing by all CMM majors. CMM minors are encouraged, but not required, to take this lab. Through a lab fee, students purchase a photo/video/audio equipment kit. Portions of the lab fee may be refunded if a student owns personal digital devices of comparable quality to the mandatory kit. Lab Fees: Curriculum, Equipment and Supply.

CMM 253. Introduction to Digital Video Production (3) An introduction to the process of producing short digital videos in narrative, documentary, journalistic or promotional formats. Students will write, produce, edit and distribute appropriately in a variety of projects, while learning the equipment, techniques, history and new developments in moving imagery. Emphasis will be on learning the various processes in relation to the art and craft of film and video storytelling – in fiction and/or nonfiction formats. Departmental equipment provided for use by students enrolled in this course. Also offered as ART 253. (Communication Arts majors must take this course as CMM not ART; it does not fulfill the core ART requirement for Communication Arts majors.) Lab Fees: Curriculum, Equipment and Supply.

CMM 254. Introduction to Photography (3) This course will examine, on a basic level, the nature and importance of the photographic medium today in the areas of artistic expression and documentary or social commentary. This will be accomplished primarily in photo assignments covering a variety of basic techniques using digital cameras. Departmental DSLR camera provided, unless a section is designated as BYOD. A portion of the lab fee may be refunded if the student has instructor-approved equipment. Also offered as ART 254. (Communication Arts majors must take this course as CMM not ART; it does not fulfill the core ART requirement for Communication Arts majors.) Lab Fees: Curriculum, Equipment and Supply.

CMM 260. Visual Communication (3) Designed to develop analytical and critical skills with regard to the use of visual imagery in media. Subject matter covers all visual communication practices with an emphasis on the major art and information forms, such as photography, illustration, film and video, television and the Web. Lab Fee: Curriculum.

CMM 261. Features and Commentaries (3) (W) A course exploring two kinds of journalism that deviate from the traditional newswriting style. Feature stories are intended to touch the emotions of audience members, while commentaries expose readers to expert interpretations. Students will practice these storytelling techniques by reporting with text, video and audio.

CMM 290. Pre-Professional Development (1) Introduction to professions for students interested in advertising, public relations, journalism, digital video production or graphic design. It includes preparation for internships, introduction to portfolio building, expectations for entry-level practitioners and the basics of industry networking. Features presentations by industry professionals. Lab Fee: Curriculum.

CMM 299. Tech Tools (Variable Credit) Skills-based class through which students create content suitable for portfolio inclusion. Topics will vary depending upon the needs of the department and interests of the faculty. Courses focus on current skills and tools used by communication professionals to inform, to persuade or to entertain. Tech Tools courses may be BYOD and may be taught by local professionals. Repeatable; variable credit-maximum six credit hours. Lab Fees: Curriculum and/or Equipment, and Supply.

UPPER-DIVISION COURSES

CMM 321. Multimedia Storytelling (3) A course in news content creation for television and the web, emphasizing writing, audio/video production, presentation and promotion across various media platforms. Prerequisite: CMM 251 and 252. Multimedia kit not provided. Lab Fees: Curriculum and Equipment.

CMM 324. Media Law and Professional Ethics (3) (W) A course in the laws, regulations and ethics codes governing media and work in the media, which encourages a professional standard of conduct. Prerequisites: Completion of departmental lower-division requirements for communication arts majors and minors; permission of instructor for others. Lab Fee: Curriculum.

CMM 327. History of Film and TV (3) (W) A historical overview of the two primary visual and aural media of the past century. This course will examine the major historical and aesthetic trends of both, pointing out their differences, similarities and tenuous interactions throughout the 20th century and into the 21st. Both national and international genres and movements will be covered, with a primary emphasis on American film history and its relationship to our changing culture. Cross-listed as HIS 327. Lab Fee: Curriculum.

CMM 331. Scriptwriting for Film and TV (3) (W) A course that covers both dramatic/comedic fictional formats and informational/documentary/persuasive formats. A creative screenwriting course for short (under one-half-hour) productions for Web and TV distribution. Prerequisite: ENG 123. Cross-listed as WRI 331. Lab Fee: Curriculum.

CMM 335. Communication Research (3) (W) Survey of qualitative and quantitative research methods used in advertising and public relations. Students learn to use research to solve applied or basic communication problems. Prerequisite: CMM 220 or 221. Lab Fee: Curriculum.

CMM 338. Advanced Photography (3) A course that emphasizes the mastering of photographic skills from picture taking to exhibition (in print and online). Development of a personal artistic vision in image making while learning to perfect the craft of modern photography using digital tools. Advanced Adobe Photoshop skills stressed. BYOD (DSLR camera not provided.) Prerequisite: CMM/ART 254 or permission of instructor. Lab Fees: Curriculum, Equipment and Supply.

CMM 343. Advanced Newsgathering (3) (W) An advanced course for students majoring in journalism, this course takes up where Introduction to Media Writing leaves off. It offers in-depth instruction in such areas as investigative newsgathering strategies the use of public records in the newsgathering process, the coverage of civil and criminal courts, police reporting, local government reporting and speciality reporting. Prerequisite: CMM 251. Lab Fees: Curriculum and Equipment.

CMM 364. Media Planning and Measurement (3) Study of the selection and evaluation of media to meet the goals, objectives, strategies, and tactics of a promotional plan. A survey of media planning principles, scheduling and buying as well as measurement principles and evaluation, including web analytics. Prerequisite: MKT 311 or CMM 220 or permission of instructor. Cross-listed as MKT 364. Lab Fee: Curriculum.

CMM 365. Strategic Writing (3) (W) A comprehensive writing course which builds upon CMM 251 and is designed to develop professional writing skills for advertising and public relations practitioners including the mechanics, form and style of public relations and business writing as well as advertising copywriting. Students produce written materials for a local nonprofit client. Prerequisite: CMM 251. Cross-listed as MKT and WRI 365. Lab Fees: Curriculum and Equipment.

CMM 366. Strategic Planning for PR and Advertising (3) (W) A comprehensive planning course covering the mechanics of strategic planning through the development of multiple types of plans (crisis, promotional, creative, etc.) and materials to achieve advertising and public relations goals. Students may produce plans for real-world clients. Prerequisite: CMM 220 or 221 or permission of instructor. Cross-listed as MKT 366. Lab Fees: Curriculum, Equipment and Supply.

CMM 370. Communication Theory (3) This course examines major theories of human communication pertaining to media messages, media production and media consumption. Students use various conceptual frameworks to understand the communication process and engage in critical analysis of media applying the theories. Prerequisites: completion of Communication Arts lower-division departmental requirements or permission of instructor. Lab Fee: Curriculum.

CMM 371. Media History (3) The course tells the intriguing stories of the development of media such as newspapers, magazines, radio, television and the Internet, with emphasis on major technological advancements, changes to media over time, and media's relationship to audiences. Prerequisite: CMM 145. Lab Fee: Curriculum.

CMM 373. Student Media Content (3) (W) An experiential course involving the production of written, oral and visual content for the weekly campus newspaper, its companion website, the campus television station and the school's internet audio streaming site. Students will communicate news concerning the campus community over a variety of formats, participate in the promotion of student media products, service advertising clients of the student media and operate as a converged media enterprise. Lab Fee: Curriculum, Equipment, and Supply.

CMM 375. Gender Communication (3) (D) Explores the relationship between gender and communication, particularly in the context of our media-saturated culture. Students examine how gender is created through communication by analyzing verbal and nonverbal gendered patterns and media constructions of gender. The course aims to empower students to transcend potential limitations of gender identity and gender barriers in communication. Also offered as CMM 502. Lab Fee: Curriculum.

CMM 376. Intercultural Communication (3) (D) Develops an understanding of the communication processes in the context of cultural plurality. Students explore how meaning is formed within cultural frameworks and examine contemporary social phenomena, such as diversity, multiculturalism, transnational media and worldwide popular culture. Cross-listed as BUS 376. Also offered as CMM 503. Lab Fee: Curriculum.

CMM 415. Photojournalism (3) A hands-on course for advanced photographers who wish to hone their skills in the areas of journalistic and documentary imagery. The medium's history, its ethical codes in picture-making and the vast diversity of content and approaches will be covered. BYOD (DSLR camera not provided.) Photoshop skills stressed. Prerequisite: CMM/ART 254. Lab Fees: Curriculum, Equipment and Supply.

CMM 429. Advanced Digital Video Production (3) A hands-on course emphasizing more advanced and sophisticated elements of production and postproduction of short narrative fiction, documentary, or journalistic stories. Emphasis on learning the professional processes and procedures that are traditional and relevant to the digital revolution and online distribution. Departmental equipment provided for use by students enrolled in this course. Prerequisite: CMM 253 or permission of instructor. Lab Fees: Curriculum, Equipment and Supply.

CMM 430. Advanced Editing and Motion Graphics (3) A hands-on course concentrating on manipulation of digital video materials, particularly of stills, typography and other graphic elements in a variety of video formats. The course includes an introduction to computer animation software principles and applications. Departmental equipment provided for use by students enrolled in this course. Prerequisites: CMM 253 or permission of instructor. Lab Fees: Curriculum, Equipment and Supply

CMM 472. Student Agency (3) An experiential learning course in which students, working in teams, act as a full-service agency to prepare a comprehensive campaign for a real-world client, including research, planning and materials production using all KSAs (knowledge/skills/abilities) expected of an entry-level professional. Industry professionals, the client and the instructor critique student campaigns. Prerequisite: CMM 366 or permission of instructor. Cross-listed as MKT 472. Lab Fees: Curriculum, Equipment and Supply.

CMM 473. Student Media Management (3) (W) A senior-level, hands-on course involving the conceptualization, editing, design and production of already-created written, oral and visual content into the final publications and broadcasts of: the campus newspaper (The SpringHillian), its companion website (newswire.shc.edu), the campus television station (Badger Television), and the school's internet audio streaming site (toh.shc.edu). Students will serve in management-level roles overseeing the College's four student-media products. Management roles include: Television Producer, Video Editor, Webmaster, SpringHillian Student Editor, Automation Manager, Art Director and Advertising/Promotions Manager. Lab Fees: Curriculum, Equipment, Supply.

CMM 489. Independent Study (1-3) Individualized study or research with a faculty supervisor on topics not covered in scheduled courses. A substantial paper or project should result. Topics and all other requirements must be agreed upon in writing before student begins independent study. Prerequisite: permission of instructor. Variable credit; may be repeated up to nine credit hours. Lab Fees: Curriculum, Equipment and Supply.

CMM 490. Communication Arts Internship An internship experience under the supervision of Spring Hill College faculty and an experienced advertising, public relations, journalism, digital video production, graphic design or similar professional. Provides students meaningful field experience, building their portfolios and benefiting the professionals to whom they are assigned. Prerequisites: CMM 290 or permission of instructor. Variable credit; may be repeated for up to six credit hours. Cross-listed as ART 490. The combined maximum earned hours for CMM 490 and ART 490 is six hours. Lab Fee: Curriculum.

CMM 495. Senior Seminar (4) (W) The capstone experience allowing communication arts seniors to synthesize their entire program of studies. Students independently conceptualize, research, plan, implement and evaluate a substantial applied project or basic research effort, which will demonstrate application of the foundational theories, tools, and concepts necessary for communication study and practice; an understanding of the interactions between media and concepts necessary for communication study and practice; an understanding of the interactions between media and society; the ability to use media and tools appropriate to the discipline or sub-discipline and their responsibility to apply their knowledge, skills, and abilities in service to others. The capstone experience also includes a portfolio review prior to graduation. Senior standing required. Lab Fees: Curriculum and Equipment.

CMM 499. Special Studies (3) A course in one of several specialized areas. The content of the course will vary to suit the needs of the students and interests of the faculty. Variable credit; may be repeated up to nine credit hours. Lab Fees: Curriculum, Equipment and Supply.

VISUAL AND PERFORMING ARTS (ART, MUS, THR)

Department Chair: Stephen F. Campbell, SJ

The arts are systems of communication that teach us about human interaction. They challenge our perceptions and teach us to sense, understand and interpret the world around us.

The mission of the Department of Visual and Performing Arts is to provide students with intellectually-informed, hands-on instruction in the practice of the visual and performing arts in the context of a liberal arts college. The program affirms and nurtures the intellectual and creative spirit of each individual while providing knowledge and structure to promote appreciation and understanding of art, design and performance. A dedicated professional faculty with a commitment to excellence fosters the value of academic inquiry, the development of an individual work ethic and instills consideration toward lifelong learning. Through classroom, studio and community-based experiences, the study of visual and performing arts is enhanced by the broader study of liberal arts. The visual arts, music and theater refine sensitivity to cultures, aid critical analysis and provide tools for creative expression.

Students may choose from a variety of courses in studio art, design, music and drama. Appreciation and performance-based classes reveal how personal expression can both reflect and change the culture from which it springs. Experiential opportunities provide students with the ability to develop their collaborative skills, critical thinking and to become responsible leaders in service to others.

Core Curriculum: Visual and Performing Arts

All courses labeled ART, ARH, MUS and THR may be directed toward fulfillment of the core curriculum requirement of three credit hours of course work in visual and performing arts.

STUDIO ART

Program Director: Wanda Sullivan, MFA

The program in studio art, in the context of a strong liberal arts setting, is shaped by the Ignatian tradition of depth of thought and imagination. Students develop an understanding of art-making as a combination of strong concept and technique. Foundational study in painting, printmaking, ceramics, photography and drawing requires students to think critically, approach problems creatively and develop strong technical skills. As students progress through the program and select a concentration, they refine technique and develop advanced conceptual skills. The end result is the creation of a coherent body of work. The studio art program develops students that are fully prepared to embrace their vocation as professional artists.

BACHELOR OF ARTS IN STUDIO ART

LOWER-DIVISION

Course	Title	Hours
ART 101	Two-Dimensional Design	3
ART 102	Introduction to Drawing	3
ART 202	Figure Drawing	3
ART 208	Introduction to Digital Design	3
ART 209	Three-Dimensional Design	3
ART 230	Color Theory	3
ART 2xx	Fine Art Elective	3
Total hours		21

UPPER-DIVISION

Course	Title	Hours
ART 3xx or 4xx	Fine Art Electives	18
ART 495	Studio Senior Seminar I	2
ART 496	Studio Senior Seminar II	2
ARH 310	Prehistoric to Renaissance Art	3
ARH 311	Renaissance to Modern Art	3
ARH 312	Modern Art	3
ARH 313	Contemporary Art	3
Total hours		34

MINOR IN STUDIO ART

Course	Title	Hours
ART 101	Two Dimensional Design	3
ART 102	Introduction to Drawing	3
ART 209	Three-Dimensional Design	3
ART 230	Color Theory	3
ART 3xx - 4xx	Upper-division visual arts electives	9
Total hours		21

GRAPHIC DESIGN

Program Director: Janden Richards, MA

BACHELOR OF ARTS IN GRAPHIC DESIGN

The rich background of our liberal arts core encourages curiosity about the world and engages students in problem solving and critical thinking. Our graphic design program provides theoretical understanding of design principles and technical skills required of a professional designer. Students develop promotional materials for many community organizations which results in a heightened sense of civic responsibility. A graphic design internship is also required, exposing students to a broad range of cultural experiences. At the completion of the program, students are fully prepared to compete and succeed in the design industry.

This concentration requires several Communication Arts courses to be taken. For those majoring or minoring in Graphic Design, any prerequisite listed for a Communication Arts course DOES NOT apply. Note that ART 491 (Graphic Design Senior Seminar) and ART 490 (Visual and Performing Arts Internship) are both required.

LOWER-DIVISION

Course	Title	Hours
ART 101	Two-Dimensional Design	3
ART 102	Introduction to Drawing	3
ART 202	Figure Drawing	3
ART 208	Introduction to Digital Design	3
ART 220	Graphic Design I	3
ART 230	Color Theory	3
ART 240	Typography I	3
CMM 145	Introduction to Media Studies	3

Choose any two:

ART 206	Painting I (3)	6
ART 209	Three-Dimensional Design (3)	
ART 254	Introduction to Photography (3)	
CMM 220	Principles of Strategic Communication (3)	
CMM 260	Visual Communication (3)	

UPPER-DIVISION

Course	Title	Hours
ARH 312	Modern Art	3
ARH 315	History of Graphic Design	3
ART 307	Printmaking I	3
ART 320	Graphic Design II	3
ART 341	Typography II	3
ART 420	Graphic Design III	3
ART 490	Visual Arts Internship	3
ART 491	Graphic Design Senior Seminar	3
CIS 371	Website Development*	3

Choose any two:

ARH 313	Contemporary Art (3)	6
ART 302	Illustration Techniques (3)	
ART 306	Painting II (3)	
ART 406	Painting Concept I (3)	
ART 407	Printmaking II (3)	
ART 430	Branding (3)	

Choose any two:

CMM 324	Media Law and Professional Ethics (3)	6
CMM 327	History of Film and Television (3)	
CMM 338	Advanced Photography (3)	
CMM 364	Advertising Media (3)	
CMM 366	Strategic Planning for PR & Advertising (3)	
CMM 430	Advanced Editing & Motion Graphics (3)	

Total hours**39**

*Fulfills MTH/SCI/CIS core requirement for visual and performing arts majors.

Note: Prerequisites for CMM courses DO NOT apply for Graphic Design majors and minors only.

MINOR IN GRAPHIC DESIGN

The minor program in graphic design requires 24 semester hours of coursework.

LOWER-DIVISION

Course	Title	Hours
ART 101	Two-Dimensional Design	3
ART 102	Introduction to Drawing	3
ART 208	Introduction to Digital Design	3
ART 220	Graphic Design I	3
ART 240	Typography I	3
CMM 260	Visual Communication	3

UPPER-DIVISION

Course	Title	Hours
ARH 315	History of Graphic Design	3
ART 320	Graphic Design II	3
Total hours		24

VISUAL ART: LOWER-DIVISION COURSES

ART 101. Two-Dimensional Design (3) A studio course introducing the basic elements of design through projects in a variety of media.

ART 102. Introduction to Drawing (3) Fundamental approaches to drawing techniques in various media with an emphasis on life drawing and perspective.

ART 103. Ceramics I (3) An introduction to the use of basic hand-building techniques in forming functional and sculptural objects in clay.

ART 202. Figure Drawing (3) A continuation of Introduction to Drawing with an emphasis on various drawing techniques as they apply to portraiture and figure drawing. Prerequisite: ART 102.

ART 206. Painting I (3) An introduction to painting with problems based on color composition and the development of visual ideas. Prerequisites: ART 101 and 102, or permission of the instructor.

ART 208. Introduction to Digital Design (3) An introduction to desktop publishing using the Macintosh operating system. Students will be introduced to design industry standard programs and create various digital projects throughout the semester. The goal of this course is to gain an understanding of basic graphic design concepts, elements and terminology, use of hardware/software, image manipulation, file management, printing strategies and professional presentation of images and information. Students will acquire foundational digital skills, an introductory understanding of design principles and knowledge of the design process.

ART 209. Three-Dimensional Design (3) An introduction to visual expression in three dimensions, developing the capacity to see and manipulate form, texture, light and color in space.

ART 220. Graphic Design I (3) An introduction to visual communications, including the relationship between word and image in a two-dimensional space. Emphasis is placed on creativity and idea development methods, design and visual perception and the entire process from visualization to production. Major topics include: the elements and principles of design as applied to graphic design, Gestalt psychology, typography and basic graphic design theory. Assignments give students a chance to use the tools of the graphic designer in applying theory to practical problems. Prerequisite: ART 101, 102, and 208; or permission of the instructor.

ART 230. Color Theory (3) Studio course in the nature and use of color. Students develop an understanding of color as a vital element in design, study and analysis of traditional and electronic sources. Prerequisite: ART 101.

ART 240. Typography I (3) A studio course in the use of typography and its relationship to graphic design. Students gain insight into typographic design as they complete studies revealing underlying concepts of typographic form and meaning. Typographic skill and expertise is acquired through a combination of knowledge, practice and experience. This course will challenge students to explore and experiment with type to learn their forms, history, vocabulary and potential for communication. Through a series of projects and exercises supported by readings and lectures, students will acquire a solid foundation for practicing purposeful and expressive typography and gain an understanding of the fundamentals of typographic design. Prerequisite: ART208

ART 253. Introduction to Digital Video Production (3) Same course as CMM 253. (Communication Arts students take this course as CMM 253, not ART 253.)

ART 254. Introduction to Photography (3) Same course as CMM 254. (Communication Arts students take this course as CMM 254, not ART 254.)

ART 299. Special Topics (1-3) Course work offered by visiting artists and other special topics not in regular course offerings. These may be used by art majors and minors to fulfill art credit at the discretion of the department.

VISUAL ART: UPPER-DIVISION COURSES

ART 301. Advanced Drawing (3) An advance studio course using different approaches to various drawing media with an emphasis on figure drawing. Taught in conjunction with Drawing II. Prerequisite: ART 202.

ART 302. Illustration (3) An introduction to the art and discipline of illustration, creating visual images that communicate ideas and information. Prerequisite: ART 102 and 208, or permission of the instructor.

ART 303. Ceramics II (3) An exploration of design concepts in clay using both hand building and wheel techniques. Prerequisite: ART 103.

ART 306. Painting II (3) A course in color theory and painting techniques. Problems include art historical research and visual problem solving. Prerequisite: ART 206.

ART 307. Printmaking I (3) Exploration of printmaking techniques with emphasis on intaglio and relief processes. Prerequisite: ART 102.

ART 310. Mixed Media (3) This course will emphasize the use of mixed media in an increasing range of complexity. Projects will be directed toward personal development with discussion and analysis. Students will develop a series of mixed-media objects that demonstrate visual research and technical proficiency. Prerequisites: ART 101 and 102.

ART 320. Graphic Design II (3) The use of more advanced tools, visualization media and techniques will be explored with an emphasis on portfolio development. Prerequisite: ART 208 and 220.

ART 338. Advanced Photography (3) Same course as CMM 338. Prerequisite: CMM/ART 254.

ART 341. Typography II (3) A studio course in the use of advanced and conceptual typography. Students gain insight into typographic layout design, applied typography, publication design and experimental typography. This course will build on skills acquired in ART240 Typography I with further emphasis on technique, concept development and creative problem solving. Environmental design best practices will be explored and three-dimensional typographic form will be introduced. Upon

completion of this course students will demonstrate typographic proficiency across a variety of design assignments. Typographic skill is refined, design and typographic vocabulary is demonstrated, an ability to analyze works of design perceptively and evaluate them critically is acquired. Prerequisite: ART240 and ART320.

ART 371. Website Development (3) A course designed to introduce the student to website development incorporating data technology. Technologies used to create dynamic data-driven web pages will include Dreamweaver, PHP, MySQL, XHTML and CSS. In addition, the student will learn to interact with and manage a website on a remote server. Substantial lab work will be expected. Cross-listed as CIS 371.

ART 403. Ceramics III (3) An extension of Ceramics II. Prerequisite: ART 303.

ART 406. Painting Concepts (3) A course that stresses independent development and execution of visual ideas in paint media. Prerequisites: ART 306.

ART 407. Printmaking II (3) Skills in intaglio and relief printing will be developed and non-traditional methods of printmaking will be explored. Prerequisite: ART 307.

ART 408. Ceramics IV (3) An extension of Ceramics III using clay as a base in techniques and concepts. Students will be expected to do research in various related interests. Prerequisite: ART 403.

ART 410. Advanced Printmaking I (3) Advanced methods of printmaking techniques with emphasis on intaglio and relief processes and introduction to color. Prerequisite: ART 407.

ART 411. Advanced Printmaking II (3) A continuation of advanced methods of printmaking techniques with emphasis on intaglio and relief processes and introduction to color. Prerequisite: ART 410.

ART 416. Painting Concepts II (3) An extension of Painting III. Prerequisites: ART 406.

ART 417. Painting Studio I (3) A course that stresses independent development and execution of visual ideas in painting. Students will create a body of work that is conceptually challenging and expresses an authentic aesthetic voice. Prerequisite: ART 416 and permission of instructor.

ART 418. Painting Studio II (3) A continuation of Advanced Painting I that stresses independent development and execution of visual ideas in painting. Students will create a body of work that is conceptually challenging and expresses an authentic aesthetic voice. Prerequisite: ART 417 and permission of instructor.

ART 420. Graphic Design III (3) This course focuses on the refinement of graphic design skills, collaborative processes, portfolio development, presentation skills and professional practices. Prerequisite: ART 230 and 320.

ART 421. Advanced Website Design (3) Advanced course in the development of websites and web database management. Students participate in a series of hands-on exercises to further enhance knowledge of website design while learning XML, CSS, ASP, and other web technologies. Prerequisite: CIS 371.

ART 430. Branding (3) This upper division studio course offers students a solid foundation to survey the unique challenges of adapting typography, illustration and photography to practice clear communication of the message and brand creation in multiple forms. Students will engage in exploration of creative solutions in both two and three-dimensional form for community organizations. History and social context of branding and advertising will be covered. Upon successful completion of this course students will be able to demonstrate a knowledge of branding, understand the role and its relationship to design, exhibit critical thinking skills and acquire an understanding of design thinking and marketing strategies. Prerequisite: ART320.

ART 490. Visual Arts Internship An internship experience under the supervision of Spring Hill College faculty and an experienced art-business, studio art, graphic design or similar professional. Provides students meaningful field experience, building their portfolios and benefiting the professionals to whom they are assigned. Prerequisite: Permission of the instructor. Cross-listed as CMM 490. Variable credit; may be repeated for up to six credit hours. The combined maximum earned hours for CMM 490 and ART 490 is six hours.

ART 491. Graphic Design Senior Seminar (3) (W) (O) Comprehensive experience. Graphic design majors will complete work, plan and execute a senior exhibit or presentation and portfolio.

ART 495. Studio Senior Seminar I (2) (W) Comprehensive experience. Studio art majors will focus on writing portion of portfolio development.

ART 496. Studio Senior Seminar II (2) (O) Comprehensive experience. Studio art majors will complete work, plan and execute a senior exhibit.

ART 499. Special Topics (1-3) Work in a special area of studio or graphic art.

ART HISTORY: LOWER-DIVISION COURSES

ARH 100. Art Appreciation (3) A broad overview of the visual arts. Not intended for art majors.

ARH 200. The Great Artists (3) A quick survey of the greatest visual art and artists of the Western World. Not intended for art majors.

ARH 299. Special Topics (3) Work in a special area of art history or research. Hours and credit to be arranged by the department chair.

ART HISTORY: UPPER-DIVISION COURSES

ARH 310. Prehistoric to Renaissance Art (3) (W) A survey of the major visual art forms of western civilization from their prehistoric beginning into the Renaissance.

ARH 311. Renaissance to Modern Art (3) (W) A survey of the major visual art forms of Western civilization from the Renaissance to the twentieth century.

ARH 312. Modern Art (3) (W) An investigation of major movements in visual art of the twentieth century. (Bibliographic instruction course.)

ARH 313. Contemporary Art (3) A survey of major trends in contemporary art and contemporary visual culture in today's globalized world.

ARH 315. History of Graphic Design (3) (W) A survey of graphic design, events and major achievements from prehistory to the present. The course emphasizes the evolution of graphic communication and places contemporary design in historical context. Upon successful completion of this course students will be knowledgeable of the fundamental design movements, influences, technological advancements and evolution of graphic design. Students become familiar with individuals that have shaped design culture and their impact on design theory and modern practice. Through lectures, discussions, presentations, research and both written and studio assignments students acquire a solid foundation of graphic design history.

ARH 499. Special Topics (1-3) Work in a special area of art history or research.

MUSIC (MUS)

MUS 115. Music Fundamentals (3) Students will develop basic musical skills with an emphasis on harmonic, melodic and rhythmic patterns. Ear-training, musical dictation and basic piano skills are included.

MUS 130. Applied Piano (1) (May be repeated for up to eight hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, seven to 10 hours per week. Students will attend private lessons

and will perform each semester in a piano recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$420 per semester.

MUS 140. Applied Organ (1) (May be repeated for up to eight hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, seven to 10 hours per week. Students will attend private lessons and will perform each semester in an organ recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$420 per semester.

MUS 150. Music Theory (3) An introduction to the stylistic practices of music from the 17th and 18th centuries and modern vernacular music where appropriate. Review of music fundamentals including scales, intervals and notational practices, followed by an examination of several melodic, harmonic, rhythmic and formal structures found in music.

MUS 160. Applied Voice (1) (May be repeated for up to eight hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, seven to 10 hours per week. Students will attend private lessons and will perform each semester in a vocal recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$420 per semester.

MUS 170. Liturgical Chorus (1) (May be repeated for up to eight hours credit) Vocal ensemble focused on the study of sacred music from the medieval through contemporary for performance in the context of worship. Members are expected to perform weekly for college liturgies.

MUS 180. Applied Guitar (1) (May be repeated for up to eight hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, seven-10 hours per week. Students will attend private lessons and will perform each semester in a recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$420.

MUS 190. Chorale (1) (May be repeated for up to eight hours credit) Vocal ensemble focused on preparation of choral music from the Renaissance to contemporary periods for performance in concert.

MUS 221-222. Music Appreciation (3 each) A study of the development of the musical art forms and intelligent appreciation of the masterpieces of music developed through lectures and recordings.

MUS 250. Music Theory II (3) A continuation of Music Theory I. Topics include harmony and voice-leading, applied dominant chords and modulations and analysis of basic tonal phrase rhythm. Prerequisite: MUS 150.

MUS 280. Jazz History (3) A study of the origins and development of Jazz. Students will be challenged to develop detailed aural skills as well as process abstract musical principles, concepts and forms.

MUS 285. Jazz Band (1) (May be repeated for up to eight hours of credit) This course provides the opportunity for participation in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, student should be able to effectively participate in performances presented by the ensemble.

MUS 299. Special Topics (1-3) Special topics in performance, music history, musicology and research.

MUS 499. Special Topics (1-3) Special topics in performance, music history, musicology and research.

PERFORMING AND MEDIA ARTS (PMA)

Program Director: Stephen F. Campbell, SJ

The program in Performing and Media Arts engages students in practical and theoretical explorations of live performance forms, from the adaptation and staging of texts, to the exploration of rituals and festivals, to the study of performance in everyday life, acting (on and off camera), cinema and media studies, film and media production, spoken word and other areas in performing and media arts. Students in the program enter the world of performance and performance theory as an important and emerging field of study and are challenged to think creatively, critically and historically about the world around them as they identify and interpret the power of image, sound, gesture and movement and cultivate their own artistic voices. Students will apply their interdisciplinary knowledge through a senior synthesis project that results in a creative presentation, documentary, ethnographic visual text or other multimedia production.

BACHELOR OF ARTS IN PERFORMING AND MEDIA ARTS

LOWER-DIVISION

Course	Title	Hours
CMM 145	Introduction to Media Studies	3
ART 209	3-Dimensional Design	3
THR 250	Acting I	3
THR 251	Introduction to Performance Studies	3
ART 253	Introduction to Digital Video Production	3
ENG 242*	Introduction to Drama and Theater	3
	Total hours	18

*Fulfills one of four English core courses.

UPPER-DIVISION

Course	Title	Hours
Required:		
CMM 327	History of Film and TV	3
CMM 429	Advanced Digital Video Production	3
THR 350	Acting II	3
THR 450	Acting for the Camera	3
THR 480	Global Performance and Design (W)	3
THR 494	Performance Studio	3
THR 498	Senior Synthesis Project (W)	3
<i>Choose One:</i>		3
ENG 445	American Drama (W) (3)	
THR/ENG 465	Modern Drama (W) (3)	
THR/ENG 485	Shakespeare (W) (3)	
THR 495	Special Studies (3)	

<i>Choose One:</i>		3
CMM/WRI 331	Scriptwriting (W) (3)	
THR 490	Play Directing (3)	
THR/WRI 492	Playwriting (W) (3)	
THR 493	Adaptation: Text/Theatricality (3)	
Total hours		27

MINOR IN PERFORMING AND MEDIA ARTS

The minor program in theater consists of the following courses:

LOWER-DIVISION

Course	Title	Hours
THR 250	Acting I	3
THR 251	Introduction to Performance Studies	3
ART 253	Introduction to Digital Video Production	3

UPPER-DIVISION

Course	Title	Hours
Required:		
CMM 429	Advanced Digital Video Production	3
THR 480	Global Performance and Design (W)	3
<i>Choose One:</i>		3
THR 350	Acting II (3)	
THR 450	Acting for the Camera (3)	
THR/WRI 492	Playwriting (W) (3)	
CMM/WRI 331	Scriptwriting (W) (3)	
THR 494	Performance Studio (3)	
Total hours		18

THEATER: LOWER-DIVISION COURSES

THR 245-246. Theater Production I-II (1-3; credit depends on amount of work contracted with instructor: 30 hours study/work = 1 credit hour) A student may concentrate on one or more areas of theater production (lighting, costuming, scenery, properties, make-up, music/sound, acting, directing) in formal academic study and/or practical work on a production. Assignments will be arranged with the instructor.

THR 250. Acting I (3) (O) A first course in acting, designed as a workshop, to include improvisation, role-playing, sensitizing of physical and mental tools. Analysis of skills and problems of individual students.

THR 251. Introduction to Performance Studies (3) Performance Studies has been described as a marriage of theater and anthropology, yet it is both more and less than those two disciplines. Students will read and analyze foundational texts as well as create practical projects based on methodologies studied, including participant-observation ethnography.

UPPER-DIVISION COURSES

THR 350. Acting II (3) Continuation of Acting I. Emphasis on scene and monologue study, script analysis. Thirty-hour production requirement. Prerequisites: Sophomore standing; Acting I or equivalent.

THR 450. Acting for the Camera (3) This course will help students transition from stage acting to acting for the camera and will cover basic camera acting techniques, procedures, script analysis and auditioning. Students will be required to participate

in exercises and/or film shoots outside of class time. Prerequisite: THR 350.

THR 465. Modern Drama (3) (W) A study of dramatic works from Ibsen to the contemporary experiments of playwrights like Peter Shaffer and Sam Shepard. (Same course as ENG 465.) Prerequisites: English core requirements.

THR 480. Global Performance and Design (3) (W) This course offers an introduction to basic texts of performance theory and directs the methodological questions derived from those texts to the study of performance practices and spaces in context, exploring Paleolithic ancient, and medieval performance and design histories in global, cross-cultural perspective. Prerequisite: THR 251.

THR 485. Shakespeare (3) (W) A detailed study of the best known works of Shakespeare-histories, comedies and tragedies. (Same course as ENG 485.) Prerequisites: English core requirements.

THR 490. Theory and Practice of Play Directing (3) An introduction to the major theories and practical techniques of play direction. Each student will be required to direct the production of a one-act play in the last half of the course. Prerequisite: THR 245.

THR 492. Playwriting (3) (W) Critical analysis of dramatic structure for the playwright. Scenarios, character studies and writing of a one-act play. (Same course as WRI 492.) Prerequisites: English core requirements.

THR 493. Adaption: Text/Theatricality (3) A workshop focused on the preparation of literary texts for performance. Study of a variety of texts with attention to forms of speech, the gap between writing and speech, narrative style and function. Prerequisites: English core requirements.

THR 494. Performance Studio (3) Critical analysis of structure of contemporary solo performance. A workshop in writing and performance of original performance pieces. Prerequisites: English core requirements.

THR 495. Special Studies (3) The course will concentrate on one of the following: acting, set design, costume design or lighting. Prerequisites: English core requirements.

THR 497. Theater Internship (3-6) A supervised, professional work experience. Prerequisites: English core requirements and the permission of the program director.

THR 498. Senior Synthesis Project (3) (W) The study of a chosen area of theater (e.g., history/criticism, performance theory, design theory), through analysis and independent critical research, which results in written documentation and public presentation(s) in the form of a lecture/recital appropriate to the area of focus. Required of all seniors in the drama program and intended principally for them. Prerequisite: Senior standing or permission of instructor.

Division of Education

Division Chair/Program Director: Lori P. Aultman, PhD

The goals of the Division of Education are to prepare teachers who: (a) demonstrate **knowledge and abilities** necessary to be effective professional educators; (b) exhibit professional **values and dispositions** necessary for creating supportive and constructive learning communities in a culturally diverse society; (c) effectively implement **research-based best practices** in teaching and learning; and (d) participate in continuous **reflective practice** in order to improve their teaching and practices and make positive changes in their classrooms, schools and communities. In July 2009, the Alabama State Board of Education adopted the *Alabama Educator Code of Ethics* which defines professional behavior and serves as a guide for ethical conduct for all public school personnel and, as applicable, pre-service teachers. Specific information about the code is available from education advisors and in the Education Office.

The education unit shall have the responsibility, authority and personnel to develop, administer, evaluate and revise all professional education programs. The unit effectively manages or coordinates all programs so that candidates are prepared to meet standards.

Faculty in the Division of Education maintain knowledge of current issues and practices in P12 education through a variety of measures: contact with the State Department of Education, the Spring Hill College Advisory Council, personal contact with cooperating teachers during students' field experiences and internships, through workshops and professional development provided by our faculty in P12 settings, inviting P12 practitioners to speak in our education classes and by volunteering our time to work with P12 students.

The programs, which combine liberal education and strong professional preparation, are designed to instill in students the highest standard of professional behavior. The desired outcome is that graduates will make a difference in the lives of their students.

Please see the *Continuous Assessment of Undergraduate Programs in the Conceptual Framework*, available upon request in the Division of Education.

The undergraduate programs lead to teacher certification in early childhood education, elementary education and secondary education. Coursework in education combines lecture and discussion in the college classroom with extensive laboratory experiences in the local schools. The professional sequence culminates in a full-time internship in an approved local school or facility.

All undergraduate students seeking admission to early childhood or elementary education programs, regardless of the beginning date of collegiate study, must complete 12 semester hours of college-level coursework in each of the following areas: English, mathematics, social science and science.

Students who major in **child development education** follow a degree program preparing students to work with children ages birth to five years of age with a specific focus on developmentally appropriate preschool programs. *This program does not lead to certification and follows the grade policies of the college.*

Students who major in **early childhood education** follow a degree program designed to meet the requirements for teacher certification in pre-school through grade three (ages birth to 8).

Students who major in **elementary education** follow a degree program that meets the requirements for teacher certification in grades kindergarten through six.

The Highly Qualified Teacher (HQT) requirements are determined by the Alabama State Department of Education and are subject to change at any time. Secondary education students will be expected to meet the HQT requirements in effect when they graduate.

Students who major in **secondary education** follow a dual degree program that leads to teacher certification at the high school level (grades six through twelve).

Single or comprehensive teaching fields are selected from the following:

biology	Spanish (Hispanic Studies)
mathematics	English language arts
history	general social science
chemistry	

Completion of a secondary education certification or major program may require that coursework be taken during the summer session.

Students must have junior class standing and admission to an education program before enrolling in upper-division education coursework.

Education students who participate in one retreat and who select the following courses to fulfill their theology requirements are eligible to be awarded basic catechetical certification from the Archdiocese of Mobile: THL 101/190 Introduction to Christian Theology (freshman year), any scripture course (sophomore), THL 242 Catholicism (junior/senior), THL 421 Religious Education (junior/senior). See the Division of Philosophy and Theology section for additional information.

Changes in any education program may apply to currently enrolled students. All programs are approved by the Alabama State Board of Education. The NASDTEC Interstate Certification Agreement makes it possible for graduates to attain certification in a variety of states in every region of the country.

Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with the Educator Preparation Program (EPP) heads. If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

An EPP may choose to reactivate an inactive program at any time prior to the date of the next comprehensive review for all other programs, if all standards applicable to the inactive program continue to be met. If the active program is not reactivated before the next comprehensive review, it must be addressed as a new program.

Institutions that do not provide requested data in a timely manner may have any or all of the institution's program approval rescinded as authorized in Rule 290-3-3-.56(6).

Policies and regulations governing the issuance of teacher certificates are under the authority of the Alabama State Board of Education. Spring Hill College cannot

assume responsibility for changes in certification requirements due to changes in the Alabama State Board of Education policies and/or regulations. Additionally, education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them. (See Admission Requirements, no. 9.)

In accordance with amendments enacted in 1998 to the Higher Education Act of 1965, Section 207 (f) (1), institutions are required to make available to the general public the information supplied in Section II of the annual Title II Report. This information is available upon request in the Division of Education.

Any courses and/or credits verified on an official transcript and used to meet state-approved program requirements must be from regionally accredited institutions. These courses must be college-level; remedial courses are disallowed.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and arts and science type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

If an individual completes Class B program at an institution and wants to return to the same institution for a new Class B program, professional studies courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission.

Coursework and/or a degree accepted from institutions outside the United States must be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the State of Alabama Education and Certification Office.

Information regarding alternative routes to certification in the State of Alabama is available in the Division of Education Office.

The Division of Education, in accordance with Section 290-3-3.02 (6) of the Rules of the Alabama State Board of Education, guarantees the success of individuals who complete its approved programs and are employed in their area(s) of specialization in the State of Alabama. The Division of Education shall provide remediation at no cost to a graduate who has been recommended by the Division's Certification Officer and who, within two years after program completion, is deemed by his/her principal to be unsatisfactory based on performance evaluations established by the Alabama State Board of Education. Notification to the Division of Education by the Alabama State Board of Education must occur within two years following program completion.

In any situation where unsatisfactory performance, based upon Alabama State Board of Education evaluation, has been determined, the Spring Hill College Division of Education faculty make final determination as to the type of remediation required. Also, the education faculty reserve the right to have the graduate in need of remediation return to the Spring Hill College campus in Mobile, Alabama, for additional coursework and/or laboratory field experience activities. Should a graduate need to return to the College campus for remediation, the College does not assume any responsibility for general living income or expenses including, but not limited to, loss of income, transportation, room and board or lodging, meals, etc. The only responsi-

bility the College assumes is the cost of tuition and the cost of texts for the course(s) that a graduate may be required to complete.

Undergraduate students follow Alabama State Board of Education programs approved in May 2014.

Because of the need for knowledge and abilities that reflect current rules and standards of the Alabama State Board of Education, no credits in professional studies (EDU courses), in general studies, and in the teaching field used to satisfy education requirements for certification, earned prior to six years before current matriculation at Spring Hill College, will be accepted without evaluation by the education faculty.

Once admitted to Spring Hill College, all remaining courses with education labels (EDU) must be completed at Spring Hill College during regularly scheduled class times. Undergraduate education courses are offered during the fall and spring terms. Undergraduate education courses are not offered during summer sessions.

The division also offers graduate programs in education leading to the master's degree. A description of these programs can be found in the graduate section of this *Bulletin*.

Admission Requirements

Admission to the college does not qualify a student for admission to education. Spring Hill College undergraduate students seeking admission to an education program normally complete the required lower-division courses in education at Spring Hill prior to being admitted to a program.

In order to be unconditionally admitted to an education program, students must submit a formal written application and meet the following minimum criteria:

1. Completion of at least 60 semester hours of which at least 42 semester hours are in the general studies program. Additionally, appropriate lower-division coursework in education is completed.
2. A minimum GPA of 2.75 overall (and used as the basis for granting the degree) in accordance with university policy, 2.75 in professional studies courses listed on the approved checklist for the program, and 2.75 in the teaching field listed on the approved checklist for the program. Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses with an "EDU" prefix may be repeated only one time. Courses that need to be repeated are taken at regularly scheduled class times. See education faculty advisor for further information.
Furthermore, in accordance with Section 290-3-3-.02 (3) (b) 1., the division must insure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.
3. A passing score on all sections of the Alabama Educator Certificate Assessment Program (AECAP) Praxis I CORE Academic Skills Test. The score report must be submitted to the Education Office before admission can be approved.
4. Satisfactory performance on the Spoken English Competency Examination. This exam is part of the interview process.
5. Satisfactory performance on a writing sample (original handwritten statement) to be completed during the interview process.
6. Satisfactory interview designed to provide information on the applicant's personality, interests, and aptitudes consistent with the requirements for successful teaching. The interview includes a self-assessment utilizing the Dispositions

Checklist for Sophomore Self-Evaluation. The checklist is reviewed by the education faculty.

7. Satisfactory completion of lower-division laboratory and other experiences designed to assist the student in making a wise career choice.
8. Satisfactory completion of a Five-Day Structured Field Experience. The education faculty must approve the school setting and grade level. Five-day experiences must be completed in five consecutive bell-to-bell school days.
9. Signature of the student on the appropriate form indicating that he/she is aware of and responsible for the Alabama State Department of Education knowledge and abilities rules and regulations required for completion of the desired education program, and agreeing to permit Spring Hill College to share appropriate student information with the Alabama State Department of Education as requested.
10. Background and fingerprint clearance by the Alabama State Department of Education (ALSDE). The student is responsible for payment of the non-refundable required fee. The applicant will be provided a Letter of Suitability from the State Department of Education. This letter must be submitted to the Education Office before admission can be approved.
Only a service provider approved by the ALSDE may be used. (If the student does not receive clearance, he/she has the right to due process procedures in accordance with the SDE Rule 290-3-2.34.) Additional information is available through the Education Office.
11. Attendance at a training session of the Children and Adolescent Protection Program, sponsored by the Office of Child and Adolescent Protection through the Archdiocese of Mobile. This training session will be provided in education courses to be selected by the education faculty. The student is responsible for payment of the required fee.
12. Possession of a copy and knowledge of the contents of the current *Guidebook for Professional Experiences: Undergraduate Clinical Experiences*. The *Guidebook* is a required manual in EDU 131 *Human Development*. This course includes an orientation designed to assure that the student is aware of professional performance and experiences required for successful completion of the desired education program.
13. Initial review of student's portfolio.
14. Approval of the education faculty. The student shall be notified in writing of his/her acceptance.

Students who fail to meet the criteria described above upon initial application must meet all admission requirements within one year after completion of lower-division education coursework.

Retention Requirements

Students must meet the following minimum retention requirements to remain in education programs:

1. A minimum GPA of 2.75 overall (and used as the basis for granting the degree) in accordance with university policy, 2.75 in professional studies courses listed on the approved checklist for the program, and 2.75 in the teaching field listed on the approved checklist for the program. Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses with an "EDU" prefix may be repeated only one time. Courses that need to be repeated

are taken at regularly scheduled class times. See education faculty advisor for further information.

Furthermore, in accordance with Section 290-3-3-.02 (3) (b) 1., the division must insure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.

2. Demonstrated potential for teaching, including successful performance in laboratory experiences in a variety of diverse learning environments. All undergraduate laboratory experiences, lower-division and upper-division, will be for at least three weeks. Students in all programs must complete laboratory experiences in blocks of at least three hours.
All early childhood education candidates shall include placements in at least two of the three main types of early education settings, i.e., early school grades (K-3), child care centers and homes, and Office of School Readiness programs. All secondary education junior block labs/clinicals must be completed in classrooms in which instructors are master's level teachers in the appropriate teaching field.
3. Secondary students must complete two additional Five-Day Structured Field Experiences during their junior block. Placement(s) must be approved by the education faculty. These experiences must be completed in the appropriate teaching field(s) prior to the internship term, and must be in addition to and separate from regularly scheduled laboratory experiences. See education faculty advisor or the Education Office for details.
4. Review of additions to student's portfolio by the education faculty.
5. Application for internship; review of performance and approval by the education faculty.
6. Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences, the five-day structured field experience or the internship can result in the education faculty's refusal to permit a student to continue in the education program.
7. If, in the course of the student's progressing through the program, deficiencies in knowledge, skills, teaching performance or dispositions for teaching become evident, the education faculty will meet to discuss the observed deficiency to determine a course of action.

Completion Requirements

Students must meet the following minimum completion requirements to qualify for a degree and for initial certification:

1. Satisfactory completion of a State-approved program with a minimum GPA of 2.75 overall (as confirmed on the transcript when the degree was granted), 2.75 in the teaching field, and 2.75 in professional studies courses with no grade below a C- in professional studies courses. Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses that need to be repeated are taken at regularly scheduled class times. Courses with an "EDU" prefix may be repeated only one time. See education faculty advisor for further information. All course work taken to meet program requirements must be at college-level (100 or higher).

For students pursuing the early childhood and elementary education programs, the 60 semester hours of general studies must include 12 semester hours in each of the following areas: English, mathematics, social science, and

science.

Furthermore, in accordance with Section 290-3-3-.02 (3)(b) 1., the division must insure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.

2. Demonstrated readiness to teach through successful on-the-job performance as an intern. The internship takes place in an approved local school or facility. The internship shall be full-time for one semester and a minimum of 600 clock hours, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least 10 consecutive days. Students seeking certification in two or more distinct teaching fields shall complete an additional internship.

For the early childhood program, the internship shall include a placement with at least two of the following age groups: birth to age three, age three to five, age five to eight. For the elementary program, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels.

An internship is required for completion of all undergraduate education programs at Spring Hill College. The education faculty will not waive the internship requirement. Additionally, the appropriate internship must be completed in an approved local school, under the administration of Spring Hill College education faculty. Secondary education internships will not be approved at a school which the intern attended. Interns may substitute teach for compensation, to be paid by the school district in question, in their assigned school upon satisfactory completion of the 20 full-time days of teaching and with their college supervisor's approval.

Students are disallowed from enrolling in additional coursework during the internship semester. If circumstances arise which make additional coursework necessary, a request for approval by the education faculty must be made in writing to the division chair. Interns are required to be familiar with the current edition of *The Guidebook for Professional Experiences: Internships*.

Should the education faculty terminate an internship, the education faculty decides whether a second and final internship may take place. The student must delay at least one semester but not more than two semesters, should a second and final internship be permitted. The education faculty determines the conditions, site, cooperating teacher, etc., under which the second and final internship takes place, if it does. Should the second and final internship be unsatisfactory, the student's education program will be terminated, and the student will not at any time in the future be recommended for a teaching certificate to any licensing agency.

All interns are required to participate in edTPA, a performance-based, subject-specific assessment and support system to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. A passing edTPA score is a certification requirement of the Alabama State Department of Education but not a graduation requirement at Spring Hill College. Students may graduate without having passed edTPA but will not be recommended for certification until the edTPA requirement is satisfied.

3. A passing score report for the appropriate content area of the Praxis II Subject Assessment Test must be on file in the Division of Education before registration for the internship term will be approved. Additionally, early childhood and

elementary education majors must have a passing score report on file for the Praxis II Teaching Reading test before beginning their internships. Students are required to take the exam no later than the earliest schedule test date in their final semester of junior block.

4. Satisfactory assessment of the student's Dispositions Checklist for Junior and Senior Candidates by the education faculty.
5. Final review of student's portfolio by the education faculty.
6. Completion of the education program not later than four years after admission to the program. A student who does not complete the program within a four-year period may apply for reinstatement.

Speech and Writing Competency

Speech competency is evaluated and assessed by: (a) education faculty during the interview required for admission to an education program, (b) the cooperating teacher and the student during scheduled lab experiences and the full-time, five-day structured field experience completed in a cooperating school, (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience, and (d) completion of EDU 150 Oral and Written Language with a grade of C- or better for early childhood/elementary students who begin collegiate study at Spring Hill College August 2008 and thereafter.

Writing competency is evaluated and assessed by: (a) education faculty during the interview required for admission to an education program and in the required divisional writing intensive courses, (b) the cooperating teacher and the student during the scheduled lab experiences and the full-time, five-day structured field experiences completed in cooperating schools, and (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience.

The interview, the structured field experiences, and the internship are required of all education majors. Documentation recording satisfactory speech and writing competency is placed in the student's ARC (admission, retention, completion) file.

For assistance or for more specific information, please contact the chair of education.

LOWER-DIVISION COURSES (EDU)

EDU 131. Human Development (3) Study of theories, methodology and research related to human development, with emphasis on educational practice. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Permission of Education Chair required. Pre-professional laboratory experience required.

EDU 150. Oral and Written Language (3) Principles of oral and written communication and practical application of those principles. Emphasizes knowledge and skills appropriate to children in oral and written language and how to apply them. Includes methods of teaching basic language skills in early childhood and elementary school. Curriculum lab fee. Prerequisite: Permission of Education Chair required. Laboratory experience required.

EDU 260. Principles of Educational Psychology (3) A survey of psychological principles of behavior and learning, basic needs, and the application of these principles to educational practice. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

EDU 270. Art for Children (3) Knowledge and skills appropriate to children, including techniques and media for teaching art to children from nursery age through the sixth grade. Supervised laboratory experiences. This course meets the visual and

performing arts requirement for early childhood and elementary education majors. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

EDU 271. Music for Children (3) Designed to provide skills necessary to work with children in music, the course focuses on two specific levels, ages four through eight and ages nine through 11. Supervised laboratory experiences. This course meets the visual and performing arts requirement for early childhood and elementary education majors. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

EDU 280. Literature and Creative Drama for Children (3) A comprehensive survey of the literature written for children; emphasis on the development of techniques for encouraging enjoyment of literature; a special component on the use of creative drama. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

EDU 295. Education, Identity, and Culture: Representations in Film (3) This course focuses on psychological, sociological, political and historical factors that impact children and adolescent education and identity formation through the lens of popular film. Open to non-education majors.

UPPER-DIVISION COURSES

EDU 322. Educational Tests and Measurements (3) The development, administration, evaluation, and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objective, performance and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting standardized tests. Curriculum lab fee. Prerequisite: Admission to education program. Supervised laboratory experiences.

EDU 325. The Language Arts Program (3) Language arts curriculum, teaching and media for children ages four through eleven. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 326. Foundations of Reading Instruction (3) Study of the foundation for and the acquisition of literacy, knowledge, techniques, and programs of reading instruction. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 328. Diagnosis and Adjustment of Reading Instruction (3) Emphasizes a classroom-based diagnostic-instructional approach which employs practical techniques designed to advance learning in diverse students and at various stages of development. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 329. Reading in the Content Areas (2) (D/C) Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in content areas. This course, together with the accompanying laboratory course, satisfies one diversity course requirement and must be completed prior to the beginning of the internship. Curriculum lab fee. Prerequisite: Admission to education program. Co-requisite: Must register for EDU 332, 333, 335, 337 or 338.

EDU 330. Strategies for Effective Classroom Management (3) An investigation of research related to instruction, management, learning and discipline that provides pre-service teachers foundations upon which to develop strategies for effective classroom management. Curriculum lab fee. Prerequisite: Admission to education

program. Supervised laboratory experiences.

EDU 331. Instructional Media and Technologies of Instruction (3) An exploration of and practical experience with the preparation and use of various forms of instructional media including current and emerging technologies. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 332. Lab: Reading in the Content Area (History/Social Studies) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in history or social studies. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 333. Lab: Reading in the Content Area (Mathematics) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in mathematics. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 334. Lab: Reading in the Content Area (Chemistry) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in chemistry. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 335. Lab: Reading in the Content Area (English Language Arts) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in English language arts. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 337. Lab: Reading in the Content Area (Spanish) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in Spanish. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 338. Lab: Reading in the Content Area (Biology) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in biology. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 345. Teaching Young Children (3) (W/D/C) A survey of the qualities and competencies needed by teachers and the history and development of early childhood education. Emphasis on current models. This is a writing intensive course. This course satisfies one diversity course requirement. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 346. The Family, the Community, and the Child (3) Emphasis on the importance of the parent-child relationship, parental involvement in the educational process and the contributions of community agencies and service groups. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 370. Survey of Exceptionality (3) (D) Designed to provide students with basic understanding regarding the full range of exceptional children. Attention given to etiology, prevention, emerging issues and current methodologies. This course satisfies one diversity course requirement. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 373. Teaching Social Studies (3) (W) Social studies curriculum, teaching, and media for children ages four through 11. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. This is a writing intensive course. Prerequisite: Admission to education program.

EDU 375. Teaching Mathematics (3) Mathematics curriculum, teaching, and media for children ages four through 11. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 377. Teaching Science and Health (3) Curriculum and teaching in science, health, and safety for children ages four through 11. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 378. Current Influences on Curriculum and Teaching (3) (W/D/C) Synthesis of knowledge from a variety of fields of educational inquiry, and examination of their impact on the school curriculum and instructional program. Curriculum lab fee. This course satisfies one diversity course requirement. Prerequisite: Admission to education program. This is a writing intensive course. Supervised laboratory experiences.

EDU 391. Multicultural Teaching (3) A survey of educational and social scientific concepts to help teachers understand the social and cultural milieu of culturally-different learners. The development of teaching strategies to maximize opportunities. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 401. History and Philosophy of Education (3) (W) A critical analysis of selected theories and problems in education considered as a social institution. Emphasis is placed on developing an understanding of the role and function of the educational process in a pluralistic society. This is a writing intensive course. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

EDU 450. Strategies and Resources for Teaching in Secondary and Middle Schools (2) (W) A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. Designed to address both general concerns and specific teaching fields, the course is completed prior to the internship. This is a writing intensive course. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to education program. Co-requisite: Must be registered for EDU 451, 452, 453, 455 or 457.

EDU 451. Lab: Instructional Strategies and Methodology in Teaching Social Studies and History (1) (W) To accompany EDU 450. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in social science or history while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in social science. This laboratory course will be held during the day in a public, private, or parochial school.

Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 452. Lab: Instructional Strategies and Methodology in Teaching Mathematics

(1) (W) To accompany EDU 450. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in mathematics while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in mathematics. This laboratory course will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 453. Lab: Instructional Strategies and Methodology in Teaching Biology

(1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in biology while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in biology. This laboratory course will be held during the day in public, private or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 454. Lab: Instructional Strategies and Methodology in Teaching Chemistry.

(1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in chemistry while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in chemistry. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 455. Lab: Instructional Strategies and Methodology in Teaching English

Language Arts (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in English language arts while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in English language arts. This laboratory course will be held during the day in public, private or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 457. Lab: Instructional Strategies and Methodology in Teaching Spanish

(1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in Spanish while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in Spanish. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 494. Internship in Early Childhood Education (12) (R/O) A semester of supervised observation and teaching experience in two early childhood classrooms; supervision provided by college staff. Includes conferences with supervising master teacher and college supervisor. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

EDU 495. Internship in the High School (3) (R/O) A full-time supervised observation and teaching experience in the high school (grades 6-12) for one semester; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

EDU 497. Internship in the High School (9) (R/O) A full-time supervised observation and teaching experience in the high school (grades six-12) for one semester; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

EDU 498. Special Studies (1-3) The content of the course will be structured to meet the professional needs of the student and will include in-depth study in a selected topic in teacher education. This work is undertaken with permission of the faculty and under its supervision. Curriculum lab fee. Prerequisite: Permission of chair of education.

EDU 499. Internship in Elementary Education (12) (R/O) A semester of supervised observation and teaching experience in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college supervisor. Attendance at seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

BACHELOR OF SCIENCE DEGREE PROGRAMS IN EDUCATION

REQUIRED COURSES ALL CERTIFICATION AREAS

Course	Title	Hours
EDU 131	Human Development	3
EDU 260	Principles of Educational Psychology	3
EDU 322	Educational Tests and Measurements	3
EDU 331	Instructional Media and Technologies of Instruction	3
EDU 370	Survey of Exceptionality	3
EDU 391	Multicultural Teaching	3
EDU 401	History and Philosophy of Education	3

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Common Course Requirements: 75 Semester Hours

Course	Title	Hours
	Mathematics*	12
	Science*	12
	English*	12
	Social Sciences*	12
EDU 150	Oral and Written Language	3
EDU 270	Art for Children	3
EDU 271	Music for Children	3
EDU 280	Literature and Creative Drama for Children	3
EDU 325	The Language Arts Program	3
EDU 326	Foundations of Reading Instruction	3
EDU 330	Strategies for Effective Classroom Management	3
EDU 373	Teaching Social Studies	3
EDU 375	Teaching Mathematics	3
EDU 377	Teaching Science and Health	3

*See education faculty advisor for course approval. Must be college-level (100 or higher).

EARLY CHILDHOOD EDUCATION

Additional Course Requirements

Course	Title	Hours
EDU 345	Teaching Young Children	3
EDU 346	The Family, the Community, and the Child	3
EDU 494*	Internship in Early Childhood Education	12

*All Early Childhood Education candidates who complete their internship shall include a placement with at least two of the following age groups: birth to age 3; age 3 to 5; age 5 to 8.

ELEMENTARY EDUCATION

Additional Course Requirements

Course	Title	Hours
EDU 328	Diagnosis and Adjustment of Reading Instruction	3
EDU 378	Current Influences on Curriculum and Teaching	3
EDU 499	Internship in Elementary Education	12

SECONDARY CERTIFICATION

Additional Course Requirements

Course	Title	Hours
EDU 329	Reading in the Content Areas	2
EDU 332 or	Lab: Reading in the Content Area (History/Social Studies)	1
EDU 333 or	Lab: Reading in the Content Area (Mathematics) or	1
EDU 334 or	Lab: Reading in the Content Area (Chemistry) or	1
EDU 335 or	Lab: Reading in the Content Area (English Language Arts) or	1
EDU 337 or	Lab: Reading in the Content Area (Spanish) or	1
EDU 338	Lab: Reading in the Content Area (Biology)	1
EDU 450	Strategies and Resources for Teaching in Secondary and Middle Schools	2
EDU 451 or	Lab: Instructional Strategies and Methodology in Teaching Social Studies or History or	1
EDU 452 or	Lab: Instructional Strategies and Methodology in Teaching Social Studies or Mathematics or	1
EDU 453 or	Lab: Instructional Strategies and Methodology in Teaching Biology or	1
EDU 454 or	Lab: Instructional Strategies and Methodology in Teaching Chemistry or	1
EDU 455 or	Lab: Instructional Strategies and Methodology in Teaching English Language Arts or	1
EDU 457	Lab: Instructional Strategies and Methodology in Teaching Spanish	1
<i>Program Electives* (See advisor)</i>		6
EDU 495 and	Internship in the High School or	3
EDU 497	Internship in the High School	9

*See advisor in secondary education for information about teaching fields.

CHILD DEVELOPMENT EDUCATION (Non-Certification)

Course*	Title	Hours
EDU 131	Human Development	3
EDU 150	Oral & Written Communication	3
EDU 260	Educational Psychology	3
EDU 271	Music for Children	3
EDU 280	Children's Literature & Drama	3
EDU 345	Teaching Young Children	3
EDU 346	Family, Community, Child	3
CDE 347	The Pre-School Curriculum	3
EDU 391	Multicultural Teaching	3
	<i>Electives</i>	12
CDE 400	Senior Seminar	3
CDE 493	Practicum in Child Development	12

*Capps training required for lower division courses. 2.3 GPA and fingerprinting required for 300-level EDU courses. See advisor for complete checklist.

CHILD DEVELOPMENT (CDE)

CDE 347. The Pre-School Curriculum (3) The course will focus on developmentally appropriate curriculum choices and practices for children from birth through five years of age. The emphasis will be on how children learn through play. A supervised laboratory experience is required. Prerequisites: Lower division courses in Psychology, Sociology, and Education.

CDE 400. Child Development Senior Seminar (3) The student will research developmentally appropriate pre-school programs and observe the day to day practices in these programs. Then, students will create a developmentally appropriate pre-school curriculum plan supported by research and observed in local pre-school centers. Prerequisites: Lower division courses in Psychology, Sociology and Education.

CDE 493. Practicum in Child Development (12) A semester of supervised observation and teaching in a pre-school setting including experience with all ages of children from birth through age five. Weekly meetings with college supervisor required.

GEOGRAPHY (GEO)

GEO 101. Physical Geography: Atmospheric Processes and Patterns (3) An introduction to the basic themes of geography; earth/sun relations; weather elements and the physical controls which influence weather and climate conditions; the interrelationship of climate, natural vegetation, and soil. Course includes a laboratory component. Prerequisite: Admission to education program. Permission of Education Chair required. This course may be taken to satisfy a science or social science course requirement for early childhood education and elementary education students.

GEO 102. Physical Geography: Landscape Processes and Patterns (3) A study of the five basic themes of geography; the basic character of the lithosphere and the impact of plate tectonics on world landscapes, the earth's major and minor landforms; geomorphic agents and processes which sculpture the earth's surface; the aquatic realm and the impact that oceans have upon terrestrial landscapes. Course includes a laboratory component. Prerequisite: Admission to education program. Permission of Education Chair required. This course may be taken to satisfy a science or social science course requirement for early childhood education and elementary education students.

GEO 301. World Regional Geography (3) This course explores physical and cultural characteristics of the world's realms, the concept of economic development, factors in global disparities, and the relationship between physical environment and human culture. This course is required for Secondary Education: General Social Science majors.

Division of Languages and Literature

Division Chair: Steven M. Almquist, PhD

In accordance with the educational goal of Spring Hill College, to prepare students for responsible leadership in service to others, the Division of Languages and Literature aims at professional preparation and development of the person as an intellectual, spiritual, and creative being. Toward that end, we help students to engage with great ideas, to develop awareness of the ways that language and literature operate in the world, and to be open to new ways of reading and thinking.

Students may major in English, Writing or Hispanic Studies; they may also minor in English, Writing, French or Spanish. Secondary education students may follow a dual degree program in English or Hispanic Studies.

ENGLISH (ENG)

Department Chair: Stephanie A. Callan, PhD

Inspiring students to refine their skills in interpretation and communication is the mission of the Department of English. Every course we teach, from first-year composition to the senior capstone, emphasizes critical reading and effective writing. Literature's unique ability to engage both imagination and intellect enables readers to inhabit ideas, characters, and cultures. Through exploration of literary texts and contexts in a classroom atmosphere of engaged and open inquiry, students develop their capacity to participate in the conversations that help us make sense of ourselves and our world.

As a core liberal arts discipline, English provides a foundation for careers in publishing, law, medicine, business, education and more. Its flexible course structure and emphasis on communication skills make it an ideal major, minor or second major. In the tradition of Jesuit education, its focus on critical thinking and reflection prepares students for their responsibilities as informed leaders, caring citizens, and promoters of social justice.

Similarly, a major in writing is particularly valuable to students planning careers in publishing, writing, law, education, and public life. Courses offered in this area focus on the development of both creative and professional writing, as well as content-based classes in literary criticism, linguistics and the history of the English language. Both Writing and English majors afford students the opportunity to broaden their career opportunities by developing skills and competencies that are useful in all facets of personal and professional life.

Composition

Our composition courses support the general education core and the writing across the curriculum program, focusing on process-based writing that offers students opportunities for revision and editing. The composition sequence is two courses, ENG 121: Composition I and ENG 123: Composition II (Writing with Research), which progress from a focus on the fundamentals of argument and the rhetorical situation to the complexities of integrating quality research into an argument. We also offer ENG 105: College Composition as a precursor to this sequence for students who need review of foundational writing skills. ENG 190: Honors Composition serves in place of this composition sequence for Honors Program students. In addition, our first-semester writing courses integrate research skills through the Spirit of Inquiry

project – a collaboration with our research librarians to expose students to college-level research strategies and practices.

200-Level Core Classes

Depending on their course of study, Spring Hill students are required to take one or two 200-level literature courses as part of the core curriculum. Our course offerings are grouped into genre courses (poetry, fiction, drama, non-fiction), diversity courses (African American, World, Hispanic American, Asian American and Native American), special topics (which vary by instructor and include such topics as Literature and Medicine, Southern Literature, and Sex and Violence) and Introduction to Creative Writing. While these offerings give students a wide variety of content choices, all courses continue to develop skills in critical reading and writing particularly emphasizing literary analysis.

Pedagogy

The department places a high value on student engagement, privileging discussion-based courses that involve students in the interpretation of literary texts and contexts. In addition to discussion, faculty use a blend of classroom techniques ranging from group work, presentations, and lectures to the incorporation of guest speakers and multimedia resources – all geared toward developing students' abilities to think critically and articulate their insights clearly. Outside the classroom, professors can be found conferencing with freshman composition students or meeting with senior seminar mentees, giving them the one-on-one instruction necessary for their growth as writers and thinkers.

Faculty

The department has a strong faculty with a range of teaching styles, offering students a complementary range of approaches to the study of literature and writing. Faculty collaborate frequently, sharing teaching advice, commenting on one another's assignments, and discussing scholarly approaches. Each semester, we hold a colloquium at which department members share their ongoing research and writing. Faculty also lead LEAP seminars, advise student clubs, direct service-learning projects, sponsor the literary magazine, organize lectures and interdisciplinary courses, and assist students and faculty colleagues with editing and publication advice.

CORE REQUIREMENTS IN ENGLISH

A series of four courses totaling twelve hours must be completed by students as part of the B.A. core curriculum. Students will fulfill this requirement by completing ENG 121, ENG 123 and any two sophomore-level courses (ENG 240, ENG 241, ENG 242, ENG 243, ENG 244, ENG 245, ENG 246, ENG 248, ENG 285, ENG 287 and WRI 276 – see exceptions for ENG 244, 245, 246, 248, 285 and 287 listed in the paradigm of each major and minor). BS and BSN students complete three courses totaling nine hours: ENG 121, ENG 123 and any of the sophomore-level courses listed above. Honors students will fulfill the English core requirement by completing ENG 190 and any two of the above sophomore-level courses, with the additional option of ENG 290.

Policies

Students must have successfully completed ENG 121 and 123 (or 190) before taking the sophomore courses.

Once students matriculate, they may not take a freshman-level English course at

another institution.

If students have an A or B in ENG 121 and 123 (or 190) and in their first 200-level course, they are eligible to take upper-division ENG courses for any additional ENG course work.

Advanced Placement (AP) Credit

The English Department awards credit for examinations of the Advanced Placement Program of CEEB as follows: Language and Composition: scores of four or five are granted three semester hours of credit to replace ENG 121. Literature and Composition: scores of four or five are awarded three semester hours of credit to replace ENG 121. A maximum of three semester hours of advanced placement credit will be applied to English core requirements. Any excess credit hours may be applied to meet general elective credit. All entering first-time students must take ENG 123 Composition II (Writing with Research), irrespective of advanced placement credit.

BACHELOR OF ARTS IN ENGLISH

The English major is designed to offer students breadth and depth in literary study while also ensuring that they have the flexibility to follow their developing literary interests. Three of the required courses for the major – an introductory critical approaches course (ENG 300), and the first part of the British Literature survey (ENG 308) and the American literature survey (ENG 318) – give students a foundation in critical and literary traditions on which to build with their other coursework. Students are required to take the second half of either the British or American survey course sequence. These survey courses ensure a breadth of exposure to the literary movements, historical contexts, and major authors of literature in English.

Achieving depth in literary study is another goal of the English major. Students are required to take either ENG 320 (Literary Movement or Period) or ENG 321 (Major Authors) to ensure that they have at least one course that intensively examines a time period or delves deeply into an author. The final required course (besides the capstone) is ENG 496: Special Topics in Diversity which offers both depth and breadth as students study non-dominant authors drawn from the multi-ethnic literatures of the United States or world literatures in English, which are not extensively covered in the survey courses.

We value flexibility so that English majors can pursue their evolving interests. Ultimately, only three specific courses are required, as well as a capstone (described below). Students select from a range of options to fulfill three other required categories and choose three free electives.

Capstone

The senior seminar for English majors allows students to select their own topics and be paired with an appropriate mentor in the department to work for a semester on an in-depth, well-researched, original interpretive argument. The course culminates in a 20-page paper and a 15-minute presentation (plus Q and A) to the entire department. The individualized, independent study component of the project paired with course sessions that support the evolving project and presentation gives students an ideal capstone experience.

Objectives

The purpose of the major in English is to graduate students who have demonstrated (1) mastery of written communication; (2) knowledge of diverse literatures

understood in historical and cultural context; (3) ability to interpret written expression independently through critical analysis; (4) ability to perform research, evaluate sources, and integrate them with written analysis; (5) ability to explore issues of justice, morality, and common humanity through literature.

Majors must earn a grade of C- or better in all courses for the major.

REQUIREMENTS FOR MAJOR IN ENGLISH

The English major requires 30 hours (10 courses) of upper-division coursework distributed in the following manner:

1) Required Courses

English majors are required to take three courses (9 hours) that emphasize a broad-based exposure to British and American literary traditions and develop capacities for intensive literary study:

Course	Title	Hours
ENG 300	Critical Approaches to Literature	3
ENG 308	British Literature to 1798	3
ENG 318	American Literature to 1865	3

2) Elective Courses

English majors have the flexibility to shape their course of study by selecting 18 hours of elective credits at the 300- or 400-level (nine hours of electives within topical categories and nine hours of open electives). One open elective may be an upper-division WRI or THR course; ENG 301 (Integrations) and ENG 497 (Internship) may be taken as open electives but can only be taken once. Additional topical electives, beyond the three required, may be taken as open electives.

Course	Title	Hours
<u>Topical Electives</u>		
ENG 309 or ENG 319	British Literature from 1789 to the Present American Literature from 1865 to the Present (3)	3
ENG 320 or ENG 321	Literary Movement or Period Major Authors (3)	3
ENG 496	Special Topics in Diversity	3
<u>Open Electives</u>		
ENG 3xx-4xx	English Electives	9

3) Senior Synthesis Seminar

This seminar involves an independent research project undertaken in the senior year under the direction of a faculty mentor, culminating in a substantial research paper and a presentation to the faculty.

Course	Title	Hours
ENG 498	Senior Synthesis Seminar	3

REQUIREMENTS FOR MINOR IN ENGLISH

B. A. English core (ENG 121, 123, and two 200-level classes) and the following:

Course	Title	Hours
ENG 3xx-4xx	English Electives	12

COMPOSITION

ENG 105. College Composition (3) This course allows students to review fundamentals in preparation for ENG 121 and is designed to ground students in the critical thinking and writing skills central to college-level coursework. Course emphasizes all stages of the composing process, with attention to the editing skills required to identify and correct error patterns. This course does not satisfy a core requirement in English. Students who score lower than the 50th percentile on a standardized test will normally be placed in this course. A C- or above is required to pass the course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

ENG 121. Composition I (3) This course cultivates the intensive reading and analytical writing skills necessary for college-level work. Texts are drawn from across the disciplines to cultivate wide-ranging vocabularies and varied analytical approaches. Placement in this course is normally restricted to students scoring at or above the 50th percentile on a standardized test. A C- or above is required to pass the course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

ENG 123. Composition II (Writing with Research) (3) This course expands on skills cultivated in ENG 121 by training students to place their ideas within a larger intellectual context by locating, evaluating, and integrating outside research into their writing with appropriate documentation. Course readings on a theme are drawn from literature in any literary period. A C- or above is required to pass the course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F). Successful completion of the research component of the course is necessary to receive credit for the course.

ENG 190. Honors Composition and Literature (3) A writing course, at an advanced level, that focuses on the research process in relation to readings from the Classical period through the 18th century. Works might include Homer, Virgil, Sophocles, Aeschylus, Dante, Beowulf, Chaucer, Shakespeare, Donne, Milton and Aphra Behn. Prerequisite: Honors Standing.

LOWER-DIVISION COURSES

Any of the following 200-level courses count towards fulfillment of the core requirement in English (total number of required credit hours depends upon the student's degree program). ENG 123 is a prerequisite for all of the following courses. ENG 244 - ENG 248 and ENG 287 also fulfill the campus-wide diversity requirement. If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they are eligible to take upper-division courses for any additional ENG course work.

ENG 240. Introduction to Poetry (3) (W) An introduction to poetry by a range of authors with special attention to poetic forms and devices. Poets covered might include classic poets such as Shakespeare, Wordsworth, Emily Dickinson, and Wallace Stevens as well as recent and contemporary poets such as Allen Ginsberg, Paul Muldoon, Li-Young Lee and Sharon Olds. Poetic forms studied might include lyric, narrative, epic, haiku, villanelle and eclogue. Course emphasizes appreciation of poetry in everyday life.

ENG 241. Introduction to Fiction (3) (W) An introduction to fiction as a literary genre. Readings might include short stories, fairy and folktales, and novels by the Brothers Grimm, Kafka, Poe, Twain, Borges, O'Connor, DeLillo, Lahiri or Le Guin. Course emphasizes the ability of fiction to teach us about ourselves, our world, and different

ways of thinking and knowing.

ENG 242. Introduction to Drama and Theatre (3) (W) An introduction to the genre and representative plays covering major movements from classical to Renaissance to 18th century to realism to postmodernism. Representative authors might include Sophocles, Aeschylus, Shakespeare, Jonson, Wycherley, Sheridan, Ibsen, Shaw, Miller, Pinter, Stoppard, Mamet, August Wilson, Wendy Wasserstein, Marsha Norman, Friel, Synge and Chekhov.

ENG 243. Introduction to Non-Fiction Prose (3) (W) An introduction to the many genres of nonfiction prose. Selections may include the classical works of Aristotle, Thucydides, Longinus, etc.; the 18th century essays of Addison and Steele; the personal and meditative essays of Ellison and Dillard; the literary journalism of Talese and Plimpton; and the nonfiction novels of Capote and Mailer. Selections may also include works of science, sports, or travel writing; memoirs and autobiographies; and much more.

ENG 244. Asian Literature (3) (D/W) An introduction to the literature in translation of Asian writers. Readings are usually in 20th-century fiction and might include the work of Yukio Mishima (Japan), Pramoedya Ananta Toer (Indonesia), Duong Thu Huong (Vietnam), and Mo Yan (China).

ENG 245. Introduction to African American Literature (3) (D/W) A multi-genre exploration of the rich literary contributions of African American writers, primarily focusing on the 20th century from the Harlem Renaissance through the Black Arts Movement and contemporary fiction. May include some 19th-century texts, such as slave narratives and early poetic works. Readings might include works from such writers as Frederick Douglass, W. E. B. Du Bois, Langston Hughes, Zora Neale Hurston, James Baldwin, Malcolm X, Toni Morrison, August Wilson and Gwendolyn Brooks.

ENG 246. Introduction to Hispanic American Literature (3) (D/W) An introduction to literature written by Hispanic Americans living in the US and writing in English. Texts can be essays by Gloria Anzaldúa, novels and short stories by authors such as Junot Díaz, Rudolfo Anaya, Piri Thomas, Cristina García, Julia Alvarez and poetry by assorted authors. The course may offer an opportunity to meet Hispanic American immigrants and hear their stories.

ENG 248. Introduction to American Indian Literature (3) (D/W) An exploration of myths and legends, fiction, poetry, autobiography and other nonfiction by American Indians spanning from pre-colonial times through the late 20th-century Renaissance in native writing. Readings may include such writers as Zitkala-Sa, Leslie Marmon Silko, Sherman Alexie, Peter Blue Cloud and John (Fire) Lane Deer.

ENG 285. Special Topics (3) (W) Sophomore-level literary studies of specialized areas. Sample topics from past courses include Science Fiction, Gender and Literature and Detective Fiction. May be repeated for credit as topics vary.

ENG 287. Special Topics in World Literature (3) (D/W) A study of literature from non-Western and/or non-dominant traditions, for example from the Middle East, Africa, and/or the Caribbean. Authors might include Ngũgĩ wa Thiong'o, Chinua Achebe, Zadie Smith, Jamaica Kincaid, Khaled Hosseini and Naguib Mahfouz. May be repeated for credit as topics vary.

ENG 290. Honors Literature (3) (W) A study, at an advanced level, of major works of British, American, and world literature from the 19th century to the present. Representative works might include Jane Austen, the Romantic and Victorian poets, Dickens, Hardy, T. S. Eliot, Hawthorne, Melville, Twain, Achebe, Conrad, Fugard, Dostoevsky, Robert Frost, Jamaica Kincaid, Toni Morrison, August Wilson and others.

Prerequisites: Honors Standing and ENG 190.

UPPER-DIVISION COURSES

Unless otherwise specified below, the prerequisites for any upper-division ENG class are two ENG 200-level classes (WRI 276 may substitute for one of these classes). If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200-level course, they may have the second ENG 200-level course waived.

ENG 300. Critical Approaches to Literature (3) (W/O) This course will introduce students to the vibrant world of literary studies and prepare them for success as English majors at Spring Hill College. Students will analyze literary texts using varying critical approaches, write essays employing selected approaches, develop the methods necessary to conduct quality research and refine their oral competencies and presentation skills. Content of course varies by instructor.

ENG 301. Integrations (3) (I) This core curriculum course explores a contemporary issue through the study of literature and a complementary discipline. Satisfies the Integrations requirement. Prerequisites: Junior or senior standing and one 200-level ENG course. May be cross-listed.

ENG 308. British Literature to 1798 (3) (W) The period of British literature from Beowulf to Gulliver's Travels is astonishingly vast. This course gives students both a survey of the broadest movements of this period (medieval chivalry, Reformation theology, and the rise of print journalism) and opportunities for deeper explorations of forms (the love sonnet and the beginnings of the novel). Key authors covered include Chaucer, Shakespeare, Spenser and Milton.

ENG 309. British Literature from 1798 to Present (3) (W) A survey of British literature from the Romantic period to the present. Readings range across the genres of poetry, fiction, non-fiction prose, and drama and may include such authors as Mary Wollstonecraft, William Wordsworth, Percy Shelley, Charlotte Brontë, Robert Browning, Christina Rossetti, Gerard Manley Hopkins, Oscar Wilde, James Joyce, Virginia Woolf and Tom Stoppard.

ENG 318. American Literature to 1865 (3) (W) This course covers the beginnings of what we call American literature from the time of first contact by Europeans through 1865 in order to understand the evolution of American literature and culture. Possible authors include Puritans such as Bradford, Bradstreet, and Rowlandson; colonial writers such as Franklin, Jefferson, and Paine; Romantic nonfiction writers such as Thoreau and Emerson; and creative writers such as Melville, Hawthorne, Dickinson and Whitman.

ENG 319. American Literature from 1865 to the Present (3) (W) A multi-genre survey of American literature from the end of the Civil War until the present, including representative works of realism, modernism, the Harlem Renaissance, postmodernism, and contemporary literature. Authors may include Twain, Kate Chopin, Hemingway, Faulkner, Zora Neale Hurston, Robert Frost, Tennessee Williams, Kurt Vonnegut, Sandra Cisneros and Ursula Le Guin.

ENG 320. Literary Movement or Period (3) (W) An in-depth investigation of the literature of a specific literary period or movement. Topics might include literary movements (Romanticism or modernism), historical periods (the Victorian era or 1920s America), or literary traditions (the Gothic or regionalism). May be repeated for credit as topics vary.

ENG 321. Major Authors (3) (W) An in-depth study of the work and time of a major author or pair of complementary authors (usually British or American). Examples

include Faulkner, Hawthorne, Jane Austen, Hemingway/Fitzgerald, and Dickinson/Whitman. May be repeated for credit as topics vary.

ENG 402. Literary Theory and Criticism (3) (W) A survey of major principles of literary theory from Plato to the present. Course includes both readings of primary texts by authors such as Saussure, Derrida, Foucault, Fetterley, Bhabha and Greenblatt and applications to literary texts.

ENG 440. The American Novel (3) (W) A study of classic and popular American novels from the 18th to the 21st century. Course may include the work of Hawthorne, Twain, Fitzgerald, Faulkner, DeLillo, Pynchon and key novels such as Melville's *Moby Dick*, Ellison's *Invisible Man* and Silko's *Ceremony*.

ENG 445. American Drama (3) (W) A study of the development of American drama from its beginnings to the present. Dramatists might include Eugene O'Neill, Tennessee Williams, Suzan-Lori Parks, August Wilson, Arthur Miller and Wendy Wasserstein.

ENG 450. The British Novel before 1900. (3) (W) A study of the development of the British novel through the start of the modern period. Authors may include Fielding, Behn, Defoe, Sterne, Austen, the Brontës, Eliot, Dickens, Hardy, Gaskell and Meredith.

ENG 460. Irish Literature (3) (W) A broad survey of the poetry, fiction, and drama of modern Ireland with attention to major writers such as W. B. Yeats, J. M. Synge, Sean O'Casey, James Joyce, Patrick Kavanagh, Edna O'Brien, Seamus Heaney and Nuala Ní Dhomhnaill.

ENG 465. Modern Drama (3) (W) A study of dramatic works from Ibsen to the contemporary experiments of playwrights such as Peter Shaffer and Sam Shepard. (Same course as THR 465.)

ENG 481. Special Topics in Linguistics (3) (W) An overview of topics related to linguistics. Topics may include but are not limited to pragmatics, syntax, morphology, semantics, phonology, sociolinguistics, first-language acquisition, second-language acquisition and oral vs. written language. (Same course as WRI 481.)

ENG 485. Shakespeare (3) (W) A detailed study of the best-known works of Shakespeare—histories, comedies, and tragedies. (Same course as THR 485.) In addition, this course can fulfill the major topical elective requirement for depth (ENG 320 or ENG 321).

ENG 491. The English Language (3) (W) An introduction to the study of language (linguistics) and to the history and development of the English language. The course also surveys current language controversies such as sexism, religious language, politics and advertising, free speech, bilingual education and approaches to the teaching of English in schools. Of special interest to both English and education majors. (Same course as WRI 491.)

ENG 492. Special Topics in American Literature (1-3) (W) An upper-level study of a specialized theme in American literature, often exploring interdisciplinary and cultural contexts. Examples include the following: *Madness in American Literature and American Literature and Film*. May be repeated for credit as topics vary.

ENG 493. Special Topics in British Literature (1-3) (W) An upper-level study of a specialized theme in British literature, often exploring interdisciplinary and cultural contexts. Examples include the following: *Nineteenth-Century British Women's Novels and Contemporary British Drama*. May be repeated for credit as topics vary.

ENG 494. Special Topics in World Literature (1-3) (W) The course may cover any number of non-American and non-British literary traditions, ranging from Russian authors such as Tolstoy and Dostoevsky, to French authors such as Flaubert, Zola, and Proust, or other continental European writers. May be repeated for credit as

topics vary.

ENG 495. Special Studies (1-3) (W) An in-depth study of a specialized topic in literature and culture. Examples include the following: Literature and Film and Gender and Literature. May be repeated for credit as topics vary.

ENG 496. Special Studies in Diversity (1-3) (D/W) An exploration of diverse or non-dominant literary and cultural traditions. Course may focus on multi-ethnic American literatures or literatures from around the world, exploring critical models (e.g. identity theory, postcolonialism, globalization, transnationalism) and cultural backgrounds to help students understand the literary texts. Authors may include Salman Rushdie, Chinua Achebe, Jamaica Kincaid, Américo Paredes, Louise Erdrich and Maxine Hong Kingston. May be repeated for credit as topics vary.

ENG 497. Internship (3-6) A supervised, professional work experience in a field related to English or writing. Placements might include publishing, editing, advertising, non-profit work, journalism (Press Register or Lagniappe), or technical writing. The student will normally work from eight to ten hours a week for three to six academic credits, applying three of those credits to the English major. Internships taken for English or writing credit will be assigned to a faculty member in the English Department who will supervise, evaluate, and assign a grade for the work. An alternative internship, graded on a pass/fail basis, is available through SAS 301.

ENG 498. Senior Synthesis Seminar (3) (W/O) An independent research project undertaken in the senior year under the direction of a faculty mentor, culminating in a substantial research paper and a presentation to the English faculty.

WRITING (WRI)

Program Director: Michael A. Piafsky, PhD

The Writing major is particularly valuable to students planning careers in business, science, commerce, publishing, writing, law, education and public life. Courses offered for this degree combine creative writing, professional writing, and advanced courses in composition, literary criticism, and the history of the language. The courses afford students the opportunity to broaden their career opportunities by developing skills and competencies that are useful in professional life.

Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem.

BACHELOR OF ARTS IN WRITING

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240-243, 244-248, 285/287, 290 (any ENG 2XX core class)		3
WRI 276		3

UPPER-DIVISION

Course	Title	Hours
WRI 401/402/481/491		3
WRI 475/477		3
WRI 3XX-4XX	Electives	15*
WRI 498	Synthesis Seminar	3

*Students may take one upper-division ENG or THR course for three of these hours.

MINOR IN WRITING**LOWER-DIVISION**

Course	Title	Hours
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240-243, 244-248, 285/287, 290 (any ENG 2XX core class)		3
WRI 276	Introduction to Creative Writing	3

Note: WRI 276 satisfies a core English requirement.

UPPER-DIVISION

Course	Title	Hours
WRI 3XX-4XX	Writing Electives	12

LOWER-DIVISION COURSES

WRI 251. Introduction to Media Writing (3) (W) A survey of writing formats, techniques, and styles (journalism, advertising and public relations) for a number of media: newspapers, magazines, broadcasting and the Internet. Same course as CMM 251. Prerequisite: ENG 123.

WRI 276. Introduction to Creative Writing (3) (W) A multi-genre introduction to creative writing covering poetry, drama, and fiction. Prerequisite: ENG 123.

WRI 295. Introductory Special Studies in Writing (3) (W) A course in one of several specialized areas. Content of the course will be varied to suit the needs of students and the interests of the faculty. Prerequisite: ENG 123.

UPPER-DIVISION COURSES

WRI 331. Scriptwriting for Film and TV (3) (W) A course that covers both dramatic/comedic fictional formats and informational/documentary/persuasive formats. A creative screen-writing course for short (under one-half-hour) productions for web and TV distribution. Prerequisite: ENG 123. Cross-listed as CMM 331.

WRI 365. Strategic Writing (3) (W) A comprehensive writing course which builds upon WRI 251 and is designed to develop professional writing skills for advertising and public relations practitioners including the mechanics, form and style of public relations and business writing as well as advertising copywriting. Students produce written materials for a local nonprofit client. Prerequisites: ENG 123, WRI 251. Same course as CMM 365 and MKT 365.

WRI 401. Classical Rhetoric (3) (W) A study of and practice with the traditional forms and theories of rhetoric from both ancient and modern times. Prerequisites: Two ENG 2XX classes or permission.

WRI 402. Literary Theory and Criticism (3) (W) Same course as ENG 402. Prerequisites: Two ENG 2XX classes or permission.

WRI 418. Advanced Writing (3) (W) A rigorous study of expository and persuasive writing. Prerequisites: Two ENG 2XX classes or permission. .

WRI 451. Creative Writing: Fiction (3) (W) A study of the craft of fiction writing, emphasizing the short story and the various literary techniques it encompasses. Prerequisites: English core requirements and WRI 276 (for majors).

WRI 452. Creative Writing: Poetry (3) (W) A study of the craft of poetry writing, emphasizing the forms and techniques of the genre. Prerequisites: English core requirements and WRI 276 (for majors).

WRI 453. Creative Writing: Non-fiction (3) (W) The Art of Truth, the Literature of Reality, the Fourth Genre: all of these labels refer to the work produced by using fictional techniques to present nonfictional subjects. A study of representative examples of this genre, including personal essays, travel narratives, memoirs, cultural and political reporting, etc. Prerequisites: English core requirements WRI 276 (for majors).

WRI 475. Writing for Publication (3) (W) A course in the writing of feature articles which might be sold to magazines or newspapers; in the practice of different forms and techniques of such features; in the process of researching, revising and marketing an article. Prerequisites: English core requirements.

WRI 477. Special Topics in Print Culture (3) (W) Study in specialized areas. The content of the course will vary to suit the interests of students and faculty. Possible topics include literacy, history of books, the social life of books, book arts, publishing, new media. May be repeated for credit as topics vary. Prerequisites: English core requirements.

WRI 481. Special Topics in Linguistics (3) (W) An overview of topics related to linguistics. Topics may include but are not limited to pragmatics, syntax, morphology, semantics, phonology, sociolinguistics, first language acquisition, second language acquisition and oral vs. written language. Prerequisites: Two ENG 2XX classes or permission. (Same course as ENG 481.)

WRI 491. The English Language (3) (W) An introduction to the history and development of the English language combined with a consideration of related topics: grammar, dialects, linguistics. Prerequisites: Two ENG 2XX classes or permission. (Same course as ENG 491.)

WRI 492. Playwriting (3) (W) Critical analysis of dramatic structure for the playwright. Scenarios, character studies, and writing of original plays. Prerequisites: English core requirements. (Same course as THR 492.)

WRI 495. Special Studies in Writing (3) (W) A course in one of the several specialized areas. The content of the course will be varied to suit the needs of the students and the interests of the faculty. May be repeated for credit as topics vary. Prerequisites: English core requirements or WRI 276.

WRI 497. Writing Internship (1-6) (W) A supervised, professional work experience. Prerequisites: English core requirements and the permission of the Chair of English.

WRI 498. Synthesis Seminar (3) (W) A study in the field of rhetoric/writing or the production of a significant creative work. Required for senior writing majors and intended principally for them. Prerequisites: English core requirements and at least eighteen hours of upper-level WRI courses.

LANGUAGES

Department Chair: Fabian Balmori, PhD

FRENCH - SPANISH - OTHER LANGUAGES

The objectives of the Department of Languages are to provide students with the opportunity (1) to develop communicative skills in a foreign language and (2) to broaden their aesthetic and intellectual awareness through the study of a foreign literature and culture. The first objective is achieved by means of lower-division courses that may serve as part of the core curriculum. The second objective is attained through the department's upper-division courses, which introduce students to great world writers who have made significant contributions to their particular culture.

The department offers a major program in Hispanic Studies and minor programs in French and Spanish. The department seeks to graduate majors and minors with advanced proficiency in the spoken and written language and a thorough knowledge of its culture(s). The department also strives to provide its students with the analytical, critical, and communicative skills that are fundamental to educated persons. The department seeks as well to give its students a basis for careers in foreign language education, graduate and professional education, and fields requiring foreign language and culture skills.

In addition to Hispanic Studies, students may study two foreign languages at the advanced level for an interdisciplinary major in the humanities, with an emphasis on romance languages. Students may also combine one foreign language with studies from one or two other departments (See Interdisciplinary and Other Programs). Students in secondary education may choose French or Spanish as a concentration.

Minor programs are available in French and Spanish. The minor may be beneficial for areas such as international studies, international business, political science and history.

Students may study courses on several foreign cultures in English. These courses fit as valuable program electives for many major programs. Tutorials and regularly scheduled classes are offered in languages other than those listed below according to student interest and faculty availability.

International students will not be allowed to pursue lower-division courses in their native language or to take CLEP tests in their native language and receive credit for them at Spring Hill College.

HISPANIC STUDIES

Program Director: Fabian Balmori, PhD

Requirements

The major program in Hispanic Studies requires thirty (30) semester hours of upper-division courses. Eight courses (or 24 hours) must be in the Spanish language at the 300-400 level. These courses must include SPA 301 Advanced Spanish Grammar and Composition I and one of the following: SPA 302 Advanced Spanish Grammar and Composition II or SPA 303 Advanced Spanish Conversation. All majors must complete SPA 450 Senior Seminar and at least fifteen hours (five courses) of Spanish 300-level electives taken within the Department of Languages. Within the 15 hours (five courses) of Spanish 300-level electives, at least one elective must have a Latin American focus and at least one must have an Iberian/Peninsular focus.

Up to six hours of approved program electives may be completed outside the

department in subjects such as literature, theater, art history, philosophy, theology, history or political science. Students will complement their Spanish language study with 300- or 400-level courses in these subject areas. Students may also apply any LAN course toward the maximum of six hours of approved program electives. For a list of approved program electives that may be taken outside of the Languages Department (and LAN courses available inside the department), students should see the Hispanic Studies Program Director or their Hispanic Studies major advisor.

All Hispanic Studies majors are required to complete successfully (grade of C or above) SPA 450 Senior Seminar.

Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem.

Hispanic Studies majors may fulfill the speech competency requirement with CMM 150, THR 250, 350, 494, or through certified proof of competency approved by the Languages Department Chair.

Study abroad is strongly recommended for Hispanic Studies majors, who may transfer up to three (3) upper-division study abroad courses into their major with the approval of the Languages Department Chair.

Hispanic Studies majors are encouraged to complete at least six hours in a second foreign language.

The minor program in French or Spanish consists of 18 hours total of coursework completed at Spring Hill College or in a college-level study abroad program. In other words, “placing out” of an elementary or intermediate course through a language placement exam **does not confer any hours or credits towards the minor**. At least 12 hours (four courses) of the 18 total hours required for the minor must be at the upper-division (300 or 400) level.

Study abroad is recommended for all foreign language minors, who may transfer study abroad courses into their minor with the approval of the Languages Department Chair.

BACHELOR OF ARTS IN HISPANIC STUDIES

LOWER-DIVISION

Course	Title	Hours
SPA 101-102	Elementary Spanish I-II	6*
SPA 201-202	Intermediate Spanish I-II	6*

*Placement in elementary and intermediate language courses depends on previous studies and the student’s score on the Spanish language placement exam.

UPPER-DIVISION

Course	Title	Hours
SPA 301	Advanced Spanish Grammar and Composition I	3
SPA 302 or 303	Advanced Spanish Grammar and Composition II or Advanced Conversation	3
SPA 3XX1	Upper-level Electives	15
SPA 450	Senior Seminar	3
3XX-4XX	Approved Electives (outside department or any LAN course)	6

¹At least one course must have a Latin American focus and at least one must have an Iberian/ Peninsular focus.

MINOR IN FRENCH OR SPANISH**LOWER-DIVISION**

Course	Title	Hours
FRE or SPA 101-102	Elementary French or Spanish I-II	6*
FRE or SPA 201-202	Intermediate French or Spanish I-II	6*

*Placement in elementary and intermediate language courses depends on previous studies and the student's score on the language placement exam. "Placing out" of an elementary or intermediate course **does not confer any hours or credits towards the minor**. Students may apply only FRE 201/ SPA 201 and/or FRE 202/SPA 202 to the minor if they are placed in that course by the placement exam and they successfully complete the course.

UPPER-DIVISION

Course	Title	Hours
FRE or SPA 3xx-4xx	Upper-Division Courses	12-18*

*Depends on previous studies and the student's score on the foreign language placement exam. See notes above regarding "placing out" of elementary or intermediate language courses.

CERTIFICATE IN FOREIGN LANGUAGE PROFICIENCY

The purpose of the certificate in French or Spanish language proficiency is to verify that the student has achieved sufficient mastery of the language to use it as an auxiliary skill in future employment or personal endeavors.

The requirements for the certificate in French or Spanish proficiency are four courses beyond the intermediate level (a grade of C or better is required in these courses) and an oral and written examination after completion of coursework (a grade of Pass is required).

The certificate may also be granted by means of an oral and written examination to those students who have demonstrated satisfactorily to the Languages Department Chair that their previous studies or background are adequate for them to take the examination without benefit of course work at Spring Hill College. A grade of Pass is required on the examination.

CULTURE COURSES (LAN)

LAN 301-302. The French Heritage I-II (6) A study of the French culture with special emphasis on its literature. LAN 301 will cover the Middle Ages through the eighteenth century. LAN 302 will cover the nineteenth and twentieth centuries. Lectures and readings in English.

LAN 303-304. The Spanish Heritage I-II (6) A study of Spanish culture with special emphasis on its literature. LAN 303 will cover the Middle Ages through the seventeenth century. LAN 304 will cover the eighteenth century to the present day. Lectures and readings in English.

LAN 305. The Latin American Heritage (3) (D) A study of various Latin American cultures from their origins to the present day. Lectures and readings in English. LAN 306-307. The Italian Heritage I-II (6) A study of Italian culture with special emphasis on its literature. LAN 306 will cover the origins of Italian literature to the seventeenth century. LAN 307 will include the seventeenth century to the modern period. Lectures and readings in English.

FRENCH (FRE)**LOWER-DIVISION COURSES**

FRE 101-102. Elementary French I-II (6) An introduction to the French language, using the four skills of listening, speaking, reading and writing. Grading A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

FRE 201-202. Intermediate French I-II (6) Review of French grammar; the reading of prose of moderate difficulty; written and oral work. Prerequisites: FRE 101-102 or their equivalents.

FRE 205. Readings in French (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: FRE 101-102 or their equivalents.

UPPER-DIVISION COURSES

FRE 301. Advanced French Grammar and Composition (3) A study of advanced grammar, reading and composition. Extensive writing practice in French using literary and/or periodical texts as points of departure and models of style. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 303. Advanced French Conversation (3) Continued development of oral skills; themes of current interest are presented for discussion. This course is designed for those who desire a more practical and intensive approach to conversational French. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 310. Survey of French Literature I (3) This course presents a wide variety of French literary readings from La Chanson de Roland to the Age of Enlightenment. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 311. Survey of French Literature II (3) This course presents a wide variety of French and Francophone literary readings from the nineteenth century to the present. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 315. Survey of French Cinema (3) This course presents a wide variety of French and Francophone movies from the 1930s to the present. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 381. Selected Studies (3) A course devoted to topics of interest to students and faculty. May be repeated for credit as topics vary. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 401-402. Independent Study (credit to be assigned) Individual research on a particular aspect of French language or literature. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

SPANISH (SPA)

LOWER-DIVISION COURSES

SPA 101-102. Elementary Spanish I-II (6) An introduction to the Spanish language, using the four skills of listening, speaking, reading, and writing. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

SPA 107-108. Spanish for Medical Personnel I-II (6) These courses are designed to teach the basic structure of Spanish with a focus on pragmatic, health care language use. Enrollment is restricted to nursing and biohealth majors. These courses may not be mixed with any other introductory Spanish courses without the permission of the department chair. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

SPA 201-202. Intermediate Spanish I-II (6) Review of grammar, the reading of prose of moderate difficulty, written and oral work. Prerequisites: SPA 101-102 or their equivalents.

SPA 205. Readings in Spanish (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: SPA 101-102 or their equivalents.

UPPER-DIVISION COURSES

SPA 301-302. Advanced Spanish Grammar and Composition I-II (6) A study of advanced grammar, reading and composition; expansion of oral skills. Extensive written practice in Spanish using literary and/or periodical texts as points of departure for discussion and models of style. Prerequisites: SPA 201-202 or their equivalents. Both courses taught in Spanish.

SPA 303. Advanced Spanish Conversation (3) Continued development of oral skills; themes of current interest are presented for discussion. Exercises designed to provide the student with a working knowledge of conversational Spanish. Pre-requisites: SPA 201-202 or their equivalents. Course taught in Spanish.

SPA 304. Introduction to Hispanic Literature and Film (3) Critical reading and methods of literary and film analysis. Selections cover all genres in several periods. Prerequisites: SPA 201-202. Taught in Spanish.

SPA 310. Survey of Spanish Literature I (3) This course offers literary reading from Spain, beginning with the Poem of the Cid through the end of the Golden Age/Ba-roque Period. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 311. Survey of Spanish Literature II (3) Literary readings from the eighteenth, nineteenth, and twentieth centuries in Spain are examined in this course. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 312. Survey of Spanish-American Literature I (3) This course is a survey of Spanish-American literature from the Discovery to the Romantic movement. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 313. Survey of Spanish-American Literature II (3) A survey of Spanish-American literature from the latter part of the nineteenth century to the present, including realism, naturalism, modernism, and post-modernism. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 314. Cervantes (3) This course offers an in-depth reading and discussion of the works of Miguel de Cervantes. An in-depth reading of Don Quijote and other masterpieces will be studied. Course taught in Spanish.

SPA 315. Nineteenth-Century Spanish Literature (3) Study of the drama, poetry, and prose of the nineteenth-century within the social and historical context of the period. Selected authors (Alas, Pardo-Bazan, Galdos, Zorrilla) will be presented in this period course. Course will be taught in Spanish.

SPA 320. Latin American Poetry: Modernism to 21st Century (3) This course will read the major works of poetry from the late 19th century to the 21st century in Latin America. Major figures such as Ruben Dario, Cesar Vallejo, Pablo Neruda, Octavio Paz, among many others, will be read and discussed. Course taught in Spanish.

SPA 381. Selected Studies (3) A course of the literature and culture of a particular region, culture, genre in Peninsular Spanish or Spanish-American literature. May be repeated as topics vary. Prerequisites: SPA 201-202. Course taught in Spanish. SPA 401. Independent Study (credit to be assigned) Individual research on a particular aspect of Spanish language and literature. Prerequisites: SPA 201-202 or their equivalents. Course taught in Spanish.

SPA 450. Senior Seminar (3) (W) The study of a chosen literary genre, theme, author, or work in either Spanish Peninsular or Spanish-American literature. Required of all senior Hispanic Studies majors and intended principally for them. Prerequisite: Senior standing or permission. Course taught in Spanish.

OTHER LANGUAGES

From time to time, depending on student interest and instructor availability, the department will offer courses in Arabic, German, Italian, Latin, Greek and/or American Sign Language (at the 101-102 level only).

101-102. Elementary I-II (6) An introduction to grammar, oral and written exercises; suitable readings. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

201-202. Intermediate I-II (6) Review of grammar; reading of prose of moderate difficulty; oral and written work. Prerequisites: 101-102 or their equivalents.

205. Readings (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: 101-102 or their equivalents.

381. Selected Studies (3) A course devoted to topics of interest to students and faculty. Prerequisites: 201-202 or their equivalents. Course taught in the language.

401-402. Independent Study (credit to be assigned) Individual research on a particular aspect of the language or literature. Prerequisites: 201-202 or their equivalents. Course taught in the language.

Division of Nursing

Division Chair/Program Director: Terran A. Mathers, RN, DNS

The mission of the Division of Nursing is to provide quality baccalaureate and master's nursing education in a Jesuit liberal arts environment. Through its professional nursing courses students are prepared to become critical thinkers and conscientious caring health care professionals who are committed to excellence and responsibility in service to others. Spring Hill College nursing graduates are guided by an ethical framework nurturing both the personal and social dimensions of faith while meeting the health care needs of a diverse and ever changing society. Graduates are prepared to accept leadership responsibilities in service to others.

GOALS OF THE DIVISION:

1. Support the mission of Spring Hill College and encourage growth of body, mind, and spirit throughout the nursing curriculum.
2. Collaborate with other departments and divisions within the college to enhance the educational experience of each individual nursing student.
3. Educate professional nursing students to function as leaders in service to others.
4. Fulfill AACN/CCNE Standards and Board of Nursing regulations.
5. Maintain and update facilities, equipment and other resources.
6. Recruit and retain qualified nursing faculty who will adhere to the philosophy of Jesuit and liberal arts education.
7. Foster an environment within the division that enhances open communication and collaboration.
8. Assess, plan and enhance curriculum and program policies based on informal and formal evaluation.

EXPECTED STUDENT OUTCOMES OF THE BSN PROGRAM:

1. Practice as a professional generalist incorporating the values inherent in the Jesuit liberal arts philosophy.
2. Apply knowledge of health care policy to analyze societal and professional issues.
3. Practice from a holistic base to promote health and prevent disease and injury throughout the lifespan.
4. Demonstrate responsibility and accountability for practice, incorporating quality care and patient safety.
5. Demonstrate management and leadership roles in the health care system.
6. Collaborate in the research process for the improvement of evidence-based nursing care to improve patient care outcomes.
7. Incorporate the skills of critical thinking, communication, collaboration, negotiation, teaching and advocacy when providing care in a global society.
8. Master increasingly complex skills and knowledge including nursing informatics and emerging technologies throughout the nursing curriculum.

ACCREDITATION

The baccalaureate program is approved by the Alabama Board of Nursing. The baccalaureate and masters programs at Spring Hill College are accredited by the Commission on Collegiate Nursing Education; 655 K Street NW, Suite 750; Washington, DC 20001; 202-887-6791.

DEGREES OFFERED

The Division of Nursing offers a Bachelor of Science in Nursing (BSN) for traditional four-year students and second-degree students; a Masters Degree in Nursing (See Nursing under Graduate Programs of Study); and a BSN/PreMed track.

ADMISSION

The BSN degree option is divided into pre-nursing and a professional component of nursing. If a student has transferred in credits from other academic institutions/ nursing programs, letters of good standing, with indication of no disciplinary actions must be submitted in order to be admitted to the Division of Nursing. Letters from academic institutions are to be addressed to the Office of Admissions and letters from the nursing programs to Dr. Terran Mathers, Chair, Division of Nursing.

Any student enrolled in Spring Hill College may be enrolled in the pre-nursing component, but this does not assure admission into the professional component. To take any nursing course in the pre-nursing component, a student needs to be registered as a pre-nursing major or have special permission from the Division Chair to take the course. Anyone who chooses part-time and registers as a pre-nursing student is not allowed to take any nursing course until within one (1) year of the potential semester of application to the professional component. A student who receives a D, F, or WF in a nursing course (NUR designation) within the pre-nursing component may retake the nursing course once. However, if a total of two (2) failures are received (D, F, or WF) in any NUR course or combination of NUR courses, the student will not be accepted into the professional component of nursing.

To enter the professional component a student must apply for admission to the professional component by submitting a complete and accurate nursing professional program application, which will be reviewed by the nursing faculty. Enrollment is limited and the admission process is selective and competitive. Spring Hill College students who have been enrolled for two traditional semesters, excluding summer, will receive priority for admission placement. When the number of qualified applicants exceeds the number of students which can be accommodated in the clinical courses, students are admitted according to GPA ranking.

Applicants must meet these qualifications and apply during the spring semester prior to enrollment in the professional component the following fall:

1. Achieve an ACT composite score of 23 or higher.
2. Achieve a minimum of a 3.0 cumulative grade point average in Spring Hill College courses.
3. Achieve a minimum of a 3.0 cumulative grade point average in required prerequisite courses. Prerequisite GPA is calculated on all nursing, science, mathematics and social science courses required in pre-nursing (first two years) prior to the junior year. A minimum grade of C (excludes C-) is required in the following: NUR 100, 201, 202, 300; BIO 136, 138, 231, 232, 233, 234; CHM 101; MTH 163; SOC 101; PSY 101, 204, and 225.
4. Students must make a C or higher in any nursing course within the pre-nursing component. A student who receives a D, F, or WF in a nursing course (NUR designation) within the pre-nursing component may retake the nursing course once. However, if a total of two (2) failures are received (D, F, or WF) in any NUR course or combination of NUR courses, the student will not be accepted into the professional component in nursing.

5. Once a student has matriculated or if a student withdraws from or receives a grade lower than a C in any of the courses listed under number 3 above (excluding nursing courses), the student must complete the course at Spring Hill College or a four-year college or university approved by the Division of Nursing.
6. If a student has transferred in credits from other academic institutions/nursing programs, letters of good standing, both academically and disciplinary, must be submitted from each institution/nursing program in order to be admitted to the Division of Nursing. Letters should be addressed to Dr. Terran Mathers, Chair, Division of Nursing.
7. Students must meet all legal, moral and legislative standards required for licensure to practice as a registered nurse and be familiar with the Alabama Board of Nursing Code.
8. Students dismissed from another nursing program will not be accepted into the Division of Nursing.

Application Process:

To apply to the professional component, the student must submit/agree upon the following:

1. Complete an accurate nursing professional program application to include a medical history and physical exam performed by a qualified healthcare professional.
2. Provide verification of required immunizations and/or titers and skin tests.
3. Provide current CPR certification.
4. Submit to a background check by a contracted licensed company selected by the Division of Nursing. An unsuitable background check will result in denial of admission into the professional component.
5. Submit to a drug screen performed by a contracted licensed company selected by the Division of Nursing. Failure to submit to a drug screening or a positive drug screen will result in denial of admission to the professional component.
6. Meet essential mental and physical qualifications set forth by the Division of Nursing Disability Statement.

Grading Scale

The Division of Nursing has the following grading scale.

93 - 100 = A, 84 - 92 = B, 76 - 83 = C, 68 - 75 = D, 67 - below = F

Progression in the Professional Program

1. Achieve a passing score of C (76 percent) in both theory and clinical in all nursing courses.
2. A student who receives a D, F, or WF in a nursing course (NUR designation) within the professional component of nursing may retake the nursing course once, as long as this is the first unsatisfactory grade (D, F, or WF). However, a student who has two (2) failures (D, F, or WF) in any NUR course, or combination of NUR courses, whether it is in the pre-nursing or professional component of nursing, will be dismissed from the Division of Nursing, but not necessarily from Spring Hill College.
3. Maintain a cumulative GPA of 2.75 or above. If the GPA falls below 2.75, then the student will be placed on nursing probation for one (1) semester. If at the end of that semester the GPA has not increased above 2.75, the student will be dismissed from the nursing program, but not necessarily from the College.

- 4. Meet all agency requirements of CPR, immunizations, skin test, HIPPA and attire.
- 5. Continue to comply with legal, moral and legislative standards required for licensure to practice as a registered nurse set forth by the Alabama Board of Nursing Administrative Code.
- 6. Continue to meet essential mental and physical qualifications set forth by the Division of Nursing Disability Statement.
- 7. Submit to random drug screening at the discretion of the faculty. Failure to submit to drug screening or a positive drug screen will result in the dismissal of the student from the professional program.

The Division reserves the right to request withdrawal of a student from the program or nursing courses, but not the College, because of unsatisfactory performance in the theory or clinical components and/or inappropriate behavior. A student who is dismissed for reasons of conduct or aptitude shall be accorded due process review, if requested, by a review committee made up of nursing and non-nursing faculty. Appeals of decisions made by the review committee may be made to the Provost. Dismissal from the nursing program for failure to meet the scholastic requirements of the program may be appealed to the Academic Standards Committee. Such dismissal does not normally, although it may, involve suspension or dismissal from the College under the general academic policies for these measures.

Graduation Requirements

In order to qualify for graduation in nursing, students must meet, in addition to the general graduation requirements of the College, the following criteria:

- Fulfill the requirements of and pass all nursing courses
- Initiate plans for licensure
- Complete a transcript request form in the Registrar’s Office

REQUIREMENTS

The core curriculum requirements for the BSN student include 51 hours of general liberal arts requirements and 15 hours specifically to prepare the student for the professional component and a nursing career.

English	9 hours	ENG 121/190, 123/290 and one 200-level course
Philosophy	3 hours	PHL 101
Philosophy for nursing students	3 hours	PHL 318 (taken only by senior nursing students)
Theology	6 hours	THL 101 and one THL elective
History	3 hours	HIS 110, 120, 211, 213, 212, 214 or 290
Language	6 hours	
Visual and Performing Arts	3 hours	
Science	15 hours	HSC 136, 138, 231, 232, 233, 234; CHM 101
Mathematics	3 hours	MTH 163
Social Science	12 hours	PSY 101, 204, 225; SOC 101

The nursing major requirements for the BSN student include 62 hours of nursing curriculum. Students must adhere to the program curriculum sequence. Computer-based applications are integrated throughout the program. Writing and speech are inherent components of the majority of nursing courses, and written and oral competency requirements are fulfilled in designated nursing courses. Students must achieve a passing grade on the nursing comprehensive examinations administered during the senior year.

BACHELOR OF SCIENCE IN NURSING

Pre-professional Phase

FRESHMAN YEAR

First Semester

Course	Title	Hours
ENG 121	Composition I	3
MTH 163	Basic Statistics for the Sciences	3
PSY 101	General Psychology	3
THL 101	Introduction to Christian Theology	3
	Visual and Performing Arts Core	3
LEA 101	LEAP Lab	1
	TOTAL	16

Second Semester

Course	Title	Hours
NUR 100	Introduction to Professional Nursing and Health	1
HSC 136 & 138	Medical Microbiology with Laboratory	4
CHM 101	Chemistry and Life Processes	3
ENG 123	Composition II	3
HIS 110/120/211/212/213/214 or 290	History Core	3
PHL 101	Introductory Logic	3
	TOTAL	17

SOPHOMORE YEAR

Third Semester

Course	Title	Hours
NUR 201	Normal and Therapeutic Nutrition	2
ENG	English Core	3
HSC 231 & 233	Anatomy & Physiology I with Laboratory Language	3
PSY 204	Developmental Psychology	3
Elective		2
	TOTAL	17

Fourth Semester

Course	Title	Hours
NUR 202	Med Math	1
NUR 300	Foundations of Nursing Care	3
HSC 232 & 234	Anatomy & Physiology II with Laboratory Language Core	4
		3
PSY 225	Abnormal Psychology	3
SOC 101	Introduction to Sociology	3
	TOTAL	17

Professional Phase (Admission Required)**JUNIOR YEAR*****Fifth Semester***

Course	Title	Hours
NUR 301	Health Assessment	2
NUR 302	Pharmacology	3
NUR 330	Adult Health I	5
NUR 340	Community as a Client	5
TOTAL		15

Sixth Semester

Course	Title	Hours
NUR 303	Human Pathophysiology	3
NUR 310	Community Mental Health	5
NUR 320	Childbearing Family	5
THL*	Theology Core*	3
TOTAL		16

*Strongly encouraged to take prior to junior year.

SENIOR YEAR***Seventh Semester***

Course	Title	Hours
NUR 401	Scientific Inquiry	3
NUR 410	Adult Health II	5
NUR 411	Child and Adolescent Health	5
PHL 318	Christian Medical Ethics	3
TOTAL		16

Eighth Semester

Course	Title	Hours
NUR 430	Leadership & Management	3
NUR 440	Practicum: Hospital	3
NUR 445	Critical Care	5
NUR 460	Senior Seminar	3
TOTAL		14
Liberal Arts Core Curriculum:		49
Other Nursing Program Requirements:		15
Nursing Curriculum:		62
Elective Hours		2
Total Credit Hours:		128

BSN/PREMED TRACK

For students who choose to apply to medical school, a five-year option is available. A Composite ACT of 27 is required. Contact the Division of Nursing for further information.

LOWER-DIVISION COURSES (BSN AND BSN/PreMed TRACKS)**(Nursing Core)**

NUR 100. Introduction to Professional Nursing and Health (1) The course explores career opportunities in professional nursing. The process of moving toward optimal

health through positive changes and life-style behaviors is addressed. Prerequisite: Declare a pre-nursing major or permission of Division Chair.

NUR 201. Normal and Therapeutic Nutrition (2) The study of the human body's physiological response to normal nutrition throughout the lifespan. The course further emphasizes nursing care of the patient with health promoting guidelines and patient diet therapy for various system disorders. Prerequisite: Declare a pre-nursing major or permission of Division Chair. Cross-listed as HSC 201.

NUR 202. Med Math (1) Focuses on safety and accuracy in the calculation of medications. Students will understand the differences in the systems of measurement and how to safely calculate between the systems. Drugs will be calculated in the liquid, pill, mixture, and concentration methods. Prerequisite: Declare a pre-nursing major or permission of Division Chair.

NUR 300. Foundations of Nursing Care (3) Assessment of physical, developmental, psychosocial, cultural and spiritual dimensions of the client across the lifespan. Psychomotor skills are introduced that address comfort, personal hygiene, safety, and other advanced nursing skills. Prerequisites: HSC 231/233; Prerequisites/Corequisites: NUR 100, 201, and 202; HSC 232/234. A minimum grade of C must be obtained in the prerequisite and corequisite courses.

UPPER-DIVISION COURSES (BSN AND BSN/PreMed TRACKS)

(Prerequisites for all courses: Completion of the Nursing Core)

The following courses are to be taken sequentially according to the Nursing Paradigm and/or BSN/PreMed Paradigm. The Division of Nursing has the option to change the sequencing and the prerequisites/corequisites as the need arises.

NUR 301. Health Assessment (2) Focuses on the nursing assessment of the whole person and includes physical, psychological, sociocultural and spiritual assessment. The emphasis is on the development of skills in obtaining a health history and performing a health examination. Prerequisite: Admission to the professional component; corequisite: NUR 302 and 340.

NUR 302. Pharmacology (3) Introduction to basic concepts of pharmacology: drug classification, routes of administration, standards, legislation and nursing responsibilities. Mathematics for dosages and solutions and developing drug administration skills are also addressed. Prerequisite: Admission to the professional component; corequisites: NUR 301, 330, and 340.

NUR 303. Human Pathophysiology (3) An introduction to the study of the phenomena that produce alterations in human physiologic function. Disorders affecting cells, organs, and systems involved in the regulation of structure and functions within the human organism. Disease processes will be explored as they relate to genetics, ethnicity, environment and age. Prerequisite: NUR 302 and 330; corequisites: NUR 310 and 320.

NUR 310. Community Mental Health (5) (C) Focuses on the family as the unit of nursing care, especially on those experiencing alterations in mental health through the life cycle, and those from various cultural and ethnic backgrounds. Prerequisites: NUR 302 and 330; corequisite: NUR 303.

NUR 320. Childbearing Family (5) Focuses on health promotion and maintenance of the pregnant woman and her family in a variety of settings. Prerequisite: NUR 310; corequisite: NUR 303.

NUR 330. Adult Health I (5) Application of the nursing process to meet the biopsychosocial needs of the client in relation to age, developmental stage, cultural orientation, resources and environment. Students examine the pathophysiological

changes experienced by clients in a variety of settings. Prerequisites: Admission to the professional component, NUR 301 and 340; corequisite: NUR 302.

NUR 340. Community as Client (5) Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent within the community. The course will include community health theory, research findings and practice settings which are utilized to promote and maintain wellness and prevent disease. Prerequisite: Admission to the professional component; corequisites: NUR 301 and 302.

NUR 401. Scientific Inquiry (3) (W/O) The primary purpose of this course is to promote interest and participation in the research process, particularly research conducted by health care leaders. Nursing research improves patient care and demonstrates that nurses are key members of the health care team. Critiquing research and understanding the importance of evidence-based practice is essential to the practice of nursing. Prerequisites: NUR 303 and 320.

NUR 410. Adult Health II (5) Students examine the pathophysiological and psychosocial changes in clients in acute care and rehabilitation settings. Students enhance their psychomotor, community and leadership skills while collaborating with other health care workers and with families. Prerequisites: NUR 303 and 320; corequisites: NUR 401 and PHL 318.

NUR 411. Child and Adolescent Health (5) The utilization of developmental theory and nursing process in providing care to children, adolescents and their families. Altered states of health are examined as they affect normal growth and development. Emphasis is on the child/adolescent health maintenance and care when illness occurs. Prerequisite: NUR 410; corequisites: NUR 401 and PHL 318.

NUR 430. Leadership and Management (3) (W) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change and management; they explore issues of access, availability, utilization, quality of health and the role of health care workers in providing leadership toward resolutions. Prerequisite: NUR 401 and 411; corequisites: NUR 440, 445 and 460.

NUR 440. Practicum: Hospital (3) Working with a preceptor in a hospital setting, the student will actively participate in the management of nursing care for individuals, with an emphasis on clinical practice from a theoretical, holistic and wellness-oriented perspective. Prerequisite: NUR 445; corequisites: NUR 430 and 460.

NUR 445. Critical Care (5) The course offers a continuing learning experience designed to further the students' ability in the application of the nursing process. The emphasis is placed on the assessment and care of patients with complex, life-threatening illnesses. Building on nursing concepts and the liberal arts and sciences, students examine the pathophysiological changes experienced by patients in the acute care setting. The role of the nurse as a caregiver and as a member of the health care team is emphasized. Prerequisites: NUR 401 and 411; corequisite: NUR 430.

NUR 460. Senior Seminar (3) Decision-making, collaboration and the management of change, of power and of conflict are emphasized. The course addresses professional accountability and critical thinking in analyzing contemporary issues; it also focuses on professional development, leadership styles and nursing and management philosophies. Prerequisite: NUR 445; corequisite: NUR 430 and 440.

NUR 499. Special Topics (1-3) A course of individual study or research. Admission by approval of division chair. Hours and credits to be arranged by faculty facilitator.

Division of Philosophy and Theology

Division Chair: Christopher J. Viscardi, SJ

The Division of Philosophy and Theology is aimed not only at professional preparation but also at development of the person: a sense of the past, an awareness of great ideas, and critical reflection on questions of ultimate meaning.

PHILOSOPHY (PHL)

Department Chair/Program Director: C. R. Dodsworth, PhD

Philosophy is a systematic reflection on the basic questions which have excited human curiosity and are the object of profound concern: where we come from, what we ought to do, what we may hope for, who we really are. As such, the study of philosophy leads students to a healthy critique of personal and social beliefs, prejudices, and presuppositions by confronting the diversity of views which is so conspicuous in the history of philosophy, thereby preparing them to develop their choices in a pluralistic society.

Moreover, as philosophy is value-oriented, it complements those departments which in this regard are necessarily "neutral." Like literature and art, but in a unique manner, it is capable of developing in a person a more sensitive, more appreciative attitude toward life. By its breadth, it can compensate for the specialization which is more and more required by the needs of our scientific age. In fact, inasmuch as philosophy takes all human experience for its province, it can easily constitute the integrating principle in a student's entire intellectual life.

For students who desire to make philosophy their life work, the undergraduate curriculum offered here can be the first major step toward acquiring competence in philosophy necessary for those who would teach it, or through research and sustained reflection, seek to push forward the frontiers of human understanding. For most students, however, philosophy is profitable inasmuch as it can give valuable background and support for specialized work in various fields such as law, history, literature, theology, as well as the social and the natural sciences. In fact, students who have no intention of making a career of philosophy may very well choose to major in it as a good foundation for any career, and above all, as an excellent preparation for a richer, more human existence. Such students may prefer to double major in philosophy and some other field. A double major is quite practical, and the departments concerned will work out the details in such a way as not to overburden the students who accept this challenge. In any event, students may deepen their understanding of the great questions and augment their powers of reflection by electing one or more courses in philosophy over and above the general requirements of nine semester hours.

Requirements

To meet the College core requirement of nine semester hours in philosophy, courses should be taken in the following sequence: First course: PHL 101. Second course: any other lower-division course, PHL 210, 220, or 230. Third course: any lower- or upper-division philosophy course. Choices of core courses are to reflect breadth, but students are encouraged to select a third course that reflects their interests.

Transfer students with a six-hour philosophy requirement usually take PHL 101 and

any other philosophy course.

Philosophy majors must take the following philosophy courses: three lower-level courses (including PHL 101 and any two 200-level courses); and eight upper-level courses including PHL 498 Senior Seminar, which fulfills one of two parts of the comprehensive requirement. For the other part of their comprehensive requirement, students will keep a portfolio of all their essays submitted for upper-division work in the major. Their final presentation to the department, given as part of their Senior Seminar, will be of essays selected from their portfolio. In addition, they must successfully complete six hours of upper-division program electives outside of the department.

BACHELOR OF ARTS IN PHILOSOPHY

LOWER-DIVISION

Course	Title	Hours
PHL 101	Introductory Logic	3
PHL2xx	2 200-Level Philosophy Courses	6

UPPER-DIVISION

Course	Title	Hours
PHL 301	Intermediate Logic	3
PHL 341/342	History of Ancient/Medieval Philosophy	3
PHL 343/344	History of Modern/Contemporary Philosophy	3
PHL 3xx/4xx	4 Upper-Division Philosophy Courses	12
PHL 498	Senior Seminar	3
3xx-4xx	Program Electives	6

MINOR IN PHILOSOPHY

LOWER-DIVISION

Course	Title	Hours
PHL 101	Introductory Logic	3
PHL 2xx	Philosophy Electives	6

UPPER-DIVISION

Course	Title	Hours
PHL 3xx/4xx ¹	Philosophy Electives	9

¹PHL 498 Senior Seminar (strongly recommended)

GENERAL PREREQUISITE FOR ALL COURSES

PHL 101. Introductory Logic (3) This course provides sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth tables and method of deduction for sentential logic. Possible additional topics include: classical syllogistic logic, Venn diagrams for predicate logic, issues of logic embedded in language. A C- or above is required to pass this course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

or
PHL 190. Honors Logic (3) This is an accelerated course in investigating sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth

tables, and natural deduction proof methods for sentential logic. Possible additional topics for this honors course may include: predicate logic, modal logic, issues in the philosophy of logic, mathematics and language, the application of the techniques of logic to the analysis of difficult philosophical problems. A C- or above is required to pass this course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F). Prerequisite: Honors Standing.

LOWER-DIVISION COURSES

PHL 210. Ethics (3) (E) A study of values and the nature of morality, natural and positive law, and conscience. The ethical frameworks studied are applied to contemporary moral problems. Prerequisite: PHL 101.

PHL 214. Environmental Ethics (3) (E) A multidisciplinary approach to the following questions: The competing paradigms of environmental science; historical roots of the environmental predicament, animal rights, preservation of species, obligations to future generations, population issues, pollution issues, regulatory issues and the ideal of a sustainable society. Students who have taken PHL 314 may not enroll in PHL 214 and vice-versa. Prerequisite: PHL 101; corequisite: BIO 110 (or designated semester).

PHL 220. Philosophy of Human Nature (3) The philosophical examination of what it is to be a human being. Topics may include free will, weakness of will, emotions, rationality, knowledge, skepticism, personal identity, race, gender and the meaning of life. Prerequisite: PHL 101.

PHL 221. Existentialism (3) A philosophy of human nature course from the perspective of existentialism. Topics may include free will, weakness of will, emotions, rationality, knowledge, skepticism, personal identity, race, gender and the meaning of life. Special emphasis on themes of authenticity, choice, commitment, emotion, motivation, self-creation, self-deception and social heteronomy, among others. Prerequisite: PHL 101.

PHL 222. Comparative and Non-Western Philosophy (3) (D) An introduction to philosophy through a comparison of major works in three philosophical traditions: Chinese, Indian, and Western. Philosophers may include Buddha, Kongzi (Confucius), Descartes, Plato and Zhuangzi. Prerequisite: PHL 101.

PHL 230. Philosophy of Religion (3) A philosophical reflection on religious issues, language and beliefs. Topics may include the existence of God, immortality, evil and religious pluralism. Prerequisite: PHL 101. Students who wish to take this course on the upper-division level should register for PHL 335.

PHL 291. Honors Ethics (3) (E) This is an accelerated course introducing the student to ethics (cf. PHL 210). Prerequisites: PHL 190 and Honors Standing.

PHL 292. Honors Philosophy of Human Nature (3) This is an accelerated course introducing the student to the Philosophy of Human Nature (cf. PHL 220). Prerequisites PHL 190 and Honors Standing.

PHL 293. Honors Philosophy of Religion (3) This is an accelerated course introducing the student to the philosophy of religion (cf. PHL 230). Prerequisites: PHL 190 and Honors Standing.

PHL 294. Honors Philosophy Special Topics (3) An accelerated philosophy course covering a topic of interest to students and their director on the philosophy faculty. Prerequisites: PHL 190 and Honors Standing.

PHL 295. Special Topics (3) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisite: PHL 101.

UPPER-DIVISION COURSES

PHL 301. Intermediate Logic (3) Review of the sentential calculus. The study of quantified predicate logic. (Bibliographic instruction course) Prerequisites: PHL 101/190.

PHL 310. Advanced Ethics (3) (W) (E) An intensive consideration of some major problems in ethics or an in-depth study of some figure(s) in the history of ethics. Prerequisites: PHL 101/190 and a lower-division course.

PHL 311. Bioethics (3) (W) (E) The consideration and application of moral principles to the problems and conduct of medical professionals. Topics include professional relationships, management of medical information, reproductive technologies, abortion, end-of-life decisions, AIDS, human genetics and justice in the distribution of health care. Preference is given to pre-medical students. Prerequisites: PHL 101/190 and a lower-division course.

PHL 312. Philosophical Issues in Death and Dying (3) (W) (E) An examination of major ethical theories and conceptions of human nature as they apply to the issues of euthanasia, suicide, the rights of the dying patient, the meaning of life and human destiny. Prerequisites: PHL 101/190 and a lower-division course.

PHL 313. Business Ethics (3) (E) An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management. Prerequisites: PHL 101/190.

PHL 314. Advanced Environmental Ethics (3) (W) (E) An in-depth examination of the issues covered in PHL 214 plus an additional 10-page critical essay on one of the following: a piece of nature writing for English majors, an environmental audit case for business or science majors, a public policy case for economics and social science majors, etc. Students who have taken PHL 214 may not enroll in PHL 314 and vice-versa. Prerequisite: PHL 101/190 and one PHL 2xx or higher.

PHL 315. Ethical Theory (3) A study of classical and contemporary ethical theories. Topics may include ethical relativism, ethical egoism, utilitarianism, deontology, virtue ethics, feminism, moral realism, natural rights and justice. Prerequisites: PHL 101/190 and a lower-division course.

PHL 316. Justice (3) (W) (E) An examination of the nature of justice from a number of classic and contemporary philosophical perspectives. Readings drawn from Aristotle, Marx, Darwin, Rawls, Nozick and contemporary philosophers. Prerequisites: PHL 101/190 and a lower-division course.

PHL 318. Christian Medical Ethics (3) (W) (E) A basic exploration of bioethical issues: their philosophical and theological concepts and their ethical work-up from a distinctively nursing perspective. Enrollment is restricted to nursing majors. Prerequisites: PHL 101/190 and admission to the professional component of the nursing program.

PHL 321. Existentialism (3) (W) A study of the Existentialist movement, its roots and contemporary development. Special attention will be given to Kierkegaard, Sartre and Marcel. Prerequisites: PHL 101/190 and a lower-division course.

PHL 322. Philosophy and Gender (3) (D) (W) A philosophical investigation of the nature of sex and gender in society. Issues may include the nature of difference, equality, justice, and knowledge. Prerequisites: PHL 101/190 and a lower-division course.

PHL 335. Advanced Philosophy of Religion (3) (W) An in-depth examination of the central metaphysical and epistemological issues concerning religious belief. Topics may include classic arguments for the existence of God, the problem of evil, the nature of faith and its relationship to rational criteria, the nature of religious language. Students who have taken PHL 230 may not enroll in PHL 335. Prerequisites: PHL 101/190 and a lower-division course.

PHL 341. History of Ancient Philosophy (3) (W) A study of the history of Western philosophy from its origins through the fourth century BC, emphasizing the Presocratics, Socrates, Plato and Aristotle. Prerequisites: PHL 101/190 and a lower-division course.

PHL 342. History of Medieval Philosophy (3) (W) A survey of philosophy from the end of the classical world (Augustine) through the fourteenth century (William of Ockham). The emphasis is on themes or problems in metaphysics and epistemology. Prerequisites: PHL 101/190 and a lower-division course.

PHL 343. History of Modern Philosophy (3) (W) An examination of the central questions of philosophy from the sixteenth to the nineteenth centuries (e.g., the nature of knowledge, the place of humans in nature, moral and political obligation) as discussed by Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, Rousseau, Kant and Hegel. Prerequisites: PHL 101/190 and a lower-division course.

PHL 344. History of Contemporary Philosophy (3) (W) A study of the major problems of twentieth century philosophy (intentionality, meaning, reference and interpretation) as discussed by the main figures in the phenomenological or analytic tradition (e.g., Frege, Husserl, Russell, Carnap, Heidegger, Merleau-Ponty, Wittgenstein, Searle, Derrida). Prerequisites: PHL 101/190 and a lower-division course.

PHL 345. Asian Philosophy (3) (WD) A study of the history of philosophy in Asia including China, India, and Japan emphasizing Confucianism, Daoism, orthodox schools of Indian philosophy and Buddhist philosophy. Prerequisites: PHL 101/190 and a lower-division course.

PHL 350. Philosophy of Law (3) (W) An examination of the nature of law and morality, liberty, justice, equality and punishment. Contemporary social issues such as the right to privacy, obscenity and pornography, capital punishment, equality between the sexes are also discussed. Prerequisites: PHL 101/190 and a lower-division course.

PHL 351-352. Western Political Philosophy I, II (3/3) Same course as POL 381-382 (see Political Science for course description). Either the first or the second part of this course may be taken for three hours credit in philosophy. Prerequisites: PHL 101/190 and a lower-division course.

PHL 360. Philosophy of Art (3) An inductive study of aesthetic experience, leading to an analysis of beauty in nature, art in general, and each of the major arts. Reflections on art and life. Prerequisites: PHL 101/190 and a lower-division course.

PHL 370. Philosophy of Science (3) (W) An examination of the central issues in the philosophy of science, including theory confirmation, scientific explanation, scientific method, laws of nature and the relation between theory and the world. Prerequisites: PHL 101/190 and a lower-division course.

PHL 371. Philosophy of Biology (3) (W) A survey of a number of the central questions in the philosophy of biology, including, what is the nature of selection? Is there an "essential" human nature determined in our biology? What is a biological function? What defines a biological species? What is life? Prerequisites: PHL 101/190 and a lower-division course.

PHL 380. Metaphysics (3) (W) A study of those aspects of reality that cannot be studied empirically. This course provides a survey of selected issues and authors (both contemporary and historical) in metaphysics. Topics may include why there is something rather than nothing, the nature of truth, the metaphysics of possibilities, and debates between metaphysical relativists and non-relativists.

PHL 390. Honors Philosophy III (3) This course consists of any upper-division philosophy course for honors students that is approved by the department chair and the director of the honors program.

PHL 395. Special Topics (1-3) (W) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower-division course.

PHL 396. Special Topics (1-3) (D) Work in an important area of philosophy of special interest to the students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower-division course.

PHL 397. Special Topics (1-3) (D) (W) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower-division course.

PHL 398. Special Topics (1-3) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower-division course.

PHL 399. Special Topics (1-3) (I) Interdisciplinary approaches to a topic of special interest to students and their director on the philosophy faculty. Satisfies the Integrations core overlay requirement. Prerequisites: PHL 101/190 and a lower-division course.

PHL 402. Philosophy of Language (3) (W) This course examines theories about what our sentences mean and how we should assess the truth of what we say, focusing on philosophy of language in the analytic tradition. Prerequisites: PHL 101/190 and two other philosophy courses or instructor approval.

PHL 420. Theory of Knowledge (3) (W) A survey of recent work on knowledge and related notions. Topics may include the analysis of knowledge, the structure of justification, a priori knowledge, perceptual knowledge, the social dimension of knowledge, and the challenge of radical skepticism. Prerequisites: PHL 101/109 and a lower-division course.

PHL 422. Philosophy of Mind (3) (W) A study of philosophical theories concerning the nature of the mind and its relation to the body. Among the theories considered are dualism, behaviorism, physicalism and functionalism. Prerequisites: PHL 101/190 and a lower-division course.

PHL 440. Major System or Movement (3) (W) Intensive examination of one major systematic philosopher, movement or school, e.g., Plato, Aristotle, Aquinas, Locke, Hume, Kant, Hegel, Husserl, Whitehead, Wittgenstein; empiricism, continental rationalism, logical positivism, linguistic analysis. Prerequisites: PHL 101/190 and a lower-division course.

PHL 450. Philosophy of Education (3) (W) A study of philosophical problems concerning aims, methods, and organization in education. Same course as EDU 401. Prerequisites: PHL 101/190 and a lower-division course.

PHL 498. Senior Seminar (1-4) (O) (W) The content of the seminar will rotate each year among the following areas: philosophical anthropology, ethical theory, metaphysics, epistemology, philosophy of God, philosophy of science, philosophy of language, philosophy of law. Prerequisite: philosophy major; non-majors with consent of the instructor.

THEOLOGY (THL)

Department Chair/Program Director: Christopher J. Viscardi, SJ

Spring Hill College, as an institution of higher learning, draws its ultimate inspiration from its commitment to religious values. In the language of the Jesuit tradition, the College is committed to “the service of faith and the promotion of justice,” which are at the heart of the Christian gospel. With the view that faith is not simply one isolated area of human experience and reflection but, rather, is the expression of a life vision from which all thought and action flow, the College considers a critical reflection on faith an integral part of its curriculum.

The fundamental rationale of the theology core requirement is to introduce students to serious, critical reflection on questions of ultimate meaning and transcendence. Courses range from the study of world religions and the human experience of faith in general, to an exploration of sacraments, liturgy, and sacred scriptures in the Christian tradition. Students, regardless of religious affiliation, are challenged to a deeper understanding of their own religious experience and the religious heritage of Western civilization.

For students interested in a broader understanding of theological questions or in preparation for some form of church ministry, there are several special programs: a minor in theology, a major or double major, and a certificate in ministry. Special programs for adult students offer a certificate in theological studies, as well as the graduate theology degrees and certificates (see Graduate section of *Bulletin*). In addition to regular course offerings, a complete introduction to Catholic faith and practice (as preparation for confirmation or for entrance into the Church) is offered by the RCIA program, sponsored jointly with Campus Ministry.

Teacher education majors who plan to teach in Catholic schools, whether in the Archdiocese of Mobile or elsewhere, will be able to complete many of the courses leading to the “catechist certification,” which is required by the Catholic school system in most areas, by choosing their theology core courses as follows: THL 101/190 (freshman year), any Scripture course (sophomore/junior), THL 242 Catholicism (sophomore/junior), THL 421 Religious Education (junior/senior). In addition, several states recognize philosophy or theology courses to qualify teacher education majors for an endorsement in religious studies.

Requirements

General College core requirements for all students, regardless of religious affiliation, include six to nine semester hours in theology, depending on the major (see Core Curriculum section for details). After completion of THL 101/190, a student may take any two courses from the 200 or 300 level. Courses at the 400 level do not satisfy the core requirement.

Theology majors must successfully complete a minimum of 30 hours in theology, including the following courses: THL 101/190 and three other elective courses from the 200- or 300-level, and at least six courses at the 300- or 400-level, including at least two sections of THL 490 or 494/495 and the senior seminar, THL 496/497. The 30 hours in theology must include (at either the 200-, 300-, or 400-level) two courses (six hours) in biblical category, two historical, two moral, one pastoral, and one systematic (as identified in the course descriptions below). Students with their first major in theology must also complete an additional course in history and 12 hours in program electives (upper-division courses, only one of which may be in theology). All courses of the major must have a grade of at least C- and a cumulative average of at least C

(2.0).

Comprehensive Experience: The senior seminar is a three-credit-hour course taken in the senior year, culminating in a major research paper (20-30 pages long). The paper will be read by two faculty (the seminar director and a second reader) and presented by the student in a public forum.

All courses are identified by a letter indicating which area(s) of theology they fall under: B (Biblical), H (Historical), M (Moral), P (Pastoral), S (Systematic).

Lower-division courses are distinguished from upper-division either by content (broader, survey approach) or by depth of treatment (more basic, introductory level). Upper-division courses will be more specialized and/or more demanding. Unless otherwise noted in the course description, the only prerequisite for all courses is THL 101/190.

BACHELOR OF ARTS IN THEOLOGY¹

LOWER-DIVISION

Course	Title	Hours
THL 101/190	Introduction to Christian Theology	3
THL 2xx/3xx	Theology Electives	9
HIS	History Elective	3

UPPER-DIVISION

Course	Title	Hours
THL 3xx/4xx	Theology Electives	9
(or any THL 5xx taken for undergraduate credit)		
THL 494/495	Advanced Electives	6
THL 496/497	Senior Seminar	3
3xx/4xx	Program Electives ²	12

¹A minimum of 30 credits (or a maximum of 33) must be courses in theology (either upper- or lower-division), selected from the following categories: two Biblical, two Moral, two Historical, one Systematic, one Pastoral.

²Selected in consultation with advisor, ordinarily from humanities or social sciences.

MINOR IN THEOLOGY¹

LOWER-DIVISION

Course	Title	Hours
THL 101/190	Introduction to Christian Theology	3
THL 2xx/3xx	Theology Electives	9

UPPER-DIVISION

Course	Title	Hours
THL 3xx/4xx	Theology Electives	9
(or any THL 5xx taken for undergraduate credit)		

¹The 21 credits must include courses (either upper- or lower-division) in the following categories: one Biblical, one Moral, one Historical, one Systematic.

GENERAL PREREQUISITE FOR ALL COURSES

THL 101. Introduction to Christian Theology (3) An introduction to the theological study of the Christian tradition of faith. The course is divided into two components: biblical and doctrinal. Both components will investigate the historical development

and contemporary understandings of Bible and Tradition, the two fundamental expressions of Christianity.

or

THL 190. Honors Theology I: Introduction to Christian Theology (3) An introduction to the theological study of the Christian tradition designed especially for Honors students. The course has two components: the study of Scripture in the light of contemporary biblical scholarship and the study of leading figures and turning points in the history of doctrine.

BASIC CORE: LOWER-DIVISION COURSES

THL 221. Ritual & Worship (3) P/H A study of Christian worship and its central role in the life of the Church through a historical analysis of sacred time, church architecture, ritual structures and popular piety. Prerequisite: THL 101/190.

THL 230. New Testament Survey (3) B An introduction to the literature and social context of the New Testament. Students will examine the historical and religious setting of New Testament gospels and letters, the process of development and literary genres, as well as methods of interpretation of the New Testament in their own lived experience. Ordinarily taught as an online course for the Nursing bridge program.

THL 231. Old Testament Survey (3) B An introduction to modern scriptural studies and methodology in the context of a survey of the Old Testament. Prerequisite: THL 101/190.

THL 232. Synoptic Gospels (3) (W) B An introduction to the historical-critical study of the Gospels comparing and contrasting the Gospels of Matthew, Mark and Luke in their origins, styles and major themes. Prerequisite: THL 101/190.

THL 242. Catholicism (3) S/H An overview of the major areas of Catholic teaching and practice: spirituality, Christology, church, sacraments, biblical interpretation, ethics. This course surveys both the historical roots of the Catholic tradition and the views of contemporary theologians. Prerequisite: THL 101/190.

THL 250. The Good Life: Introduction to Christian Ethics (3) (E) M An introduction to Christian ethics in three parts: reflection on the theological context of Christian morality, analysis of its traditional methods of moral reasoning, and application of these methods to various contemporary moral issues. Prerequisite: THL 101/190.

THL 261. World Religions (3) (D) H A survey course covering the major world religions, such as Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism and Taoism. Prerequisite: THL 101/190.

BASIC CORE: UPPER-DIVISION COURSES

THL 321. Worship as Ethics (3) (W) P/M This course draws on liturgical texts, classical authors and modern writers to develop a liturgically based understanding of the Christian moral life and to apply that understanding to selected ethical issues. Prerequisite: THL 101/190.

THL 331. Prophets (3) (W) B A study of the major prophets of the Old Testament that will examine the historical context, literary style and theological themes of each. Prerequisite: THL 101/190.

THL 332. Gospel & Letters of John (3) (W) B An analysis of the structure and purpose of John's Gospel and Letters, their formation and literary problems. An examination of the distinctive Johannine community. Prerequisite: THL 101/190.

THL 333. Letters of Paul (3) (W) B A study of the life and writings of St. Paul with an emphasis on his major theological insights (sin, freedom, faith, and union in Christ) and the pastoral motivation for his letters. Prerequisite: THL 101/190. THL 342. Vat-

ican II (3) (W) S/H A study of the path-breaking work of the Second Vatican Council, called the most significant religious event of the 20th century, and its impact on contemporary Christianity, both Catholic and ecumenical. Prerequisite: THL 101/190.

THL 343. Sacraments (3) S/H A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II. Prerequisite: THL 101/190.

THL 344. Christology (3) S/H An investigation into the theology of the personal identity of Jesus Christ. A critical analysis will focus selectively on the New Testament data, the trinitarian and Christological formulations of dogma, as well as some of the principal modern historical and theological interpretations. Prerequisite: THL 101/190.

THL 345. Religion & Culture (3) (D) S A study of religious faith as a central fact of history and world culture through a reflective interpretation of major literary, historical, and theological documents. Prerequisite: THL 101/190.

THL 350. Catholic Social Thought (3) (D) (W) M Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as POL 383. Prerequisite: six hours of theology or permission of instructor.

THL 352. Peace and Justice Issues (3) M A Christian approach to the basic ethical demands arising from being a citizen in the human family: the responsibility of nations and individuals to pursue, protect or establish peace; the imperative to seek justice in social and political structures. Current issues, e.g., war and peace, economic systems, environmental concern. Prerequisite: THL 101/190.

THL 353. Human Sexuality & Marriage (3) M A Christian understanding of human sexuality and the ethical imperative for personal responsibility and integrity in behavior; issues of pre-marital sex and homosexuality. Catholic theology of marriage as sacrament, issues of divorce and remarriage, impediments, requirements for marriage. Prerequisite: THL 101/190.

THL 354. Religion and International Politics (3) (D) (I) (W) M This course will explore the ambivalent role played by religion in global affairs: a source both of deadly conflicts and of acts of peacemaking. Particular themes include Islam in the international arena, religion and human rights, conceptions of world order and United States foreign policy. Prerequisite: THL 101/190 and three additional hours of Theology or Social Sciences.

THL 363. American Religious History (3) (W) H A study of the principal developments of religious experience and religious thought in the history of America, along with consideration of their impact on American culture. Prerequisite: THL 101/190.

THL 365. Judaism (3) (D) H A theological study of the teaching and practice of Judaism. Both its historical traditions and present-day expressions are examined. Prerequisite: THL 101/190.

THL 384. Special Topics in Theology (3) (I) This course satisfies the integrations core overlay requirement. It will explore a particular issue through the study of theology and a complementary discipline. May be repeated for credit as topics vary. Prerequisites: six hours theology or permission of instructor.

THL 385. Special Topics in Theology I (3) (D) This course satisfies the college-wide

diversity requirement. May be repeated for credit as topics vary. Prerequisite: THL 101/190.

THL 386. Special Topics in Theology II (3) (W) This course is recognized as writing intensive. May be repeated for credit as topics vary. Prerequisite: THL 101/190.

THL 387. Special Topics in Theology III (3) (D) (W) This course is writing intensive and also satisfies the college-wide diversity requirement. May be repeated for credit as topics vary. Prerequisite: THL 101/190.

THL 388. Special Topics in Theology IV (3) Content of this course will vary, to offer special areas of study which satisfy the theology core requirement. May be repeated for credit as topics vary. Prerequisite: THL 101/190.

THL 389. Special Topics in Theology V (3) (I) (W) This course is writing intensive and also satisfies the integrations core overlay requirement. It will explore a particular issue through the study of theology and a complementary discipline. May be repeated for credit as topics vary. Prerequisites: six hours of Theology or permission of instructor.

THL 390. Honors Theology II: Major Themes (3) (W) An advanced seminar on a particular topic in religious studies (e.g., Catholicism, Christology, Gospels, Religion & Culture, World Religions), designed especially for Honors students. Prerequisite: THL 101/190.

THL 391. Honors Theology II: Major Themes (3) (D) (W) A course designed for Honors students which has been previously approved for the Diversity designation. Prerequisite: THL 101/190.

SPECIALIZED/ELECTIVE: NON-CORE COURSES

The following courses do not ordinarily satisfy the core requirement in theology. They are sometimes taught as separate, independent courses, but most often are used to designate courses from the graduate program which are taken for undergraduate credit (with appropriate adjustments in assignments and expectations).

THL 421. Religious Education (3) (W) P A study of both the theory and practice of religious education. This course is designed for educators who will work either in Catholic schools or in parish programs. Prerequisite: THL 101/190.

THL 425. Special Topics in Pastoral Theology (3) P This course will focus on a particular aspect of the theology of Church or ministry, including liturgical and catechetical topics. The course presumes familiarity with basic liturgical and pastoral theology. Prerequisite: THL 101/190.

THL 428. Liturgy, Art & Architecture (3) P A study of the development of the history and theology of Christian worship as embodied in art and architecture. Liturgical theology and practice will be examined through an investigation of sacred space. Prerequisite: THL 101/190.

THL 431. Old Testament Topics (1-3) B An in-depth study of a special topic in Old Testament literature, such as a major theological theme, a particular literary genre, a period in Israelite history. Prerequisite: THL 101/190.

THL 432. New Testament Topics (1-3) B An advanced study of a special topic of interest in the New Testament, such as a particular New Testament book or literary form, or a common theme from various New Testament perspectives. Prerequisite: THL 101/190.

THL 440. Reconciliation (3) (W) P/S As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. This course explores the sacrament of reconciliation in its broader theological context, from a

variety of angles: historical, systematic, liturgical, and pastoral. Prerequisite: THL 101/190.

THL 441. Eucharistic Theology (3) S/P/H A doctrinal study of the Eucharist with special emphasis on its liturgical context, as a sacrament of Christ and Church, and as the source and summit of sacramental life. Prerequisite: THL 101/190.

THL 451. Christian Spirituality (3) P An introduction to the meaning of religious experience or spiritual life from a Christian perspective, consisting of both a theoretical classroom presentation and a practical application through personal meditation. Prerequisite: THL 101/190.

THL 452. Special Moral Topics (1-3) M This course presumes familiarity with fundamental ethical categories. It will focus on one particular ethical issue for an extensive and thorough treatment. Prerequisite: THL 101/190.

THL 455. History of Spirituality (3) H/P A study of major traditions or authors of spirituality throughout the history of Christianity, such as the desert monks, the mystical traditions of the middle ages, Ignatian spirituality, Teresa of Avila or Thomas Merton. Prerequisite: THL 101/190.

THL 461-462. History of Christian Thought I-II (3,3) H/S This course explores the history of Christian theology, focusing on developments during one of the major historical epochs, i.e., early, medieval, reformation, modern. Prerequisite: THL 101/190.

THL 469. Major Theologian (3) S/H An in-depth study of the life and works of an eminent theologian, e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Rahner. Prerequisite: THL 101/190.

THL 471. The Way of Zen (3) (D) H/A A study of the historical and philosophical origins of this major school of Japanese Buddhism, examining the actual experiences of Zen and reflecting on their cross-cultural (American and Christian) appropriation. Prerequisite: THL 101/190.

THL 490. Intensive Reading Seminar (1-3) (W) An in-depth study of a particular theologian or theological school; limited to students with junior or senior standing and includes a formal research paper. Prerequisites: fifteen hours theology or permission of chair of theology.

THL 494/495. Advanced Topics in Theology (3) (O) (W) Designed primarily for theology majors and minors, the content of this course will vary, but will always include a research paper and a formal oral presentation of the paper to the class. It offers greater depth of inquiry and assumes a basic foundation in theological study. When this course has an approved D (diversity) designation, it will be listed as THL 494 (D/W). Prerequisite: nine hours theology or permission of instructor.

THL 496/497. Senior Seminar (3) (O) (W) Designed for graduating theology majors, ordinarily taken during the senior year, it requires independent critical research, culminating in a thesis paper (20-30 pages) and formal oral presentation in a public forum. When this course has an approved D (diversity) designation, it will be listed as THL 497 (D/W). Prerequisite: Senior standing or permission.

THL 499. Theology Seminar (1-4) Special problems in religious thought. Content of course will be varied to meet more specialized needs/interests of the students and instructor. Prerequisite: THL 101/190.

CERTIFICATE OF MINISTRY

The Certificate of Ministry is designed for students interested in some form of church-related work, such as catechetical, family or youth ministry. It requires completion of 12 credit hours in applied theology, offered in collaboration with the Archdiocese of Mobile. Students complete the 12 hours according to a range of required courses, depending on their area of interest: four to eight credits in field education (MIN 390/392), usually two credits per semester during sophomore, junior or senior years; three to six credits in ministry workshops or seminars (MIN 395); and two to four credits in spirituality (SPT) courses. In addition to MIN and SPT courses, approved courses in applied theology, such as THL 421 (Religious Education), may satisfy up to three credits of the requirement. For theology majors, these 12 hours also fulfill the program elective requirements. As part of the holistic formation for church ministry, recommended by the US Conference of Catholic Bishops ("Co-Workers in the Vineyard of the Lord"), the certificate requires completion of an extracurricular spiritual formation component, which consists of participation in at least three student retreats before graduation.

MIN 390. Ministry Practicum (1-4) (C) This course is designed to satisfy the CLIMB requirement for the Core Curriculum, through the experience of some form of ministry (social, catechetical, liturgical or youth ministry). Field education offers a work/learning experience at an approved placement, under the supervision of a mentor and including a weekly reflection meeting, journaling and final paper. Designed to offer students practical ministry experience and opportunities for theological reflection in a seminar setting, one credit of the practicum will require approximately 30 hours at the placement site. When these placements connect students with a diverse population and with issues of social justice and social analysis, application may be made for D (diversity) credit, with approval of the chair of theology, through the Core Development Committee.

MIN 392. Ministry Practicum (1-4) This course is the same as MIN 390, but without the additional requirements pertaining to the CLIMB designation. Either MIN 390 or 392 are required for the Certificate of Ministry but are also open to all students.

MIN 395. Special Topics in Ministry (1-4) These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of five contact hours, along with readings and a paper.

Division of Science and Mathematics

Division Chair: Charles M. Chester, PhD

The Division of Science and Mathematics includes the departments of Biology; Chemistry, Physics, and Engineering; and Mathematics. Majors are offered in biology, biochemistry, chemistry, dual degree engineering, health science, and mathematics. All of these majors lead to the degree of Bachelor of Science. Prospective students are urged to view the College website for more information concerning the programs available within each department.

PRE-HEALTH PROFESSIONS

Spring Hill College has a longstanding reputation of providing an academically sound background for students who desire to become health care professionals (i.e., physicians, dentists, veterinarians, optometrists and pharmacists). We know first-hand what strengths, skills, and experiences students must develop in order to gain admission to the graduate or professional school of their choice. The excellence of our program is recognized and appreciated by the graduate and professional schools to which our students apply and are accepted. While students who aspire to enter one of the health professions need not pursue a major in one of the sciences, the majors which can most easily be adapted to their needs are in biology, biochemistry and chemistry.

There are three aspects of our program that set it apart from others in our region:

1. *The Core Curriculum* – Medical schools seek students who have a broad-based educational background rich in the humanities. This is exactly the sort of coursework available to students through the college's Core Curriculum.
2. *Preparation for a Post-graduate Education* – Our graduates who have entered health professional schools have confirmed the strength of their undergraduate preparation at Spring Hill. Many of the textbooks that we use in our upper-division biology courses are the same texts used to teach those subjects in medical school. Often students report that subjects were taught in greater depth at Spring Hill than they were in medical school.
3. *Support* – Pre-health science students receive guidance and support from the faculty in every aspect of their pre-medical education. Several group meetings are held each year dealing with issues such as policies and procedures for applying to medical school and preparation for the Medical College Admission Test (MCAT). The Directors of Admission of our state-supported schools of dentistry, medicine, optometry and pharmacy visit our campus each year (as does a representative of the school of medicine at Louisiana State University); and students have the opportunity to meet with these representatives individually. Typically, by the time students make application to the schools of their choice at the end of their junior year, they are well known by the admissions officers of those schools.

THE SPRING HILL COLLEGE/SAINT LOUIS UNIVERSITY PRE-MEDICAL SCHOLARS PROGRAM

The Spring Hill College/Saint Louis University Pre-Medical Scholars Program is a special arrangement between Spring Hill College and the Saint Louis University School of Medicine. It is intended to reduce some of the stress and anxiety that

pre-medical students often experience, including preparation for the MCAT.

The program is available to students who have been offered an acceptance to Spring Hill College, have exceptional standardized test scores (ACT composite of 30 or higher, or SAT math and verbal composite of 1320 or higher), a recalculated high school GPA of 3.75 or higher, and excellent recommendations.

The successful student is given the opportunity to apply to medical school during the summer after the sophomore year without taking the MCAT. The Saint Louis University School of Medicine requires that students take the MCAT after they receive provisional acceptance, and students are expected to achieve their highest possible scores on the MCAT, but the scores do not affect the student's provisional acceptance to medical school.

To apply to the program students will check the box marked "yes, I want to be considered for the Pre-Medical Scholars Program" on the Spring Hill College application for admissions. Additional information concerning the program is available at the website of the Department of Biology.

THE POST-BACCALAUREATE PRE-MEDICAL STUDIES PROGRAM

The Post-Baccalaureate Pre-Medical Studies Program is designed for college graduates who have an undergraduate degree in a field other than the sciences and who seek admission into medical, dental, veterinary, and other healthcare professional schools. The program consists of basic science courses in biology, chemistry, physics, and mathematics that fulfill requirements for admission to medical school and other health-related professional programs. Additional information concerning this program can be obtained at the websites of the Department of Biology.

THE BACHELOR OF SCIENCE IN HEALTH SCIENCE (BSHS)

Program Director: Deborah F. Fox, PhD

The Bachelor of Science in Health Science is designed to prepare students for master and doctorate entry level health careers that require different prerequisites than those included in the BS in Biology with Pre-Health Concentration.

The interdisciplinary focus of this degree will give students the necessary background to successfully meet the requirements needed for application to audiology, clinical laboratory science, cytology, genetic counseling, orthoptics, physician assistant, physical therapy, prosthetic & orthotics, law school and public health graduate programs. A minor in health sciences will prepare students wishing to apply to health administration, athletic training, public health, medical illustration, occupational therapy and nutrition graduate programs.

In addition to the core requirements required of all Spring Hill College graduates, the BSHS program consists of prerequisite courses applicable to the careers listed above and includes coursework from areas including biology, chemistry, physics, nutrition, psychology, sociology, ethics and anthropology. Upper-division electives will be chosen in consultation with the student's advisor to prepare for the specific field the student intends to pursue.

Health Science careers have become the dominant fields in health care delivery currently, and the trend is expected to continue. Advances in medical technology, recent legislated health care mandates coupled with an aging population have created increased employment opportunities in health care. The Spring Hill College BSHS program is designed to meet these needs for students who do not intend to pursue

the BS in Biology with Pre-Health Science Concentration.

In order to graduate with a Bachelor of Science in Health Science degree, students must pass a standardized comprehensive examination and demonstrate speech competency by taking and passing CMM 150 Introduction to Public Speaking or its equivalent. All science and mathematics courses must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites.

BACHELOR OF SCIENCE IN HEALTH SCIENCES

LOWER-DIVISION

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CMM150	Introduction to Public Speaking	3
HSC 136 & 138	Medical Microbiology with Laboratory	4
HSC 165	Emergency Medical Responder	1
HSC 201	Normal and Therapeutic Nutrition	2
HSC 204	Developmental Psychology	3
HSC 225	Abnormal Psychology	3
HSC 231 & 233	Anatomy & Physiology I with Laboratory	4
HSC 232 & 234	Anatomy & Physiology II with Laboratory	4
HSC 256	Cultural Anthropology	3
MTH 111	Pre-Calculus with Trigonometry	3
MTH 163	Basic Statistics for the Sciences	3
PHY 201 & 213 or	Algebra Based Physics I with Laboratory or	
CHM 231 & 233	Organic Chemistry I	4
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3

UPPER-DIVISION COURSES

Course	Title	Hours
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 410	Immunology	3
HSC 324	Health Psychology	3
HSC 391	Medical Sociology	3
HSC 420	Community Health	3
PHL 311	Bioethics	3
	*Electives	
BIO 322 & 324	Developmental Biology with Laboratory	4
BIO 351 & 353	Parasitology with Laboratory	4
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
BIO 412	Emerging Pathogens	3
BIO 462 & 464	General Physiology with Laboratory	4
BIO 499	Special Topics	1-4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
CHM 461	Biochemistry	3
NUR 302	Pharmacology	3

NUR 303	Human Pathophysiology	3
NUR 401	Scientific Inquiry	3
NUR 499	Special Topics (i.e. Health and Aging)	3
PHY 202 & 214	Algebra Based Physics II	4
3XX or 4XX	**Core Explorations (that support major)	6

*Elective. Students select the number of elective courses that will fulfill the major requirement of at least nine semester hours from the elective list below.

**At least one of the following: SOC 305 Social Gerontology; SOC 375 Gender & Society; SOC 475D Affluence & Poverty; PSY 374 Drugs, Brain, & Behavior; PSY 364 Biological Psychology; PHL 312 Issues in Death & Dying; PHL 318 W Christian Medical Ethics; PHL 370 W Philosophy of Science; PHL 371 W Philosophy of Biology.

MINOR IN HEALTH SCIENCE

A minor in health science will prepare students wishing to apply to health administration, athletic training, public health, medical illustration, occupational therapy and nutrition graduate programs.

Courses for the minor consist of 30-32 semester hours.

Course	Title	Hours
BIO 101 & 103	Principles of Biology with laboratory	4
HSC 136 & 138*	or Medical Microbiology or	4
* HSC 201	Normal and Therapeutic Nutrition	2
HSC 204	Developmental Psychology	3
HSC 225	Abnormal Psychology	3
HSC 231 & 233	Anatomy and Physiology I with Laboratory	4
HSC 232 & 234	Anatomy and Physiology II with Laboratory	4
HSC 256	Cultural Anthropology	3
MTH 163	Basic Statistics for the Sciences (recommended)	3
PHL 311	Bioethics	3
PHY 201 & 213*	or Algebra Based Physics or	4
CHM 111 & 113*	General Chemistry	4

*Pick one (MSAT must take HSC 201; OT must take PHY 201 & 213).

BIOLOGY (BIO)

Department Chair/Program Director: Paul D. Kohnen, PhD

The objective of the Department of Biology is to provide students with a post-secondary education in the life sciences, the health professions, or teaching. The department offers three optional concentrations: Cellular and Molecular Biology, Organismal and Marine Biology, and Pre-Health Science (for those preparing for a career in medicine, dentistry, veterinary medicine, optometry, and pharmacy). For additional information regarding departmental programs and faculty, please consult the College's website at: www.shc.edu. The departmental website contains faculty contact information, and prospective students are encouraged to contact departmental faculty for further information concerning our programs.

An additional objective of the department is to provide all students of the College with the opportunity to learn the general principles of the life sciences necessary for a complete liberal arts education.

Requirements

Each concentration requires BIO 101 Principles of Biology, BIO 103 Principles of Biology Laboratory, and 24 credit hours of upper-division lecture and laboratory courses in biology, including BIO 301 Genetics and BIO 302 Genetics Laboratory, and BIO 360 Cell Biology and BIO 362 Cell and Molecular Biology Laboratory. In addition, students must complete six upper-division credit hours in a discipline other than biology that supports the major and are approved by the student’s advisor. Biology majors are also required to take MTH 121 Calculus I, MTH 163 Basic Statistics for the Sciences, PHY 221 and PHY 213 Physics with Calculus I and Laboratory and PHY 222 and PHY 214 Physics with Calculus II and Laboratory. Though not required, students are encouraged to choose upper-division biology electives within one of the three concentrations. All science and mathematics courses must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites.

The minor in biology consists of 26 semester hours in biology, including four lower-division (100-200 level) courses with laboratories (16 semester hours), and three upper-division (300-400 level) courses, at least one of which must include a laboratory (10 semester hours). (Note: General and Organic Chemistry are required for some, but not all, upper-division biology courses.)

In order to graduate with a Bachelor of Science degree, students majoring in biology must pass a standardized comprehensive written examination and demonstrate speech competency by taking and passing CMM 150 Introduction to Public Speaking or its equivalent.

MARINE BIOLOGY CONCENTRATION

All students following the concentration in Marine Biology should anticipate spending a portion of the summer between their junior and senior years at the Marine Environmental Sciences Consortium laboratory (also known as the Dauphin Island Sea Lab) on nearby Dauphin Island. On a space available basis, study at the Sea Lab might also be available between the sophomore and junior years. Appropriate courses taken at the Sea Lab may be substituted for most of the upper-division concentration requirements. These courses are to be arranged in consultation with the student’s academic advisor and the College’s liaison officer for the Sea Lab, Dr. Charles M. Chester.

BACHELOR OF SCIENCE IN BIOLOGY

Pre-Health Science Concentration

LOWER-DIVISION

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 236 & 238	Microbial Biology with Laboratory	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4

MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

UPPER-DIVISION

Course	Title	Hours
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
BIO 322 & 324*	Developmental Biology with Laboratory	4
BIO 351 & 353*	Parasitology with Laboratory	4
BIO 410*	Immunology	3
BIO 412*	Emerging Pathogens	3
BIO 421 & 423*	Histology with Laboratory	4
BIO 440*	Basic and Clinical Endocrinology	3
BIO 450	Molecular Biology	3
BIO 462 & 464*	General Physiology with Laboratory	4
BIO 470*	Mechanisms of Disease	3
BIO 480*	Neurobiology	3
BIO 499*	Special Topics or any BIO 4xx	1-4

*Elective. Students select the number of elective courses that will fulfill the major requirement of 24 semester hours of upper-division courses in biology. Students in the Pre-Health Science Concentration are encouraged, but not required, to choose upper-division electives from this list.

BACHELOR OF SCIENCE IN BIOLOGY**Organismal/Marine Biology Concentration****LOWER-DIVISION**

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 102 & 104	Botany with Laboratory	4
BIO 105*	Introduction to Marine Science	3
BIO 205 & 207	Invertebrate Zoology with Laboratory	4
BIO 254 & 256	Vertebrate Zoology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

UPPER-DIVISION

Course	Title	Hours
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3

BIO 362	Cell and Molecular Biology Laboratory	1
BIO 310*	Animal Behavior	3
BIO 322 & 324*	Developmental Biology with Laboratory	4
BIO 330 & 331*	Entomology with Laboratory	4
BIO 351 & 353*	Parasitology with Laboratory	4
BIO 355 & 357*	Ecology with Laboratory	4
BIO 460*	Evolution	3
BIO 499*	Special Topics or any BIO 4xx	1-4
MRN 301*	Marine Botany	4
MRN 302*	Marine Vertebrate Zoology	4
MRN 306*	Marine Biology	4
MRN 312*	Marine Ecology	4
MRN 403*	Marine Invertebrate Zoology	4
MRN 414*	Marsh Ecology	4
MRN 416*	Coral Reef Ecology	4
MRN 431*	Dolphins and Whales	2

*Elective. Students select the number of elective courses that will fulfill the major requirement of 24 semester hours of upper-division courses in biology. Students in the Organismal/Marine Biology Concentration are encouraged, but not required to choose upper-division electives from this list.

BACHELOR OF SCIENCE IN BIOLOGY

Cell and Molecular Biology Concentration

LOWER-DIVISION

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 205 & 207 or	Invertebrate Zoology with Laboratory or	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory (4)	
BIO 236 & 238	Microbial Biology with Laboratory	4
BIO 241 & 244 or	Biomedical Anatomy and Physiology II with Laboratory or	4
BIO 254 & 256	Vertebrate Zoology with Laboratory (4)	
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

(Note: Normally, students take either the two-semester sequence in Human Anatomy & Physiology or Invertebrate and Vertebrate Zoology. Also, students may take Botany in place of, or in addition to, Microbial Biology.)

UPPER-DIVISION

Course	Title	Hours
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
BIO 322 & 324*	Developmental Biology with Laboratory	4
BIO 330 & 331*	Entomology with Laboratory	4
BIO 351 & 353*	Parasitology with Laboratory	4
BIO 410*	Immunology	3
BIO 440*	Basic and Clinical Endocrinology	3
BIO 450*	Molecular Biology	3
BIO 462 & 464*	General Physiology with Laboratory	4
BIO 470*	Mechanisms of Disease	3
BIO 480*	Neurobiology	3
BIO 499*	Special Topics or any BIO 4xx	1-4

*Elective. Students select the number of elective courses that will fulfill the major requirement of 24 semester hours of upper-division courses in biology. Students in the Cell and Molecular Biology Concentration are encouraged, but not required, to choose upper-division electives from the list.

The following courses are recommended for all biology majors:

PHL 311 or	Bioethics or	3
PHL 214	Environmental Ethics (3)	
PHL 370	Philosophy of Science	3
SOC 391	Medical Sociology	3

MINOR IN BIOLOGY**LOWER-DIVISION**

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 102 & 104 or	Botany with Laboratory or	4
BIO 236 & 238	Microbial Biology with Laboratory (4)	
BIO 205 & 207 or	Invertebrate Zoology with Laboratory or	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory (4)	
BIO 241 & 244 or	Biomedical Anatomy and Physiology II with Laboratory or 4	
BIO 254 & 256	Vertebrate Zoology with Laboratory (4)	

(Note: Normally, students take either the two-semester sequence in Biomedical Anatomy & Physiology or Invertebrate and Vertebrate Zoology.)

UPPER-DIVISION

In addition to the 16 credit hours of lower-division courses, students must take at least three upper-division (300/400 level) courses, at least one of which must include a laboratory. Note: General and Organic Chemistry as well as Genetics are prerequisites for many, but not all upper-division biology courses.

LOWER-DIVISION COURSES

BIO 100. Human Biology (3) This is a biology course with human application addressing five major areas: physiology, development, genetics, evolution, and current

health issues. Special laboratory exercises and demonstrations are included. Satisfies the core laboratory or general science division core requirement.

BIO 101. Principles of Biology (3) A study of fundamental biological concepts and processes. Corequisites: BIO 103, MTH 111 or MTH 121.

BIO 102. Botany (3) An introductory course in botany. (Bibliographic instruction course) Prerequisite: BIO 101 and 103 or equivalent. Corequisite: BIO 104.

BIO 103. Principles of Biology Laboratory (1) Corequisite: BIO 101.

BIO 104. Botany Laboratory (1) Corequisite: BIO 102.

BIO 105. Introduction to Marine Science (3) An introduction to the various disciplines that constitute marine science, both physical and biological. Prerequisite: BIO 101.

BIO 110. Environmental Biology (3) A study of the interrelationships between humans and their environment. Emphasis on human impact on natural ecosystems, environmental economics, politics and ethics. Special laboratory exercises and demonstrations are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

BIO 115. Biology of Sex (3) An introduction to the biological principles of human reproduction. Reproduction anatomy and physiology as well as the social implications of sex and reproductive technology will be considered.

BIO 116. Microbes and Society (3) A study of the relationship between microbes and society. Emphasis on how microbes impact humans, the control of microbes, bioterrorism, food safety and epidemics. Special laboratory exercises are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

BIO 117. Forensic Biology (3) An overview of basic forensic biology: death and decomposition, body fluids, microbiology, zoology, botany. Some subjects will be dealt with in laboratory format.

BIO 120. Farms to Pharmaceuticals: The Botany of Everyday Things (3) A survey of plants and plant products used by people for food, medicine, clothing and shelter. Special laboratory exercises and demonstrations are included. Satisfies the laboratory science core curriculum requirement.

BIO 140. Biology Community Service Seminar (1-2) A community-based learning course. The biology students work with MCPSS 7th grade students on basic biology. Includes hands-on activities and tutoring for EQTs. This course is repeatable for up to 2 credits. Prerequisite/Corequisite: BIO 101/103; prerequisite: declared biology major.

BIO 201. Flora of the Gulf Coast (3) A survey of the plants of the Gulf Coast for education majors. Emphasizes plant taxonomy but includes aspects of anatomy, physiology, and pathology. Partially satisfies education science requirement.

BIO 202. Pre-Health Shadowing I (1) Students are placed in a hospital, hospice or medical office to observe first-hand different aspects of the medical profession. Students complete a minimum of 40 on-site hours. Prerequisites: minimum of 30 credit hours (all Spring Hill College), cumulative GPA of 3.5 or higher, permission of pre-health advisor and course instructor.

BIO 203. Pre-Health Shadowing II (1) Students observe five areas of the medical practice. This course is repeatable for up to two credits. Prerequisites: BIO 202.

BIO 205. Invertebrate Zoology (3) Study of invertebrate diversity including systematics, natural history, and anatomy. Prerequisite: BIO 101 or CHM 112 or equivalent. Corequisite: BIO 207

BIO 207. Invertebrate Zoology Laboratory (1) Corequisite: BIO 205.

BIO 236. Microbial Biology (3) A course in microbiology for science majors emphasizing the role and importance of microbes in medical, environmental and molecular disciplines. Prerequisite: BIO 101.

BIO 238. Microbial Biology Laboratory (1) Corequisite: BIO 236.

BIO 240-241. Biomedical Anatomy and Physiology I-II (6) A two-semester sequence offering a comprehensive study of the form and function of the human body with emphasis placed on real life and biomedical applications of the principles of anatomy and physiology. Prerequisite: BIO 101. Corequisite: BIO 243-244.

BIO 243-244. Biomedical Anatomy and Physiology Laboratory I-II (2) A study of the form and function of the major organ systems in the human body that will utilize digital anatomy, models, and dissection. Corequisite: BIO 240-241.

BIO 254. Vertebrate Zoology (2) Study of vertebrate diversity including systematics, natural history and anatomy. Prerequisite: BIO 205 and 207 or equivalent. Corequisite: BIO 256.

BIO 256. Vertebrate Zoology Laboratory (2) Corequisite: BIO 254.

UPPER-DIVISION COURSES

BIO 301. Genetics (3) A study of problems in heredity and variation. Prerequisites: BIO 101, 241 or 254 or equivalent; or permission of instructor. Corequisite: BIO 302.

BIO 302. Genetics Laboratory (1) A practical course in methods of genetic investigation. Corequisite: BIO 301.

BIO 310. Animal Behavior (3) An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisites: BIO 301 or permission of instructor. Cross-listed as PSY 384.

BIO 322. Developmental Biology (3) Introduction to embryology, gametogenesis, fertilization, cleavage, gastrulation and organ formation in typical vertebrate forms. Prerequisites: BIO 101, 241 or 254 or equivalent, and BIO 301, or permission of instructor. Corequisite: BIO 324.

BIO 324. Developmental Biology Laboratory (1) Corequisite: BIO 322.

BIO 330. Entomology (3) An introduction to the biology of insects. The course surveys insect anatomy and physiology, social structure, development, evolution, classification and identification, as well as economic and health impacts of human/insect interactions. Prerequisite: BIO 101. Corequisite: BIO 331.

BIO 331. Entomology Laboratory (1) A practical course in arthropod anatomy, insect morphology, and insect identification and classification. An insect collection is required. Corequisite: BIO 330.

BIO 334. Introductory Biophysics (3) A course emphasizing the application of various principles in physics in constructing and simulating quantitative models of various biological processes: representative topics include quantitative scaling, applications of thermodynamics and statistical mechanics, chemical kinetics, genetic regulatory networks, protein-protein interactions and multi-scale models. Prerequisites: PHY 222, MTH 122. Cross-listed as PHY 334.

BIO 340. History and Literature of Biology (3) The events and ideas that have contributed to the development of modern biology, and a guide to searching the literature of biology and biomedical science. Prerequisites: BIO 101.

BIO 351. Parasitology (2) A study of animal parasites which infect or infest man or serve as transmitters of pathogenic organisms to man. Prerequisites: BIO 254 or 241 or equivalent or permission of instructor. Corequisite: BIO 353.

BIO 353. Parasitology Laboratory (2) Corequisite: BIO 351.

BIO 355. Ecology (2) A study of the principles of ecology and their applications to environmental problems in a modern society. Prerequisite: BIO 301 or equivalent. Corequisite: BIO 357.

BIO 357. Ecology Laboratory (2) Corequisite: BIO 355.

BIO 360. Cell Biology (3) (W) An advanced course in cell structure and function. Prerequisites: BIO 205 and 207 or BIO 241, and CHM 231-234. Corequisite: BIO 362.

BIO 362. Cell and Molecular Biology Laboratory (1) A practical course in methods of cellular and molecular biology. Corequisite: BIO 360.

BIO 410. Immunology (3) An introduction to the basic principles of innate and adaptive immunity including the normal immune response and immune disorders. Students actively participate in the course with presentations on selected topics from current immunology literature. Prerequisites or corequisites: BIO 301 and junior standing.

BIO 412. Emerging Pathogens (3) A study of the human, environmental, and pathogen causes of the emergence of infectious diseases. Includes a survey of the emerging infectious diseases of current concern to humans. Online summer course. Prerequisite: Declared biology or health science major with junior standing.

BIO 421. Histology (2) A study of microscopic structure of cells, tissues and organs. Prerequisite: BIO 360. Corequisite: BIO 423.

BIO 423. Histology Laboratory (2) Corequisite: BIO 421.

BIO 440. Basic and Clinical Endocrinology (3) A comprehensive study of the anatomy of endocrine glands, the biochemistry of the hormones they produce, the effect of hormones on normal human physiology and the disorders that result from both hypo and hypersecretion of hormones. Prerequisite: BIO 241.

BIO 450. Molecular Biology (3) (W) An integrated study of gene and nucleic acid structure and function in both prokaryotic and eukaryotic organisms. Prerequisite: BIO 301 or 360.

BIO 460. Evolution (3) Introduction to the study of evolution, including basic evolutionary theory, quantitative and population genetics, life-history strategies, altruism, natural selection, sexual selection, species diversification and adaptation. Prerequisites: junior or senior biology majors.

BIO 462. General Physiology (3) An in-depth study of neural and endocrine control mechanisms, as well as muscular, cardiovascular, respiratory, renal and digestive physiology. Prerequisites: BIO 241 and 360. Corequisite: BIO 464.

BIO 466. Biology of Cancer (3) Study of the molecular biology of cancer and its biologic hallmarks. Current topics in the field will be covered including risk factors, imaging and treatments. Prerequisite: BIO 301/302 with BIO 360 highly recommended or permission of instructor.

BIO 464. General Physiology Laboratory (1) Corequisite: BIO 462.

BIO 470. Mechanisms of Disease (3) Advanced topics in pathobiology and mechanisms of disease: mechanisms of cell injury, inflammation and healing, diseases of immunity, neoplasia, infectious and genetic diseases. Selected contemporary topics from current literature will be discussed. Prerequisites: BIO 301.

BIO 480. Neurobiology (3) A study of the details of neuroanatomy, neurophysiology, motor and sensory systems, neuronal development and the history of neuroscience. Prerequisites: BIO 360 and CHM 232.

BIO 499. Special Topics (1-4) An enrichment in special biological problems for advanced students. Hours and credits to be determined by the project director. May be repeated for credit as topics vary. Prerequisite: BIO 301.

HEALTH SCIENCE (HSC)**LOWER-DIVISION COURSES**

HSC 105. Introduction to Kinesiology (3) The course explores the academic discipline, fundamental concepts of movement/physical activity, diversity of human movement, current issues and possible career options within kinesiology. Prerequisite: one course with a BIO, CHM or HSC prefix.

HSC 108. Medical Terminology (3) Online course for students preparing for health professions. Includes Latin/Greek words used in medical terms, pronunciations and the medical terminology of human organ systems. Prerequisite: One course with a BIO, CHM or HSC prefix.

HSC 136. Medical Microbiology (3) Covers important microbial pathogens of human disease. Topics include biological characteristics, epidemiology, mechanisms and routes of transmission, pathogenesis, immunity, host response, control and prevention of microbial pathogens. Prerequisite: BIO 101 or CHM 101 or CHM 111. Corequisite: HSC 138.

HSC 165. Emergency Medical Responder (1) Provides students with the basic knowledge and skills to manage many medical- and trauma-related emergencies. Eligible to take the National Registry Exam upon completion.

HSC 138. Medical Microbiology Laboratory (1) The laboratory emphasizes aseptic technique and the identification of bacterial groups using differential staining, cultivation, and biochemical methods. Corequisite: HSC 136

HSC 201. Normal and Therapeutic Nutrition (2) The study of the human body's physiological response to normal nutrition throughout the lifespan. The course further emphasizes care of the patient with health promoting guidelines and patient diet therapy for various disorders. Prerequisite: Declare a Health Science major or permission of Nursing Division Chair. Cross-listed as NUR 201.

HSC 204. Developmental Psychology (3) The study of social, intellectual, emotional, perceptual and physical development from conception to death. Important theories and research are explored. Prerequisite: PSY 101. Cross-listed as PSY 204.

HSC 205. Health Science Shadowing (1) Students are placed in hospital, clinic, rehabilitation facility, hospice care, laboratory, ambulance, or medical office to observe first-hand different aspects of health care. Students complete a minimum of 40 on-site hours. Prerequisite: minimum 30 credit hours (all Spring Hill College), cumulative GPA of 3.3 or higher, permission of instructor.

HSC 225. Abnormal Psychology (3) This course offers descriptions of a variety of psychological dysfunctions including mood disorders, anxiety disorders, schizophrenia, cognitive disorders, substance-use disorders and personality disorders. Symptoms, causes, prevalence and treatment issues will be addressed. Further, models of understanding abnormal behavior, as well as diagnostic, assessment and classification issues will also be discussed. Prerequisite: PSY 101 or permission of instructor. Cross-listed as PSY 225.

HSC 231-232. Human Anatomy and Physiology I-II (6) A two semester sequence of human anatomy and physiology using an organ system approach. The course focuses on normal anatomy and physiology; disease conditions will be discussed when they illustrate fundamental anatomical and physiological principles. Prerequisites: BIO 101 or CHM 101 or CHM 111 (a grade of C- or higher in HSC 231 required in order to take HSC 232). Corequisites: HSC 233-234.

HSC 233-234. Human Anatomy and Physiology Laboratory I-II (2) An indepth study of human anatomy and physiology using an organ systems approach. Corequisites:

HSC 231-232.

HSC 256. Cultural Anthropology (3) (D) A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity. Cross-listed as SOC 256.

UPPER-DIVISION COURSES

HSC 324. Health Psychology (3) This course examines the psychosocial factors relevant to health with an emphasis on the contribution of psychological theory to the encouragement of health and wellness and prevention of physical illness. Topics include stress management, health and behavior, chronic and life-threatening illness, treatment, and evaluation of health-related research. Prerequisites: PSY 101 and one 200-level course. Cross-listed as PSY 324.

HSC 391. Medical Sociology (3) (W) This course develops an appreciation of the role of the social sciences in the study of medicine. Many of the problems confronting modern medicine, including health care, are to a large extent psychological, sociological, political, and economic. The adequate treatment of patients cannot be accomplished solely through knowledge of physiological cures. Knowledge of medical sociology is prerequisite to the successful functioning of health care systems. Cross-listed as SOC 391.

HSC 420. Community as Client (3) Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent within the community. The course will include community health theory, research findings and practice settings which are utilized to promote and maintain wellness and prevent disease. Prerequisite: junior or senior status (taking 4xx course requirements).

MARINE BIOLOGY (MRN)

The following courses are offered at the Dauphin Island Sea Lab of the Marine Environmental Sciences Consortium for credit from Spring Hill College.

LOWER-DIVISION COURSES

MRN 125. Oceanology of the Gulf of Mexico (2) A survey of the physics, chemistry, biology, geology and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent waters.

MRN 127. Commercial Marine Fisheries of Alabama (2) Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing and economic values. Laboratory exercises include visits to local processing plants and a trawling expedition.

MRN 129. Coastal Climatology (2) Controlling factors of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.

MRN 140. GIS Basics (2) An introduction to the use of geographic information systems in the coastal and marine environment such as creating and analyzing spatial data. Prerequisite: understanding of Windows operating systems for computers.

MRN 142. GIS Applications (2) About a variety of applications, including GPS data collection, image rectification, 3D display, and Internet mapping. Prerequisite: MRN 140 or the equivalent.

UPPER-DIVISION COURSES

MRN 301. Marine Botany (4) A general survey of marine algae, vascular and non-vascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution and ecology are considered. Prerequisite: BIO 102.

MRN 302. Marine Vertebrate Zoology (4) Lectures will include a general survey of marine vertebrates (except birds) with emphasis on the major groups of fishes. Laboratory sessions will emphasize collecting, observing and field studies of the local fauna. Prerequisite: BIO 254.

MRN 304. Marine Protozoology (2) The taxonomy, structure, ecology, and methods of study of major groups of unicellular marine protists. Prerequisite: BIO 205.

MRN 306. Marine Biology (4) A general survey of marine habitats emphasizing the interactions between organisms and their physical and chemical environments. Prerequisite: BIO 101.

MRN 307. Introduction to Oceanography (4) A general survey of oceanic and near-coastal environments with emphasis on the interaction between physical, geological, chemical and biological processes. Prerequisites: BIO 101, CHM 111 and PHY 221.

MRN 310. Ecology of the Florida Everglades (2) This course examines the natural history and ecology of the world's rarest and most endangered wilderness areas. The course will consist of a week of intensive lectures and discussions focusing on the history, geology, hydrology, and biota of this system, and then a week of intense field time to examine the Everglades and associated systems. The field portion of this course will consist of day-long excursions and primitive camping. As such, participants should bring appropriate gear and be prepared to actively and cheerfully participate. Prerequisites: BIO 101 and BIO 103.

MRN 312. Marine Ecology (4) Application of general ecological principles to both open ocean and nearshore waters. Prerequisite: BIO 254.

MRN 314. Coastal Birds of Alabama (2) This course highlights the diverse coastal birdlife of Northern Gulf of Mexico. With a focus on the study of avian ecology in the field, this class will include a significant emphasis on the use of both sight and sound as means of field identification. A variety of habitats will be explored, including barrier island nesting grounds, the Mobile-Tensaw River basin, local marshes and other unique coastal habitats. Students will also be introduced to a variety of field ornithology techniques including bird-banding, survey techniques, and monitoring methodologies. Prerequisite: BIO 254.

MRN 315. Marine Geology (4) Nearshore processes, interactions between animals and sediment, grain sizes and sorting, data gathering and report writing. Prerequisite: permission of instructor.

MRN 316. Recent Marine Sedimentation (4) A study of marine sedimentation with emphasis on sedimentary processes and depositional environments. Field exposure to modern carbonate (Florida Keys) and clastic (Gulf Coast/Mississippi River Delta) environments and to ancient analogs. Prerequisite: permission of instructor.

MRN 318. Coastal Geomorphology (2) An introduction to such topics as waves and other coastal hydrodynamics, sediment transport, and interactions with man's dredging, beach filling, and building of jetties. Prerequisite: permission of instructor.

MRN 323. Marine Technical Methods (2) An introduction to field methods, including planning, sampling from both the water-column and sediments, analysis and reporting. Prerequisite: BIO 101.

MRN 325. Identification of Vascular Flora of Dauphin Island and Coastal Alabama

(2) A study of the basic characteristics of vascular plants, including experience in collecting, processing, and identifying plants. Prerequisite: BIO 102.

MRN 401. Marine Mammals (4) This course will cover the evolutionary history, taxonomy/classification, anatomy, physiology, behavior and conservation/management issues of marine mammals (cetaceans, pinnipeds, mustelids, sirenians and the polar bear). In addition, research methods used to study marine mammals will be taught (including field and lab techniques). Prerequisite: BIO 254.

MRN 403. Marine Invertebrate Zoology (4) Evolution of systems in major and minor phyla of invertebrates and their adaptations, emphasizing local fauna. Prerequisite: BIO 205.

MRN 410. Shark and Ray Biology (2) This course will provide an introduction to the biology of sharks and rays, with special emphasis on regional shark fauna and field techniques. Topics to be covered include chondrichthyan origin, systematics, sensory biology, locomotion, food consumption, osmoregulation, reproductive biology, life history, ecology, fisheries and conservation. Lectures will be supplemented with discussions of papers from the primary literature to familiarize the students with current research. In addition, longline and gillnet sampling will provide students with first hand knowledge of field techniques and local shark identification. Prerequisite: BIO 254.

MRN 412. Marine Parasitology (2) This is an intensive marine biological field course that requires physical activity in the ocean and extended hours in the field and laboratory. It engages students to actively seek out, gather, organize, and identify marine and estuarine parasites of aquatic vertebrates (primarily fishes) and invertebrates. Studied habitats comprise estuaries, lagoons, grassbeds, nearshore waters, and pelagic waters of the Gulf of Mexico. Prerequisite: BIO 205

MRN 414. Marsh Ecology (4) A study of the flora and fauna elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisite: BIO 355.

MRN 416. Coral Reef Ecology (4) Ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps, with a one-week field trip to Andros Island, Bahamas. Prerequisite: BIO 355 or MRN 312 or permission of the instructors.

MRN 418. Marine Behavioral Ecology (4) Lectures, laboratory exercises, and overnight field trips to show how animal behavior is influenced by its environment and how data is collected and analyzed. Prerequisites: BIO 254 and MTH 121. Recommended: MTH 365.

MRN 420. Marine Conservation Biology (4) Application of current conservation biology to the marine realm through lectures, field trips, assigned readings and term paper. Prerequisite: BIO 355 or MRN 312. Recommended: PHL 214.

MRN 422. Marine Fish Diseases (2) An introduction to aquatic animal diseases, specifically finfish and shellfish with practical techniques for isolation and identification. Prerequisite: BIO 101. Recommended: BIO 236.

MRN 424. Marine Aquaculture (2) Techniques in marine aquaculture such as nutrition, reproductive biology, production, water quality maintenance, processing, marketing, and the economics of commercially important species. Prerequisites: BIO 102 and CHM 111. Recommended: BIO 205.

MRN 426. Coastal Zone Management (2) An examination of the major substantive

and procedural aspects of specific laws and regulations governing activity in the coastal zone and of how coastal processes affect specific management issues of the zone. No prerequisites.

MRN 430. Special Topics (1 to 4) Under this title come courses that have been approved too recently by the MESC program committee to be published here with their formal names. Prerequisites: As published in the advising manual of the MESC.

MRN 431. Dolphins and Whales (2) Lectures, audiovisual presentations, and practical exercises to guide students to further study of the classification, anatomy and ecology of the cetaceans. Prerequisite: BIO 254 or 241.

MRN 433. Marine Toxicology (4) This course will introduce basic topics of marine toxicology to students, including dose-response relationships. Data analysis and experimental design of toxicological studies will be taught, and animals of the coastal area will be used to carry out toxicological studies. Prerequisites: BIO 360 and CHM 231.

MRN 435. Tropical Marine Ecosystems (4) This course will introduce students to the basic ecology, biology and geology of tropical ecosystems, with a one-week trip to the Florida Keys. Prerequisite: BIO 355 or permission of instructor.

MRN 440. Directed Research (1 to 6) Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a faculty member who will be in residence at the Sea Lab during the research.

MRN 450. Introduction to Neurobiology (4) The neuroanatomy and neurophysiology of marine invertebrates and vertebrates. Prerequisite: BIO 360. Recommended: PHY 221 and BIO 462.

GRADUATE COURSES

MRN 501. Marine Botany (4) Similar to MRN 301.

MRN 503. Marine Invertebrate Zoology (4) Similar to MRN 403.

MRN 512. Marine Ecology (4) Similar to MRN 312.

CHEMISTRY, PHYSICS AND ENGINEERING

Department Chair: Carolyn R. Simmons, PhD

CHEMISTRY (CHM)

Program Director: Carolyn R. Simmons, PhD

The purpose of the Chemistry Program is to provide an opportunity for all students to learn the fundamentals of chemistry and to offer a series of courses which, together with the College's core curriculum, will give a broad education and prepare students for a wide range of career opportunities. A clear understanding of chemical laws and theories is emphasized in all courses. Experimental techniques and powers of observations are developed through carefully conducted laboratory work. To achieve these goals, chemistry majors are required to complete twenty-five credit hours of upper-division chemistry courses, calculus I-III, three credit hours of undergraduate research (internship or summer research may be substituted with approval of Department Chair), junior and senior seminars, and three credit hours of program electives.

Requirements

The Chemistry Program offers a major leading to the Bachelor of Science degree in chemistry. For the student who plans a professional career in chemistry, a program of studies is listed below.

Students majoring in chemistry must attain a grade of C- or better in every required course in chemistry, mathematics and physics. With approval of the faculty, they must conduct undergraduate research under the supervision of a faculty advisor and present this research in written or oral form. They must also successfully complete a comprehensive examination provided by the chemistry faculty and given in the senior year.

The College-wide speech competency requirement is fulfilled through the successful completion of CHM 392 and CHM 492.

BACHELOR OF SCIENCE IN CHEMISTRY

LOWER-DIVISION

Course	Title	Hours
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 115	General Chemistry I Recitation	0
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic Chemistry II and Laboratory	4
CHM 235	Organic Chemistry Recitation	0
MTH 121-122 ¹	Calculus I and II	8
PHY 221 & 213	Physics with Calculus I and Lab	4
PHY 222 & 214	Physics with Calculus II and Lab	4

¹These courses also satisfy nine credits of core curriculum requirements.

UPPER-DIVISION

Course	Title	Hours
CHM 302 & 304	Instrumental Analysis and Laboratory	5
CHM 351 & 353	Analytical Chemistry and Laboratory	4
CHM 392	Junior Seminar in Chemistry	1
CHM 395 or 495 ¹	Chemistry Research	3
CHM 441 & 443	Physical Chemistry I and Laboratory	4
CHM 442 & 444	Physical Chemistry II and Laboratory	4
CHM 451 & 453	Advanced Inorganic Chemistry and Laboratory 4	
CHM 461 & 464	Biochemistry I and Laboratory	4
CHM 492	Senior Seminar in Chemistry	1
MTH 323	Calculus III	4
3xx or 4xx	Program Elective	3

¹Internship or summer research may be substituted with the approval of the program coordinator.

MINOR IN CHEMISTRY

Course	Title	Hours
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 115	General Chemistry Recitation	0
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 235	Organic Chemistry Recitation	0

¹These courses also satisfy six hours of College core curriculum requirements.

Complete an additional 11 credit hours in CHM 2XX-4XX coursework (not including CHM 462 Biochemistry II or CHM 466 Drug Discovery). The additional hours must include at least 2 credit hours of laboratory coursework.

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course.

LOWER-DIVISION COURSES

CHM 100. Chemistry in the Modern World (3) An introduction to the chemistry underlying areas of interest in contemporary life. Topics include: environmental chemistry, agricultural chemistry, plastics, nutrition, chemistry and medicine and consumer chemistry. Laboratory experiments and demonstrations are included. Satisfies the laboratory science or general science division requirement for the core.

CHM 101. Chemistry and Life Processes (3) An introduction to general and organic chemistry focusing on topics relevant to the health professions. This course is also appropriate for those students seeking a preparatory course prior to entry into CHM 111. Satisfies the laboratory science or general science division requirement for the core.

CHM 102. Forensic Sciences (3) An introduction to the basic principles and uses of forensic sciences in the American system of justice, this course will review the application of biological, physical, chemical, medical and behavioral sciences as they apply to evidence and its use in law. There are no pre/corequisites for this course. A laboratory fee is charged for this course. Satisfies the laboratory science or general science division requirement for the core.

CHM 103. Environmental Sustainability (3) A general science literacy course focusing on chemical and environmental sustainability. There are no pre/corequisites for this course. Satisfies the laboratory science or general science division core requirement. A laboratory fee is charged.

CHM 110. Introduction to General Chemistry (3) A one semester introductory course covering basic concepts of chemistry with emphasis on problem solving. Designed for those students seeking review and preparation before beginning the general chemistry sequence CHM 111/112. Satisfies the general science division requirement for the core. Topics may include measurements, unit conversions, matter and energy, atomic and molecular structure, chemical bonding and reactions, gases, solutions and acid-base chemistry. Not recommended for nursing students. Satisfies the general science division requirement for the core.

CHM 111. General Chemistry I (3) The first in a two-course series covering some of the most fundamental concepts and theories underlying chemistry. Examples of topics covered in this course are atomic and molecular structure, gases, aqueous solutions, chemical reactions and thermochemistry. Pre/corequisites: CHM 113, 115, and MTH 111 or 121.

CHM 112. General Chemistry II (3) A continuation of CHM 111 including such topics as kinetics, equilibria, acid and base chemistry, thermodynamics and electrochemistry. Prerequisite: CHM 111 or equivalent. Pre/corequisite: CHM 114.

CHM 113. General Chemistry I Laboratory (1) Laboratory exercises to complement and reinforce the concepts covered in CHM 111. Development of basic skills in measurement, observation, deduction and manipulation. Pre/corequisite: CHM 111.

CHM 114. General Chemistry II Laboratory (1) Experiences and exercises to demonstrate and supplement the topics of CHM 112, including the qualitative analysis of selected ions. Pre/corequisite: CHM 112.

CHM 115. General Chemistry I Recitation (0) A course designed to help students bridge the gap between high school and college courses. Emphasis is placed on study skills and strategies as they apply to chemistry. Corequisite: CHM 111.

CHM 193. Honors General Chemistry I Laboratory (1) An Honors section of CHM 113. Students will complete basic to advanced experiments on topics related to General Chemistry lecture utilizing much of the chemical instrumentation in the department. Students will prepare formal laboratory reports and participate in a service-learning project.

CHM 231. Organic Chemistry I (3) An introduction to nomenclature, stereo-chemistry, functional groups and alkane chemistry. Emphasis is placed on mechanisms of functional group reactions. Prerequisite: CHM 112 or equivalent. Pre/corequisite: CHM 233 and CHM 235.

CHM 232. Organic Chemistry II (3) An introduction to structural determination of organic compounds and spectroscopy followed by functional group interconversions, aromatic chemistry and enolate chemistry. Prerequisite: CHM 231 or equivalent. Pre/corequisite: CHM 234.

CHM 233. Organic Chemistry Laboratory I (1) Laboratory exercises that teach necessary skills for performing organic chemistry reactions. Pre/corequisite: CHM 231.

CHM 234. Organic Chemistry Laboratory II (1) Laboratory exercises to complement and reinforce the concepts covered in CHM 232. Pre/corequisite: CHM 232.

CHM 235. Organic Chemistry Recitation (0) A course designed to aid the student in problem solving. This course must be taken in conjunction with CHM 231 and may be taken in conjunction with CHM 232.

UPPER-DIVISION COURSES

CHM 302. Instrumental Analysis (3) The operating principles and capabilities of various instrumental methods for chemical analysis are studied. These instruments underlie much of the progress made in modern chemistry and biology over the last forty years. Topics covered include: ultraviolet/visible spectroscopy, luminescence spectroscopy, atomic absorption spectroscopy, mass spectroscopy and gas and liquid chromatography. Prerequisite: CHM 351 or equivalent. Pre/corequisite: CHM 304.

CHM 304. Instrumental Analysis Laboratory (2) (W) Hands-on experience with instrumentation with additional laboratory exercises to complement and reinforce the concepts covered in CHM 302. Pre/corequisite: CHM 302.

CHM 351. Analytical Chemistry (3) Topics covered include: error analysis, various types of volumetric analyses and an introduction to spectroscopy. Prerequisite: CHM 112 or equivalent. Pre/corequisite: CHM 353.

CHM 353. Analytical Chemistry Laboratory (1) Laboratory exercises to complement and reinforce the concepts covered in CHM 351, including on-site analysis. Pre/corequisite: CHM 351.

CHM 381. Environmental Chemistry (3) A student of air, water and soil chemistry, including the sources, reactions, transport, effects and fates of chemical species in these environments. Prerequisites: CHM 112 and 114.

CHM 392. Junior Seminar (1) Spring Semester (Bibliographic instruction course.)

CHM 395-396. Junior Chemistry Research (1-2) An original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. Students in this course will meet periodically in seminar with the faculty. At the end of the semester, students will write

a research report in the form of a journal article and may give an oral presentation to the chemistry seminar. By mutual agreement between the student and the faculty member.

CHM 422. Biophysical Chemistry (3) The physical chemistry of biological systems, including thermodynamics and kinetics. Prerequisite: CHM 461 or equivalent; Corequisite: CHM 424.

CHM 424. Biophysical Chemistry Laboratory (1) (W) Experimental observations of biological macromolecules using biophysical techniques, emphasizing protein stability and activity. Prerequisite: CHM 461 or equivalent; Corequisite: CHM 422.

CHM 441. Physical Chemistry I (3) Mathematical treatment of chemical laws and theories, including thermodynamics, kinetics, kinetic theory and chemistry of solutions and surfaces. Pre/corequisites: PHY 222 or equivalent; MTH 122 or equivalent.

CHM 442. Physical Chemistry II (3) Mathematical treatment of chemical laws and theories, including quantum theory, atomic and molecular structure and spectroscopy. Pre/corequisites: PHY 222 or equivalent; MTH 323 or equivalent.

CHM 443. Physical Chemistry Laboratory I (1) (W) Laboratory exercises to complement and reinforce the concepts covered in CHM 441. Pre/corequisite: CHM 441.

CHM 444. Physical Chemistry Laboratory II (1) (W) Laboratory exercises to complement and reinforce the concepts covered in CHM 442. Pre/corequisite: CHM 442.

CHM 451. Advanced Inorganic Chemistry (3) Selected topics within the great diversity of inorganic chemistry, including theories and concepts that help explain much of the chemistry of the main group and transition elements. Prerequisite: CHM 231. Pre/corequisite: CHM 453.

CHM 453. Advanced Inorganic Chemistry Laboratory (1) (W) Laboratory exercises to complement and reinforce the concepts covered in CHM 451. Pre/ corequisite: CHM 451.

CHM 461. Biochemistry I (3) A survey of thermodynamics in living systems, amino acids and protein structure, along with a study of lipids, carbohydrates, proteins and enzyme chemistry. Prerequisites: CHM 231 (BIO 360 recommended).

CHM 462. Biochemistry II (3) An in-depth look at protein function, metabolic pathways, and gene expression and replication. Prerequisites: CHM 232.

CHM 464. Biochemistry Laboratory (1) Laboratory exercises to complement and reinforce the concepts covered in CHM 461 & 462. Pre/corequisite: CHM 461 or 462.

CHM 466. Drug Discovery (3) Modern techniques in drug discovery, from target identification to clinical trials. Case studies of recalled drugs and new therapeutics. Prerequisite: CHM 461.

CHM 481. Spectrometric Methods of Structure Determination (3) A study of proton and carbon-13 NMR spectra, mass spectra, infrared, and ultraviolet spectra for the determination of the molecular structure and the identification of organic compounds. Prerequisite: CHM 232.

CHM 485. Special Studies in Chemistry (1-3) A course whose content will vary according to the needs and interests of the students.

CHM 487-488. Chemistry Internship (1-3) A program of supervised study and research in an academic or commercial chemical laboratory to give students experience with advanced methods and to prepare students for postgraduate work. Hours and credits will be decided by the student and the instructor.

CHM 492. Senior Seminar (1) (O) Spring Semester. (Bibliographic instruction course.)

CHM 495-496. Senior Chemistry Research (1-3) See course description for CHM 395-396.

BIOCHEMISTRY

Program Director: Allyn J. Schoeffler, PhD

This is an interdisciplinary major offered by the Division of Sciences. Its purpose is to enable students to acquire a strong background in the chemical underpinnings of biology, one of the fastest growing and most important areas of scientific and medical research today. Courses in biology, chemistry, mathematics and physics provide a solid foundation in the basic sciences. Upper-level courses are designed to integrate these disciplines into a meaningful synthesis. Together with the College’s core curriculum, this program provides students with a broad education and a strong, interdisciplinary background in the sciences, and prepares them for numerous careers, including graduate programs in biochemistry and related fields, medical and allied health professional schools, and the biotechnology and pharmaceutical industries.

Requirements

The Biochemistry program offers a major leading to the Bachelor of Science degree in biochemistry. A program of studies is listed below. All courses relevant to the major are listed as Biology or Chemistry courses; there is no special listing of Biochemistry courses. Students must attain a grade of C- or better in all required science and mathematics courses, and must also successfully complete a comprehensive examination provided by the chemistry faculty given in their senior year.

The program electives shown at the bottom of the list must include either CHM 302 & 304 (Instrumental Analysis and lab, recommended for students intending to go to graduate school or an industrial career) or BIO 462 & 464 (General Physiology and lab, recommended for students intending to apply to a health professional school).

The College-wide speech competency requirement is fulfilled through the successful completion of CHM 392 and CHM 492.

Prerequisites for relevant courses are as listed in the Chemistry and Biology program descriptions.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

LOWER DIVISION

Course	Title	Hours
BIO 101 & 103	Principles of Biology and Laboratory	4
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic Chemistry II and Laboratory	4
CHM 235	Organic Chemistry Recitation	0
CHM 351 & 353	Analytical Chemistry and Laboratory	4
MTH 121 - 122 ¹	Calculus I and II	8
PHY 221 & 213	Physics with Calculus I and Lab	4
PHY 222 & 214	Physics with Calculus II and Lab	4

¹These courses also satisfy nine credits of core curriculum requirements.

UPPER DIVISION

Course	Title	Hours
CHM 392	Junior Seminar in Chemistry	1
CHM 422 & 424	Biophysical Chemistry and Laboratory	4
CHM 461	Biochemistry I	3
CHM 462 & 464	Biochemistry II and Laboratory	4
CHM 492	Senior Seminar in Chemistry	1
BIO 301 & 302	Genetics and Laboratory	4
BIO 360 & 362	Cell Biology and Laboratory	4
BIO 450	Molecular Biology	3
BIO/CHM 3xx/4xx Program Electives ¹		7

¹Must include either CHM 302 & 304 or BIO 462 & 464.

Students with concentrations in fields other than chemistry may elect a bio-chemistry minor.

MINOR IN BIOCHEMISTRY**LOWER-DIVISION**

Course	Title	Hours
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic Chemistry II and Laboratory	4
CHM 235	Organic Chemistry Recitation	0

¹These courses also satisfy six hours of College core curriculum requirements.

UPPER-DIVISION

Course	Title	Hours
CHM 461 & 464	Biochemistry I and Laboratory	4
CHM 462 ²	Biochemistry II	3

²May be substituted with CHM 466 Drug Discover; requires approval of Program Director.

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course. Exceptions may be made with the permission of the instructor in consultation with the student's advisor.

PHYSICS

Contact: Mark O. Byrne, PhD

The objective of the physics course offerings is to provide an opportunity for all students to study physics in courses emphasizing physical principles and theories of classical and modern physics.

PHYSICS (PHY)

Presently Spring Hill College does not offer a major in physics, but it does offer elementary and advanced courses in physics. Students desiring to study physics should major in mathematics and use the elective hours in the mathematics program for courses in physics.

The courses in physics make available to students of all departments a coherent, comprehensible, and rigorous account of the current state of one of the most stimulating and satisfying intellectual adventures of today. Clear understanding of physical principles and theories is emphasized. Modern experimental techniques and powers of observation are developed in the laboratory.

LOWER-DIVISION COURSES

PHY 114. Conceptual Physics (3) A description of the fundamental concepts of physics which shape our view of the physical universe. Classroom demonstrations will emphasize the importance of measurement for the testing of scientific hypotheses. Non-science majors only. No prerequisites. Satisfies the laboratory science or general science division requirement for the core.

PHY 115. Introduction to Astronomy (3) A comprehensive survey of astronomy including laboratory exercises. Topics include classical mechanics and gravitation, atoms, light and light emission, stellar properties and evolution, stellar remnants (black holes, neutron stars), galaxies (dynamics, structure) and cosmology. No prerequisites. Satisfies the laboratory science or general science division requirement for the core.

PHY 201. Algebra-Based Physics I (3) The first of a two-semester sequence in physics. The course covers Newtonian mechanics and includes kinematics in one and two dimensions, Newton's laws of motion, work, energy, momentum, rotation of rigid bodies, gravitation and oscillatory motion. Prerequisite: MTH 111 or equivalent. Corequisite: PHY 213.

PHY 202. Algebra-Based Physics II (3) The second of a two-semester sequence in physics. A survey of wave motion, classical electromagnetic theory and optics. Wave motion: mechanical wave, superposition, and standing waves. Electromagnetic theory: Coulomb's law, electric fields, electric potentials, Gauss' law, Ampere's law, Faraday's law and electromagnetic waves. Optics: geometric optics including reflection, refraction, mirrors and lenses; physical optics including interference and diffraction. Prerequisite: PHY 201 (a grade of C- or better in PHY 201). Corequisite: PHY 214.

PHY 213. Physics Laboratory I (1) Selected laboratory experiments paralleling topics covered in PHY 221. Corequisite: PHY 201 or 221.

PHY 214. Physics Laboratory II (1) Selected laboratory experiments paralleling topics covered in PHY 222. Corequisite: PHY 202 or 222.

PHY 221. Physics with Calculus I (3) The first of a two-semester sequence in physics. The course covers Newtonian mechanics and includes kinematics in one and two dimensions, Newton's laws of motion, work, energy, momentum, rotation of rigid bodies, gravitation and oscillatory motion. Prerequisite: MTH 121. Corequisite to PHY 213.

PHY 222. Physics with Calculus II (3) The second of a two-semester sequence in physics. A survey of wave motion, classical electromagnetic theory and optics. Wave motion: mechanical wave, superposition, and standing waves. Electromagnetic theory: Coulomb's law, electric fields, electric potentials, Gauss' law, Ampere's law, Faraday's law and electromagnetic waves. Optics: geometric optics including reflection, refraction, mirrors and lenses; physical optics including interference and diffraction. Prerequisite: PHY 221 (a grade of C- or better in PHY 221). Corequisite: PHY 214.

PHY 301. Thermodynamics and Statistical Mechanics (3) A survey of the laws, methods and concepts of thermodynamics and statistical mechanics: ideal and nonideal gases, heat, work, internal energy, enthalpy, heat engines, entropy, chemical potential, heat capacity, phase diagrams. Prerequisites: PHY 221 and MTH 122.

PHY 331. Independent Study Courses Content will vary according to the needs and interests of the students. These courses may be traditional courses in areas such as electronics, optics, and quantum mechanics. Credit to be arranged. Prerequisites: PHY 222 and MTH 122.

PHY 334. Introductory Biophysics (3) A course emphasizing the application of various principles of physics in constructing and simulating quantitative models of various biological processes: representative topics include quantitative scaling, applications of thermodynamics and statistical mechanics, chemical kinetics, genetic regulatory networks, protein-protein interactions and multi-scale models. Prerequisites: PHY 222, MTH 122. Cross-listed as BIO 334.

PHY 341. Modern Physics (3) An introduction to the special theory of relativity, atomic physics, Schrodinger equation and its applications, and nuclear physics. Prerequisites: PHY 222 and MTH 122. Course is offered upon program demand.

ENGINEERING DUAL DEGREE PROGRAM

Program Director: Mark O. Byrne, PhD

The purpose of the engineering dual degree program is to thoroughly prepare students for successful completion of an engineering degree at an affiliated engineering school. Affiliated engineering schools are those schools with which an agreement has been reached concerning the transfer and application of credits from Spring Hill College coursework applicable toward completing the engineering degree program at the engineering school. Students normally apply for acceptance to an affiliated engineering school during their final semester of coursework at Spring Hill College, which is typically at the beginning of the spring semester of the third year of studies. Currently, Spring Hill has engineering dual-degree agreements with the University of South Alabama, Auburn University, the University of Alabama in Birmingham, the University of Florida, Marquette University, and the Dwight Look College of Engineering at Texas A & M University. When all course requirements are completed at one of these engineering schools and the student has completed all requirements at Spring Hill, Spring Hill College will award a Bachelor of Science degree (in Engineering Dual Degree) simultaneous with the awarding of the Bachelor of Engineering degree from the engineering school. Students who wish to transfer to an engineering school earlier in their studies may of course do so but will not receive a degree from Spring Hill College unless the student receives a minimum of 96 hours of Spring Hill College credit and has completed the required Spring Hill College core and pre-engineering coursework.

While Spring Hill College does not have a school of engineering, it does offer introductory and upper-level courses in all areas fundamental to engineering training. The dual-engineering program emphasizes coursework in physics, chemistry, mathematics, and computer science. These courses form the basic curriculum of the early years of any engineering program and are offered regularly by various departments. A list of the required pre-engineering courses students must complete to be eligible for the dual degree is given below in the table.

A grade of C- or better is required in all mathematics, chemistry, physics, and computer science courses for the awarding of a dual degree. Dual degree students are also required to complete the core curriculum at Spring Hill College, with the exception that the foreign language requirement of the core is waived and four writing-enriched courses (designated W) are required instead of five; students in the program

are exempt from the writing across the curriculum requirement, which states that at least one W course must be in the major. The program is sufficiently flexible to accommodate students should they decide to stay at Spring Hill College and major in mathematics, a scientific discipline, or a completely non-scientific field. During the entire program, academic advisors will assist students in finding and preparing for the particular fields for which they are best qualified. Particular programs of study may be tailored to fit individual needs.

BACHELOR OF SCIENCE DUAL DEGREE IN ENGINEERING

LOWER-DIVISION

Course	Title	Hours
CHM 111-112	General Chemistry I-II	6
CHM 113-114	General Chemistry I-II Laboratory	2
MTH 121-122	Calculus I-II	8
PHY 213-214	Physics Laboratory I-II	2
PHY 221-222	Physics with Calculus I-II	6
CIS 221	Introduction to Object-Oriented Programming	3
	Electives	4

UPPER-DIVISION

Course	Title	Hours
MTH 323	Calculus III	4
MTH 461	Differential Equations	3
MTH 3xx-4xx	Mathematics Elective	3
	Program Electives ¹	12

¹Program electives chosen from biology, chemistry, physics, mathematics or computer science courses.

PEN 101. Pre-Engineering Seminar (0) An introduction to engineering and its sub-disciplines designed for Freshman pre-engineering majors.

MATHEMATICS (MTH)

Department Chair/Program Director: Jonathan Dunbar, PhD

The goal of the Mathematics Department is to provide Spring Hill students with mathematical ideas and abilities which will help their careers, broaden their minds and enable them to meet the challenges of a lifetime where the understanding of mathematical concepts is necessary for success.

The Mathematics Department offers a program leading to the degree of Bachelor of Science in Mathematics with concentrations possible in the following areas: actuarial mathematics, applied mathematics, pure mathematics and computer analysis.

For those interested in a career in teaching mathematics at the high school level (grades seven-12), the Division of Teacher Education offers a program leading to certification in secondary education combined with a major in mathematics.

A minor program in mathematics is also available.

Requirements

The requirements in all concentrations include MTH 121 Calculus I, MTH 122 Calculus II, MTH 301 Introduction to Abstract Mathematics, MTH 321 Linear Algebra, MTH 323 Calculus III, MTH 361 Differential Equations, CIS 221 Introduction to Ob-

ject-Oriented Programming, and two semesters of laboratory science. Other specific lower-division course requirements and upper-division mathematics course and program elective requirements distinguish the individual concentrations in mathematics. All courses in the concentration requirements must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisite. All candidates for graduation are required to (a) pass a comprehensive undergraduate mathematics examination and (b) successfully complete a senior seminar (MTH 491) in which a comprehensive expository paper on some selected mathematical topic is required.

All students must show competency in oral communication. A student may document such competency by satisfying the speech component in MTH 491, the required seminar for mathematics majors.

The minor in mathematics consists of MTH 121 Calculus I, MTH 122 Calculus II, MTH 301 Introduction to Abstract Mathematics, MTH 323 Calculus III, and nine additional hours of upper-division MTH courses.

BACHELOR OF SCIENCE IN MATHEMATICS CONCENTRATION IN ACTUARIAL MATHEMATICS

LOWER-DIVISION

Course	Title	Hours
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Introduction to Object-Oriented Programming	3
	Laboratory Science I	4
	Laboratory Science II	4
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3

UPPER-DIVISION

Course	Title	Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	4
MTH 361	Differential Equations	3
MTH 365	Probability & Statistics	3
<i>Choose two from the following three:</i>		6
MTH 451	Basic Real Analysis (3)	
MTH 464	Complex Variables (3)	
MTH 482	Algebraic Theory (3)	
MTH 3xx-4xx	Mathematics Elective	3
MTH 491	Seminar	1
	Program Electives ¹	6

¹To be chosen from upper-division courses in the Division of Business.

**BACHELOR OF SCIENCE IN MATHEMATICS
CONCENTRATION IN APPLIED MATHEMATICS**

LOWER-DIVISION

Course	Title	Hours
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Introduction to Object-Oriented Programming	3
PHY 221	Physics with Calculus I	3
PHY 213	Physics Laboratory I	1
PHY 222	Physics with Calculus II	3
PHY 214	Physics Laboratory II	1

UPPER-DIVISION

Course	Title	Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	4
MTH 361	Differential Equations	3
MTH 470	Mathematical Modeling	3
<i>Choose two from the following three:</i>		6
MTH 451	Basic Real Analysis (3)	
MTH 464	Complex Variables (3)	
MTH 482	Algebraic Theory (3)	
MTH 3xx-4xx	Mathematics Elective	3
MTH 491	Seminar	1
	Program Electives ²	6

²To be chosen from upper-division courses in the Division of Science and Mathematics.

**BACHELOR OF SCIENCE IN MATHEMATICS
CONCENTRATION IN PURE MATHEMATICS**

LOWER-DIVISION

Course	Title	Hours
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Introduction to Object-Oriented Programming	3
	Laboratory Science I	4
	Laboratory Science II	4

UPPER-DIVISION

Course	Title	Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	4
MTH 361	Differential Equations	3
<i>Choose two from the following three:</i>		6
MTH 451	Basic Real Analysis (3)	
MTH 464	Complex Variables (3)	
MTH 482	Algebraic Theory (3)	
MTH 3xx-4xx	Mathematics Electives	6
MTH 491	Seminar	1
	Program Electives ³	6

³To be chosen from upper-division courses that strengthen the major and/or support the student's career objectives.

BACHELOR OF SCIENCE IN MATHEMATICS CONCENTRATION IN COMPUTER ANALYSIS

LOWER-DIVISION

Course	Title	Hours
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Introduction to Object-Oriented Programming	3
	Laboratory Science I	4
	Laboratory Science II	4

UPPER-DIVISION

Course	Title	Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 311	Numerical Methods	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	4
MTH 361	Differential Equations	3
<i>Choose two from the following three:</i>		6
MTH 451	Basic Real Analysis (3)	
MTH 464	Complex Variables (3)	
MTH 482	Algebraic Theory (3)	
MTH 3xx-4xx	Mathematics Elective	3
MTH 491	Seminar	1
CIS 322	Advanced Object-Oriented Programming	3
	Program Electives ⁴	6

⁴To be chosen from upper-division courses in CIS.

MINOR IN MATHEMATICS

LOWER-DIVISION

Course	Title	Hours
MTH 121	Calculus I	4
MTH 122	Calculus II	4

UPPER-DIVISION

Course	Title	Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 323	Calculus III	4
MTH 3xx - 4xx	Mathematics Electives	9

LOWER-DIVISION COURSES

MTH 010. Intermediate Algebra (3) A course covering properties of real numbers, exponents and radicals, algebra of polynomial and rational expressions, solutions of equations and inequalities and applications. This course does not satisfy any core requirement in mathematics. A C- or above is required to pass this course; otherwise, an NC (no credit) is assigned. Subsequent retakes will result in the student receiving a letter grade of (A-F). Co-requisite: MTH 020

MTH 020. Intermediate Algebra Recitation (0) A course designed to bridge the gap between high school and college courses. Emphasis is on problem solving and study skills for Intermediate Algebra. Co-requisite: MTH 010

MTH 103. Contemporary Mathematics (3) Techniques from mathematics that are directly applicable to many realistic problems. Topics include graph theory, scheduling, probability, statistics, election processes and game theory.

MTH 104. Social Justice Mathematics (3) (J) Utilizing mathematics as a tool to identify and study many realistic problems, all of which pertain to social justice. Potential topics include quantitative literacy, democracy and fairness, allocation of wealth, statistics and the history of mathematics.

MTH 111. Precalculus with Trigonometry (3) Analytic geometry; the concept of function with analysis of polynomial, rational, exponential, logarithmic, and trigonometric functions, their properties, graphs, and use in applied problems. This course is intended for students planning to take MTH 121 or MTH 140. Prerequisite: MTH 010, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency. A grade of C- or above is required to pass the course; otherwise, a NC (no credit) is assigned. Subsequent retakes will result in the student receiving a letter grade of (A-F).

MTH 112. Trigonometry (3) Elements of plane and spherical trigonometry with applications. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 121. Calculus I (4) Analytic geometry, functions, limits, continuity, the derivative and its applications, the integral and its applications. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 122. Calculus II (4) Applications of the integral, transcendental functions, techniques of integration, indeterminate limit forms, improper integrals and infinite series. Prerequisite: MTH 121.

MTH 140. Calculus with Business Applications (3) A survey of differential and integral calculus with emphasis on applications to business problems. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 163. Basic Statistics for the Sciences (3) Organization and analysis of data; basic probability techniques and distributions; experimental design; hypothesis testing and statistical inference; linear regression, applications to engineering and the natural sciences. Prerequisite: MTH 010, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 190. Mathematics for Elementary Teachers (3) Sets, number systems, basic number theory, and geometry. This course does not satisfy any core requirements in mathematics and is only open to Early Childhood and Elementary Education majors.

MTH 192. Mathematics for Elementary Teachers II (3) Modeling arithmetic and algebraic operations, geometry fundamentals, and coordinate geometry. This course does not fulfill the mathematics core requirement and is only open to Early Childhood and Elementary Education majors.

UPPER-DIVISION COURSES

MTH 301. Introduction to Abstract Mathematics (3) (W) Sets, relations, functions, cardinality and techniques of proof in mathematics. Prerequisites: MTH 122 and PHL 101.

MTH 303. Mathematical Logic (3) Basic ideas of logical structure, sentential theory of inference, introduction to first order predicate logic with assigned readings for independent study. Prerequisite: PHL 101.

MTH 311. Numerical Methods (3) Study of algorithms for solving mathematical problems (such as roots of equations, differentiation, integration, initial and boundary value problems, solutions for systems of equations) by computation and error analysis of the computations. Prerequisites: MTH 122 and CIS 221.

MTH 315. Applied Mathematics I (3) Solutions of non-linear ordinary differential equations, partial differential equations and applied problems that give rise to such equations. Prerequisite: MTH 323.

MTH 316. Applied Mathematics II (3) Linear vector spaces, function spaces, orthogonal polynomials, Fourier analysis and applications of group theory to problems in physics. Prerequisite: MTH 315.

MTH 321. Linear Algebra (3) Matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 122.

MTH 323. Calculus III (4) Vectors and analytic geometry in space, differential and integral calculus of functions of two or more variables, applications. Prerequisite: MTH 122.

MTH 331. Foundations of Geometry (3) Incidence and order properties, Hilbert's axioms, congruence of triangles, inequalities in triangles, absolute and nonEuclidean geometry, the parallel postulates and projective geometry. Prerequisite: MTH 122.

MTH 361. Differential Equations (3) Methods of solution and applications of standard types of ordinary differential equations and systems of ordinary differential equations including series and numerical solutions. Prerequisite: MTH 122.

MTH 365. Probability and Statistics (3) Axioms and basic properties, sampling, combinatorics, random variables, probability and density functions, moments, standard distributions, central limit theorem, hypothesis testing, confidence intervals and linear regression. Prerequisite: MTH 122.

MTH 399. Topics in Mathematics (1-3) A course designed to address the topics of special interest to the mathematics faculty. May be repeated for credit as topics vary. Prerequisite: MTH 122.

MTH 451. Basic Real Analysis (3) (W) The real number system, topology of the line, limits, continuity, differentiation, theory of integration, sequences and series of functions. Prerequisites: MTH 301 and MTH 323.

MTH 462. Vector Calculus (3) Curvilinear coordinates, differentiation and integration of vector functions, divergence theorem, curl, Stoke's theorem, conservative fields, orthogonal transformations. Prerequisite: MTH 323.

MTH 464. Complex Variables (3) Arithmetic and geometry of complex numbers, complex functions, analytic and harmonic functions, elementary functions, complex integration, series representations, residue theory and conformal mapping. Prerequisites: MTH 301 and MTH 323.

MTH 465. Problem Solving in Actuarial Science (1-3) Preparation for either Exam P or Exam FM of the Society of Actuaries. May be repeated for credits as topics vary. Prerequisite: MTH 122.

MTH 468. Operations Research (3) Mathematical methods of optimization, linear programming, dynamic programming, network analysis, probabilistic models in decision making, queuing theory and Markov processes. Prerequisite: MTH 365.

MTH 470. Mathematical Modeling (3) (W) Deterministic and probabilistic mathematical methods applied to various disciplines featuring diverse applications which are not usually treated in other upper-division mathematics courses. Prerequisites: One 300 or 400 level MTH course.

MTH 481. Introduction to Topology (3) Topological spaces, connectedness, compactness, continuous-function separation axioms, product space and additional topics to be selected by instructor. Prerequisite: MTH 451.

MTH 482. Abstract Algebra (3) (W) Groups, subgroups, factor groups, homomorphism theorems, rings, ideals, factorization theory, fields, modules and vector spaces. Prerequisite: MTH 301.

MTH 483. Number Theory (3) Selected topics from number theory such as divisibility, congruences, Diophantine equations, prime number theorem, quadratic reciprocity. Prerequisite: MTH 301.

MTH 491. Seminar (1) (O) Capstone experience for mathematics majors, covering topics of interest not covered in other courses, varying from year to year. Prerequisites: MTH 451, MTH 464 or MTH 482.

MTH 499. Advanced Topics in Mathematics (1-3) A course designed to address the topics of special interest to the mathematics faculty. May be repeated for credit as topics vary. Prerequisite: MTH 301.

Division of Social Sciences

Division Chair: Lisa D. Hager, PhD

The Division of Social Sciences consists of the departments of history, international studies, political science and law, psychology and sociology. Students will come to know the issues relevant today as they are investigated in all of the social sciences. Bachelor degrees are granted in history, international studies, political science and law, psychology and sociology.

The first year of the social sciences program offers an introduction to the traditional social sciences. This provides a broad perspective on human behavior for the student and also allows the student to make a reasoned choice of the area within the social sciences for a specialization.

Intensive work in the student's chosen department is reserved for the last two years in college. The curriculum is broad enough to prepare students for graduate school and also to interest those who wish to complete their education with the bachelor's degree.

HISTORY (HIS)

Department Chair/Program Director: Thomas J. Ward, PhD

The objectives of the History Department are twofold: introducing to all students the essential background for an educated understanding of the peoples and forces affecting the development of Western societies and enlarging upon the introductory courses with a more intensive analysis of social, political, economic and ideological developments as studied in more concise periods and topical arrangements. The first objective is met through the survey courses that are a part of the College's core curriculum; the second objective is met through the upper-division course offerings.

The department seeks to develop the student's historical knowledge, writing abilities and analytical skills as a contribution to intellectual development, and to provide a sound program not only for students who major or minor in history, but also to serve students through courses that complement the liberal arts and college curricula and that contribute to a wide variety of career and educational objectives including graduate and professional programs in history, government and law.

Requirements

To be admitted to the history program, students must complete the core courses for history: HIS 110 and HIS 213/HIS 214 or HIS 120 and HIS 211/HIS 212. Additionally, students desiring admission to the program may be required to take a brief writing exam administered by the history faculty at the end of the student's sophomore year (or, upon the completion of their first semester as a junior, if a transfer student)

All history majors and secondary education majors specializing in history or social studies must complete HIS 499-Seminar, with a minimum grade of C- in order to graduate with a degree in history. To be eligible to enroll in HIS 499, a student must have: (1) completed all history core requirements; (2) completed at least three 300 or 400 level history courses with at least a minimum grade of C- in each course; (3) completed HIS 203 Historical Methods with at least a minimum grade of C-; and (4) completed HIS 495 the semester before Seminar with at least a minimum grade of C-.

In order to receive AP credit for history courses, a minimum score of 4 is required. After matriculation, students cannot receive CLEP credit.

BACHELOR OF ARTS IN HISTORY**LOWER-DIVISION**

Course	Title	Hours
HIS 110/290 or HIS 120	Introduction to Global Historical Studies	3
HIS 203	Introduction to American Historical Studies (3)	
HIS 211 or HIS 212	Historical Methods	3
HIS 213 or HIS 214	Western Civilization to 1648	3
	Western Civilization Since 1648 (3)	
	United States to 1876	3
	United States Since 1876 (3)	

UPPER-DIVISION¹

Course	Title	Hours
HIS 2xx - 4xx1	History Electives ¹	21
HIS 499	Seminar	3
	Program Electives	6

¹At least 15 hours of the electives must be 300- or 400-level courses, and all students must complete at least two 300-400 level courses in American History and two 300-400 level courses in European History.

MINOR IN HISTORY**LOWER-DIVISION**

Course	Title	Hours
HIS 110/290 or HIS 120	Introduction to Global Historical Studies	3
HIS 203	Introduction to American Historical Studies (3)	
HIS 211 or HIS 212	Historical Methods	3
HIS 213 or HIS 214	Western Civilization to 1648	3
	Western Civilization Since 1648 (3)	
	United States to 1876	3
	United States Since 1876 (3)	

UPPER-DIVISION

Course	Title	Hours
HIS 3xx - 4xx	History Electives ²	9

²Electives must include at least one American and one European history course.

LOWER-DIVISION COURSES

HIS 110. Introduction to Global Historical Studies (3) (O) An introductory course on historical skills, including: critical reading, writing and thinking, thesis statements, geographical awareness, oral communication and distinguishing between primary and secondary sources. Each course will have a subtitle which would indicate the subject content of the course. This course fulfills one-half of a student's oral communication overlay requirement.

HIS 120. Introduction to American Historical Studies (3) (O) An introductory course on historical skills, including critical reading, writing and thinking, thesis statements, geographical awareness, oral communication and distinguishing between primary and secondary sources. Each course will have a subtitle which would indicate the subject content of the course, which will focus on an American history topic. This course fulfills one-half of a student's oral communication overlay requirement.

HIS 203. Historical Methods (3) (W) A survey of the basics of historical research through a study of a topic determined by the instructor. Students will complete a research paper as the capstone project for this course.

HIS 211. Western Civilization to 1648 (3) A survey of Western civilization from the Classical Period to the mid-1600s. Emphasis is given to Classical Greece, the Hellenistic Age, Roman History, the Middle Ages, the Renaissance, the Reformation and the rise of the nation states. Political, social and economic relationships are integrated and analyzed.

HIS 212. Western Civilization Since 1648 (3) A survey of Western civilization from the Scientific Revolution to the present. Emphasis is given to the Scientific Revolution; the Enlightenment; the French Revolution; industrialization; political, social, and intellectual changes in the nineteenth century; the Russian Revolution; the World Wars; the Cold War and the collapse of Communism. Political, social and economic relationships are integrated and analyzed.

HIS 213. America to 1876 (3) An inquiry into the development of American society through the Civil War and Reconstruction. Required of all majors and minors in History. (Bibliographic instruction course)

HIS 214. The United States Since 1876 (3) An inquiry into America's development since 1876 including the Gilded Age, Progressivism, the Great Depression, both world wars, Vietnam and the many diverse social and political developments from the 1950s into the 1990s.

HIS 220. Introduction to Colonial Latin America (3) (D) Introduction survey of the history of Latin America from pre-Columbian Indian cultures to the beginning of the wars for independence (c. 1810), covering cultural, political, social and economic developments. Major themes include conquest, colonialism, indigenous culture, African slavery, religion, race and ethnicity and gender ideologies.

HIS 221. Introduction to Modern Latin America (3) (D) Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) to the present. Major themes include independence and sovereignty, postcolonialism and neocolonialism, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization and inter-American relations.

HIS 290. Honors History (3) An advanced study of global history in which students analyze historical writings and primary sources. This course is writing intensive and stresses participation. This course fulfills the college core requirement for HIS 110 Introduction to Global Historical Studies. Prerequisite: Honors Program.

HIS 297. Special Topics in History (3) A lower-division course on a special topic in history as selected by the instructor. No prerequisites.

UPPER-DIVISION COURSES

HIS 312. Medieval Civilization (3) A study of the European Middle Ages from about 300-1400. Special attention will be given to the problems faced by feudal society as well as the creative achievements in the areas of economics, politics and culture. Prerequisite: Six hours of history.

HIS 314. The Renaissance and the Reformation (3) A study of the economic and intellectual expansions of Europe and the religious transformation of the sixteenth and early seventeenth centuries. Prerequisite: Six hours of history.

HIS 317. The Age of Absolutism and the Enlightenment (3) A study of absolutism of the European monarchs and the influence of the Enlightenment on the intellectual

life of Europe. Political, economic, social and cultural developments are analyzed with a view to marking the major transformations of the period and the effects on later Western culture. Prerequisite: Six hours of history.

HIS 318. French Revolution and Napoleon (3) An examination of the background, causes, course and significance of the French Revolution. The impact of the Napoleonic period on Europe constitutes an important portion of the course. Prerequisite: Six hours of history.

HIS 319. Europe: 1815-1900 (3) A study of the major political, economic, social and intellectual changes in nineteenth century Europe focusing on nationalism, political participation, industrialization, socialism, Marxism, Darwinism, imperialism and the growth of the middle class. The effects of the Irish famine and Italian and German unification are analyzed. Prerequisite: Six hours of history.

HIS 320. Europe in the Era of the World Wars (3) A study of World War I, the Russian Revolution, the interwar period and World War II. Attention will be given to the rise of dictators. Prerequisite: Six hours of history.

HIS 322. Europe Since 1945 (3) Emphasis is on the postwar period, the Cold War, politics, the process of decolonization, the European Union, the changes in Eastern Europe and contemporary developments. Prerequisite: Six hours of history.

HIS 323. Women in European History (3) (D) A study of the roles and lives of European women and their circumstances, activities and achievements from the late 1700s to the present. Attention will be given to the concept of "separate spheres;" increasing public involvement; educational, vocational and professional advancement; the suffrage movement; the role of women in the Russian Revolution and Stalin's Russia; the situation of women in Nazi Germany; the involvement of women in the world wars; the postwar period; and the current situation of women. Prerequisite: Six hours of history.

HIS 324. Women in American History (3) (D) A study of the experiences of American women from the colonial era to the present, focusing on the major historical issues and historiographical debates surrounding American women's history. Topics will include: the legal status of women; class, ethnic, racial and regional differences amongst American women; women's education; the suffrage movement; the female economy and feminism. Prerequisite: Six hours of history.

HIS 325. Women's History (3) (D) A study of the cultural, social, legal and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities and government policies regarding women. Specific topics include women in American history, women in European history and women in the nineteenth and twentieth centuries. Prerequisite: Six hours of history.

HIS 326. African-American History (3) (D) A study of the major issues in African-American history, with a focus on the study of primary documents. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow. Prerequisite: Six hours of history.

HIS 327. History of Film and TV (3) (W) A historical overview of the two primary visual and aural media of the past century. This course will examine the major historical and aesthetic trends of both, pointing out their differences, similarities and tenuous interactions throughout the 20th century and into the 21st. Both national and international genres and movements will be covered, with a primary emphasis on American film history and its relationship to our changing culture. Cross-listed as CMM 327. Lab Fee: Curriculum.

HIS 330. World Cultures (3) (D) A historical study of the principal cultures of the world from prehistory to the modern period. Prerequisite: Six hours of history.

HIS 331. Asian History (3) (D) An introduction to the history of Asia with emphasis on India, China and Japan. Although the events of Asian history from the earliest centuries are examined, the course focuses primarily on the significant developments from the nineteenth century to the present. Prerequisite: Six hours of history.

HIS 332. Modern Mexico (3) (D) A study of modern Mexico from its struggle for independence from Spain (c. 1810) to the beginning of the twenty-first century. The course examines the war of independence, civil wars and foreign invasion in the nineteenth century and revolution in the twentieth century. Major themes include liberalism, race and ethnicity, gender relations, nationalism and the Cold War. Prerequisite: Six hours of history.

HIS 333. Native Histories of the Americas (3) (D) A study of the historical experiences of the indigenous peoples in Mesoamerica and North America from the nineteenth century to the present. The course examines how native populations navigated processes of state-formation and modernization through a combination of consent, engagement and outright resistance. Prerequisite: Six hours of history.

HIS 341. Colonial America (3) A study of the colonial period that will focus on the British North American colonies and include the Age of Discovery; a comparison of the northern, southern and middle colonies; the interaction between whites, blacks and Native Americans; and leading political, economic, ideological and social developments through the French and Indian war. Prerequisite: Six hours of history.

HIS 342. The American Revolution, 1763-1788 (3) An examination of the origins of the American Revolution, the Articles of Confederation government and the framing of the Constitution. Prerequisite: Six hours of history.

HIS 343. The Age of Jefferson and Jackson, 1789-1848 (3) A study of the nation's founding, democratization, expansion, religious and reform movements, the War of 1812 and the Mexican-American War. Prerequisite: Six hours of history.

HIS 344. The Civil War and Reconstruction (3) A study of the origins of the Civil War, the status of both the North and the South during the war and the efforts to restore the Union. Prerequisite: Six hours of history.

HIS 350. The Making of Modern America (3) This course will explore the emergence of the United States into a world power following the end of Reconstruction to the outset of the First World War. The development of American industrial might, the rise of cities, immigration and the establishment of the American empire in the Pacific and the Caribbean will be examined. Special attention will be paid to the Populist and Progressive movements and the impact that each had on the modern United States. Prerequisite: Six hours of history.

HIS 351. US: World Wars and Great Depression (3) This course will examine World War I, the 1920s, the Great Depression and World War II. Prerequisite: Six hours of history.

HIS 352. The United States Since 1945 (3) A study of the Cold War, the civil rights movement, Vietnam, the Watergate crisis and other major economic, political and social developments. Prerequisite: Six hours of history.

HIS 355. The Vietnam Wars, 1945-1975 (3) (W) An examination of the conflicts in Southeast Asia during the 20th century, the course will focus on the American involvement in Vietnam and the war's legacy in the modern United States. Prerequisite: History core or permission of the instructor.

HIS 360. The South (3) A survey of the American South from the antebellum period

through the development of the New South. Special attention will be paid to the position of Alabama in the region. Prerequisite: Six hours of history.

HIS 361. The American West (3) Course focuses on the nineteenth century American West. Attention is given to the vast geography of the West; the pioneering trails to Oregon and California; and the interaction among Native Americans, settlers, the army and bureaucrats. Prerequisite: Six hours of history.

HIS 362. American Presidents (3) A study of American presidents from George Washington to the present that primarily uses biographies and biographical material in analyzing how the presidency has changed as an institution. Prerequisite: Six hours of history.

HIS 364. American Environmental History (3) This course examines both the ways that the environment helped shape American history as well as mankind's impact on the American environment. Issues such as the environmental movement in the US, including major environmental debates, will also be addressed.

HIS 365. American Immigration Studies (3) (I) A study of the historical roots of contemporary US immigration issues. Prerequisite: Six hours of history.

HIS 495. Seminar Topic (3) Prerequisite course for HIS 499 Seminar. HIS 495 will be cross-listed with an upper-division history course each fall. Its topic will vary depending on the instructor.

HIS 496. Readings in History (3) A directed reading program. Prerequisites: Six hours of history and permission of professor.

HIS 497. Topics in History (3) An advanced history course covering a special topic. Prerequisite: Six hours of history.

HIS 498. Historical Internship (3-6) A course designed to give students an introduction to the work of the historian in various fields. Placement may include archives, museums and historical sites. Prerequisites: Junior or senior standing and permission of professor.

HIS 499. Seminar (3) (W/O) The student will engage in extensive historical analysis and interpretation and will learn the fundamentals of historical research. A major research paper is required. This course will be taught at the senior level and the topic of the seminar will change annually, depending on the interests of the professor directing it. Required of all majors in history and strongly recommended to all history minors. This course fulfills one-half of a student's oral communication overlay requirement. Prerequisite: HIS 495 and permission of professor required.

INTERNATIONAL STUDIES

Program Director: TBA

The degree program in International Studies is designed to provide the tools needed for an educated person to understand the complexities of the global and interdependent world in which we live today. Because of the overlapping nature of politics and economics at the global level, the core of the program revolves around courses in political science, economics and political economy.

On a more practical level, this degree program will help prepare students for six broad areas of international employment:

1. Non-governmental and non-profit organizations with international political, economic and social programs, such as human rights and economic development organizations.
2. International banking, trade, business and finance.

3. Political risk analysis.
4. Those branches of the United States government concerned with foreign policy, such as the State Department, Defense Department, Central Intelligence Agency, Defense Intelligence Agency, USAID, etc.
5. International organizations such as the United Nations and its affiliated agencies, the IMF and the World Bank.
6. Teaching and research.

Program Content

The degree program in international studies is an interdisciplinary major designed to prepare students for the emerging reality of a “global community” in which the collective destiny of humanity is ever more tightly bound. The core courses provide students with a general understanding of the history, structure and challenges of the modern international system. The program also develops analytical techniques, critical thinking skills and an appreciation of the complexities of the world’s political, economic and cultural systems.

In addition, because of the importance of foreign languages in international affairs, all students are required to attain advanced-level competence in a modern foreign language. Majors in international studies are also strongly encouraged to include a study abroad experience in their program, either through Spring Hill College’s Italy Center or an external organization.

Majors in international studies are prepared for a wide variety of pursuits, including, but not limited to, further study at the graduate level as well as work in state or national government, banking, international business and trade and domestic and international non-profit organizations.

The minor in international studies consists of POL 151 and POL 161, plus five upper-division courses from concentrations and electives in the major’s offerings.

BACHELOR OF SCIENCE IN INTERNATIONAL STUDIES

REQUIRED LOWER-DIVISION CORE COURSES

Course	Title	Hours
ECO 101	Principles of Macroeconomics	3
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3

REQUIRED UPPER-DIVISION CORE COURSES

Course	Title	Hours
POL 323	American Foreign Policy	3
POL 378	Politics of Developing Countries	3
POL 379	International Political Economy	3
POL 384	Methods of Social Research	3
POL 493	Seminar in International Studies	3
LAN 3XX or 4XX	Advanced Modern Foreign Language ¹	6

¹The language requirement may be completed on campus or through a study abroad program.

Concentrations

Choose two courses from one concentration and two courses from a second concentration. One of the chosen concentrations must be 'Area Studies.'

AREA STUDIES

Course	Title	Hours
ENG 426	European Fiction	3
GEO 301	World Regional Geography	3
HIS 221	Modern Latin America	3
HIS 322	Europe Since 1945	3
HIS 330	World Cultures	3
HIS 331	Asian History	3
LAN 302	The French Heritage II	3
LAN 304	The Spanish Heritage II	3
LAN 305	The Latin Heritage II	3
POL 364	African Politics	3
POL 365	Latin American Politics	3
POL 366	Russia and Eastern Europe	3
POL 367	Middle Eastern Politics	3
POL 369	China and East Asia	3

INTERNATIONAL ECONOMICS AND DEVELOPMENT

Course	Title	Hours
BUS 320	International Business	3
ECO 434	International Trade and Finance	3
FIN 321	Money and Capital Markets	3

PEACE AND CONFLICT STUDIES

Course	Title	Hours
POL 375	Terrorism, Revolution and War	3
POL 376	Comparative Foreign Policy	3
POL 388	Political Violence and Film	3
THL 345	Religion and Culture	3
THL 352	Peace and Justice Issues	3
THL 354	Religion and International Politics	3

ELECTIVES

Choose one course, or an additional course from any of the above concentrations.

Course	Title	Hours
CMM 376	Intercultural Communication	3
POL 377	Global Health Governance	3
POL 383	Catholic Social Thought	3
POL 385	Marxism & 20th Century Political Thought	3
POL 447	Problems in International Politics	3
POL 495	Study Abroad in Political Science ¹	3
SOC 256	Cultural Anthropology	3

¹More than three credit hours may be earned in study abroad with the prior permission of the Director of International Studies.

MINOR IN INTERNATIONAL STUDIES

Course	Title	Hours
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3
Choose five from upper-division courses listed for majors		15

MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American Studies is an interdisciplinary course of study that provides a comprehensive understanding of Latin America through the fields of language, literature, history, economics, political science and sociology. The minor complements the College's existing majors through the expansion and development of knowledge and expertise of the region. Though not required, students are strongly encouraged to participate in a study abroad program in Latin America.

REQUIRED:

Course	Title	Hours
SPA 201-202	Intermediate Spanish I-II	6
HIS 220 or HIS 221	Introduction to Colonial Latin America or Introduction to Modern Latin America (3)	3

ELECTIVES:

Course	Title	Hours
<i>Choose four (4) of the following:</i>		12
ENG 246 or	Introduction to Hispanic-American Literature (3) or	
SPA 312 or	Survey of Spanish-American Literature I (3) or	
SPA 313 or	Survey of Spanish-American Literature II (3) or	
SPA 320 or	Latin American Poetry: Modernism to 21st Century (3) or	
SPA 381 or	Selected Studies (3) or	
HIS 220 or	Introduction to Colonial Latin America (3) or	
HIS 221 or	Introduction to Modern Latin America (3) or	
HIS 332 or	Modern Mexico (3) or	
HIS 333 or	Native Histories of the Americas (3) or	
POL 151 or	Introduction to Comparative Politics (3) or	
POL 161 or	Introduction to International Relations (3) or	
SOC 256 or	Cultural Anthropology (3) or	
POL 365 or	Latin American Politics (3) or	
POL 495 or	Study abroad experience in Latin America (3)	

Required credit hours

21

POLITICAL SCIENCE AND LAW (POL)

Department Chair/Program Director: Thomas J. Hoffman, PhD

The purposes of the Department of Political Science and Law are to: 1) orient students to the world of politics and teach them to think seriously about it; 2) prepare students for graduate and professional programs in political science, international relations, public administration and law, and 3) give students the analytical and critical skills they need for effective citizenship and a successful career.

Requirements

Prior to admission to concentration in political science, students must complete POL 112, 151, 161 and 283 with grades of C- or better. The department also offers a

strong and well-rounded pre-law minor. See the detailed description in this section of the *Bulletin*.

The Seminar in American Government and Politics (POL 491) is the required comprehensive experience in Political Science and will normally be taken in the fall of the senior year. In addition, each Political Science major must take the ETS examination in Political Science during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey. Students with unsatisfactory scores on the ETS examination may be required to repeat foundation classes or to undertake additional study on key topics in political science.

All majors must show competency in oral communication. A student may document such competency by satisfying the speech component in the required course POL 491 Seminar in American Government and Politics.

BACHELOR OF SCIENCE IN POLITICAL SCIENCE

LOWER-DIVISION

Course	Title	Hours
POL 112	Introduction to American Politics	3
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3
POL 283	American Political Thought	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
ECO 101	Principles of Macroeconomics	3

UPPER-DIVISION

Course	Title	Hours
A) American Government and Politics		3
<i>Choose one of the following:</i>		
POL 320	Women and American Politics (3)	
POL 321	Political Parties and Interest Groups (3)	
POL 322	Congress and the President (3)	
POL 323	American Foreign Policy (3)	
POL 324	Public Policy (3)	
POL 325	Public Administration (3)	
POL 340	Constitutional Law (3)	
POL 341	Judicial Process and Procedures (3)	
POL 342	Civil Liberties and Civil Rights (3)	
POL 386	Political Ideologies and Public Opinion (3)	
B) Comparative and International Politics		6
<i>Choose two of the following:</i>		
POL 323	American Foreign Policy (3)	
POL 364	African Politics (3)	
POL 365	Latin American Politics (3)	
POL 366	Russia and Eastern Europe (3)	
POL 367	Middle Eastern Politics (3)	
POL 369	China and East Asia (3)	
POL 375	Terrorism, Revolution and War (3)	

POL 376	Comparative Foreign Policy (3)
POL 377	Global Health Governance (3)
POL 378	Politics of Developing Countries (3)
POL 379	International Political Economy (3)
POL 388	Political Violence and Film (3)
POL 447	Problems in International Politics (3)

C) Political Philosophy 6

Choose two of the following:

POL 381	Western Political Philosophy I (3)
POL 382	Western Political Philosophy II (3)
POL 383	Catholic Social Thought (3)
POL 385	Marxism and 20th Century Political Thought (3)
POL 386	Political Ideologies and Public Opinion (3)
POL 387	Politics and Literature (3)

D) Comprehensive Experience 3

POL 491 Seminar in American Government and Politics (fall of senior year)

E) POL 3xx - 4xx Political Science Electives 6

Program Electives: 6 semester hours

Six hours of upper-division course work that supports the major and is approved by the department.

MINOR IN POLITICAL SCIENCE

LOWER-DIVISION

Course	Title	Hours
<i>9 semester hours selected from:</i>		9
POL 112	Introduction to American Politics (3)	
POL 151	Introduction to Comparative Politics (3)	
POL 161	Introduction to International Relations (3)	
POL 283	American Political Thought (3)	

UPPER-DIVISION

Course	Title	Hours
<i>12 semester hours selected from:</i>		12
POL 320-491	Political Science Electives	

PRE-LAW MINOR

The Department of Political Science and Law offers a pre-law minor for those students who intend to pursue a legal career. The pre-law minor is intended to serve both political science majors and others who may want to minor in pre-law. This minor is designed to enhance the three basic skills needed to succeed in law school: creative and analytical thinking, understanding governmental and societal institutions and the comprehension and use of language.

MINOR IN PRE-LAW

Required:

Course	Title	Hours
CMM 150 or BUS 210	Introduction to Public Speaking or Business Communication (3)	3
POL 112	Introduction to American Politics	3
POL 340 or POL 342	Constitutional Law or Civil Liberties and Civil Rights (3)	3
POL 381/ PHL 351 or POL 382/PHL 352	Western Political Philosophy I or Western Political Philosophy II (3)	3
<i>Three electives chosen from:</i>		9
ACC 201	Principles of Accounting I (3)	
BUS 301	Business Law I (3)	
PHL 316	Justice (3)	
PHL 350	Philosophy of Law (3)	
POL 283	American Political Thought (3)	
POL 341	Judicial Process and Procedures (3)	
SAS 303/POL 393	Pre-Law Internship/Internship in Government and Politics (3)	
SOC 253	Criminology (3)	
SOC 483	Sociology of Law (3)	

These courses, along with core courses required for all majors at Spring Hill, such as logic and English courses, offer a well-rounded educational background to students interested in pursuing professional training in law. Of course, a high grade point average (GPA) and a competitive Law School Admission Test (LSAT) score are crucial factors in determining a student's chances of being admitted to many law schools in the United States. For further information, please contact Tom Hoffman, PhD, of the Political Science department.

LOWER-DIVISION COURSES

POL 112. Introduction to American Politics (3) A comprehensive survey of the basic elements of American political life, national government and the rights and responsibilities of citizenship.

POL 151. Introduction to Comparative Politics (3) (D) An introductory-level survey that compares states, political regimes and patterns of violence across several diverse countries in the world. The empirical emphasis is on contemporary issues and problems.

POL 161. Introduction to International Relations (3) Introduction to principles of international relationships and major contemporary global issues. Topics covered focus on issues that are important for understanding common good of the global com-

munity, including the growth of the state system, human rights, globalization, conflict and war, trade and money, North-South relations and environmental problems.

POL 283. American Political Thought (3) The development of American political ideas, examined in the context of the Western tradition of political theory.

POL 290. Honors Political Science (3) (W) An in-depth examination of a sub-field of political science, such as American political thought, American politics or international politics. The course is writing intensive and uses primary sources, such as the writings of the Founding Fathers or classics of international relations theory. The specific subject area covered may vary depending on the interests of the individual instructor. Prerequisite: Honors standing or permission of instructor.

UPPER-DIVISION COURSES

POL 320. Women and American Politics (3) (D) A study of women in American political life, including the struggle for political rights, trends in political behavior and the impact of women on public policy. Prerequisite: POL 112.

POL 321. Political Parties and Interest Groups (3) An analysis of the development, organization, role and influence of political parties and pressure groups in the United States; summary of recent work on public opinion, attitudes and voting behavior, relation of parties and elections to policy outcomes. Prerequisite: POL 112.

POL 322. Congress and the President (3) A study of the major institutions of American representative democracy, their origins, development and transformation; their current organization, functioning and relationships. Prerequisite: POL 112.

POL 323. American Foreign Policy (3) An overview of the U.S. foreign policy process and its role in multi-lateral institutions. Experiential learning includes participation in a simulation of a foreign policy crisis and the writing of a briefing paper. Prerequisite: POL 112 or POL 161.

POL 324. Public Policy (3) A survey of major public policy issues such as health care, education, crime, immigration, welfare reform and economic problems in the United States. Prerequisite: POL 112.

POL 325. Public Administration (3) A study of the characteristics of public administration, its political context and policy-making role and the problems and techniques of public-sector leadership. Prerequisite: POL 112.

POL 340. Constitutional Law (3) Nature and scope of American constitutional principles developed by the Supreme Court: federalism, separation of powers, taxing and commerce powers and the presidency. Case method. Prerequisite: POL 112 or POL 283.

POL 341. Judicial Process and Procedures (3) An examination of the organization, procedures and judicial decision-making process in the United States federal court system. Prerequisite: POL 112.

POL 342. Civil Liberties and Civil Rights (3) Nature and scope of American civil liberties and civil rights as developed by the Supreme Court: particular attention to freedom of speech and religion, due process and equal protection. Case method. Prerequisite: POL 112 or POL 283.

POL 364. African Politics (3) (D) An introduction to African politics from comparative perspective. The course examines variation within Africa in the strength of states, the levels of economic development and the extent of political violence. Prerequisite: POL 151 or POL 161.

POL 365. Latin American Politics (3) (D) Study of Latin American political systems and the results of the processes of revolution and social change in the Western hemisphere. Also considered are relations among Latin American states and between

them and the United States. Prerequisite: POL 161 or HIS 221.

POL 366. Russia and Eastern Europe (3) An examination of the history and development of the nations of the former communist bloc with emphasis on transitions to free economic and political systems. Prerequisite: POL 151 or POL 161.

POL 367. Middle Eastern Politics (3) (D) Analysis of the politics and social structures of the Arab countries, Israel, Iran, Turkey and Afghanistan. Prerequisite: POL 151 or POL 161.

POL 369. China and East Asia (3) (D) Analysis of the politics and social structures of East Asian countries with a special focus on China. Also considered are the relations among countries in the region and between them and the United States. Prerequisite: POL 151 or POL 161.

POL 375. Terrorism, Revolution and War (3) An analysis of the three major forms of political violence. Study of major interstate conflict, revolutionary movements and terrorist activities of the twentieth and early twenty-first centuries with attention given to the contending theories of conflict, security and peace. Prerequisite: POL 112 or POL 151 or POL 161.

POL 376. Comparative Foreign Policy (3) An overview of major theoretically-informed approaches to foreign policy analysis that are not limited to a single state, decision, unit or point in time. Examines how foreign policy decisions are made with attention to policy input and process rather than policy outcomes. Experiential learning culminates in a simulation of a foreign policy crisis. Prerequisite: POL 161.

POL 377. Global Health Governance (3) (W) A writing-intensive seminar that probes major themes and issues in the study of public health with attention to international cooperation and human rights. Prerequisite: Sophomore standing.

POL 378. Politics of Developing Countries (3) (D) Patterns of development in the modernization of tribal and traditional societies. The impact of the technological West. The demand for change: anti-colonial and anti-imperial movements; the sequential development of leadership elites and political organizations. Problems of nation-building: unity, development of capital and industrialization. Prerequisite: POL 151 or POL 161.

POL 379. International Political Economy (3) (W) An analysis of international relations in combination with political economy. The course explores the development of a world economic system and the complex synergy among political and economic forces in the world. Prerequisite: POL 151 or POL 161.

POL 381-382. Western Political Philosophy I-II (6) (E) The Western tradition of philosophic discourse on politics is explored in its major moments – classical, medieval and modern – through an intensive study of selected classics in the field. Works studied in the first semester include Plato's Republic, Aristotle's Politics and St. Thomas' Treatise on Law. The second semester is devoted to the classics of modern political philosophy, including Machiavelli's Prince, Rousseau's Social Contract and Mills' On Liberty. Same course as PHL 351 and 352. Prerequisite: Sophomore standing.

POL 383. Catholic Social Thought (3) (W/D) Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as THL 350. Prerequisite: THL 101.

POL 384. Methods of Social Research (3) Introduction to techniques of social re-

search; formulation of research problems, methods of data collection, construction of research design. Attention is given to social sciences as a field of study.

POL 385. Marxism and Twentieth Century Political Thought (3) A study of Marx and other major figures who have shaped twentieth century political thought: Freud, Marcuse and writers on Liberation Theology. Prerequisite: Sophomore standing.

POL 386. Political Ideologies and Public Opinion (3) Study of political ideologies, with an emphasis on the major ideologies of the contemporary US, including modern liberalism, conservatism, libertarianism and populism. Historical development of ideologies and their relationship to public opinion and political psychology are also be explored. Prerequisite: Sophomore standing.

POL 387. Politics and Literature (3) (W/D) An examination of political themes and experience through the study of literature, primarily fiction. Prerequisite: Sophomore standing.

POL 388. Political Violence and Film (3) (W) A writing-intensive seminar focusing on the sources and forms of political violence as well as the breakdown of moral, ethical and legal norms underlying it.

POL 393. Internship in Government and Politics (1-3) A practicum in American Government and Politics; placement in an administrative agency, a legislative office, an electoral campaign, etc. Offered as a tutorial every session. Junior or senior standing recommended.

POL 395. Special Topics in Political Science (1-3) Study of an important topic in American, comparative, international or theoretical politics or of a political issue that concerns more than one of the traditional subfields of political science. Prerequisite: POL 112 or POL 151 or POL 161.

POL 447. Problems in International Politics (3) Concentrated study of key problems in international politics, such as supra-national integration, arms and disarmament, North-South politics and the ecopolitical agenda, international law and the role of morality. Prerequisite: POL 151 or POL 161.

POL 491. Seminar in American Government and Politics (3) (W) Study of American politics at an advanced level; the senior seminar in political science. Prerequisite: Senior standing.

POL 493. Seminar in International Studies (3) (W) The study of problems in the international system at an advanced level; the senior seminar in international studies. Prerequisite: senior standing.

POL 495. Study Abroad in Political Science (3-6) Study of political science in a foreign setting. May be completed through a Spring Hill College study abroad program or through an approved university or similar institution. Topics studied may fall under any of the four subfields of political science. Prerequisites: POL 112 or POL 151 or POL 161 and permission of political science chair.

POL 499. Readings in Political Science (1-3) A directed individual or group research course in the areas of domestic, comparative, international or theoretical politics; dependent upon needs of political science students and interests of the staff.

PSYCHOLOGY (PSY)

Department Chair/Program Director: Royce G. Simpson, PhD

The Department of Psychology has three goals: (1) to contribute to the students' liberal education and to help the students learn more about themselves so that they may make effective decisions about their lives; (2) to prepare students for graduate school if they wish to continue their education; and (3) to give practical education and field experience to enable students to find jobs in psychology-related fields immediately after obtaining the baccalaureate degree. A unique feature of the program at Spring Hill is the dual emphasis on personal growth and high standards of academic scholarship.

Requirements

All major courses must be passed with a grade of C- or better. All senior psychology majors are required to complete PSY 468 Historical and Contemporary Issues in Psychology as their comprehensive experience. In addition, each psychology major must take the ETS examination in Psychology during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey.

BACHELOR OF SCIENCE IN PSYCHOLOGY

LOWER-DIVISION

Course	Title	Hours
PSY 101	General Psychology	3
PSY 150	Careers in Psychology	1
PSY 263	Statistics for the Social Sciences	3
PSY 264	Social Statistics Laboratory	1
<i>Choose two of the following:</i>		6
PSY 200 or	Social Psychology (3) or	
PSY 204 or	Developmental Psychology (3) or	
PSY 225	Abnormal Psychology (3)	
<i>Choose two of the following:*</i>		6
ECO 101 or	Principles of Macroeconomics (3) or	
ECO 102 or	Principles of Microeconomics (3) or	
POL 112 or	American Democracy & Citizenship (3) or	
POL 151 or	Comparing Nations and Cultures (3) or	
POL 161 or	International Politics (3) or	
SOC 101 or	Introduction to Sociology (3) or	
SOC 256 or	Cultural Anthropology (3) or	
SSC 295	Issues in Social Justice (3)	
SSC 395	Issues in Social Justice (3)	

*Courses must be from two different disciplines (e.g., students are not allowed to fulfill this requirement by choosing ECO 101 and 102 or SOC 101 and 256).

UPPER-DIVISION

Course	Title	Hours
PSY 350	Research Methods	4
PSY 468	Historical and Contemporary Issues in Psychology	3
<i>Choose two of the following:</i>		6
PSY 420 or	Personality Theories (3) or	
PSY 422 or	Tests & Measures (3) or	
PSY 445	Approaches to Psychotherapy (3)	
<i>Choose one of the following:</i>		3
PSY 364 or	Biological Psychology (3) or	
PSY 375	Cognitive Psychology (3)	
<i>Choose one of the following:</i>		3
PSY 446 or	Field Experience (3) or	
PSY 451 &	Research Experience I (2) and	
PSY 452	Research Experience II (1)	
PSY xxx	Elective (any level)	3
	Program Electives*	6

*Upper-division courses that support the major; must be approved by advisor (may not be PSY courses).

MINOR IN PSYCHOLOGY

Course	Title	Hours
PSY 101	General Psychology	3
PSY xxx	Psychology Electives*	18

*Nine hours of electives must be upper-division.

LOWER-DIVISION COURSES

PSY 101. General Psychology (3) This course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. Required of Psychology, Health Sciences and Nursing majors.

PSY150. Careers in Psychology (1) This course will help psychology majors make informed decisions about their education and career plans. The course will provide an overview of the broad range of areas within the field and career opportunities in these areas. We will review the course sequence of the Psychology major at SHC, assess career-related interests, and explore career options for psychology majors with a bachelor's degree and career options for individuals after graduate school (e.g., Masters, PhD, PsyD, etc). Prerequisite: PSY101.

PSY 200. Social Psychology (3) Psychological and group influences on perception; attitude formation and change; the development of social relations, i.e., affiliation, attraction and affective bonds; group processes, especially leadership, group problem-solving, status and role differentiation; group influences on aggression, mob and panic behavior; escalation and resolution of interpersonal, intergroup and international conflict. Prerequisite: PSY 101.

PSY 204. Developmental Psychology (3) The study of social, intellectual, emotional, perceptual and physical development from conception to death. Important theories and research are explored. Prerequisite: PSY 101. Cross-listed as HSC 204.

PSY 225. Abnormal Psychology (3) This course offers descriptions of a variety of psychological dysfunction including mood disorders, anxiety disorders, schizophrenia, cognitive disorders, substance-use disorders and personality disorders. Symptoms, causes, prevalence and treatment issues will be addressed. Further, models of understanding abnormal behavior, as well as diagnostic, assessment and classification issues will also be discussed. Prerequisite: PSY 101 or permission of instructor. Cross-listed as HSC 225.

PSY 263. Statistics for the Social Sciences (3) An introduction to the use of statistics as a decision making process. Probability theory, descriptive and inferential statistics will be covered. Prerequisite: MTH 111 or MTH163 (must pass with a C- or higher).

PSY 264. Social Statistics Laboratory (1) An introduction to data analysis using SPSS and APA-style reporting of statistical information. Prerequisite or co-requisite: PSY 263.

PSY 290. Honors General Psychology (3) (W) An honors section of the introductory survey course in Psychology. The course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. The course is writing intensive and will utilize primary source readings.

UPPER-DIVISION COURSES

PSY 310. Psychology of Gender (3) (D) This course examines the roots, nature and social construction of gender. It will focus on psychological issues related to the roles assumed by males and females in contemporary society. Prerequisites: PSY 101 and one 200-level course.

PSY 324. Health Psychology (3) This course examines the psychosocial factors relevant to health with an emphasis on the contribution of psychological theory to the encouragement of health and wellness and prevention of physical illness. Topics include stress management, health and behavior, chronic and life-threatening illness, treatment and evaluation of health-related research. Prerequisites: PSY 101 and one 200-level course. Cross-listed as HSC 324.

PSY 330. Industrial/Organizational Psychology (3) (O) This course offers an introduction to the application of psychological principles and theories to the workplace. Topics include worker attitudes, stress in the workplace, job analysis, training, selection and performance, as well as organizational development, structure and culture. There will be a strong application/experiential learning component to this class. Prerequisites: PSY 101 and one 200-level course. Cross-listed as MGT 330.

PSY 340. Psychology at the Movies (3) This course involves critical analysis of psychological processes, psychological themes, and portrayal of psychologists as reflected in popular feature films. We will explore four topic areas in psychology (Memory and Identity, Mental Disorders and Therapy, Gender and Social Processes and a miscellaneous category) and explore the topics through readings, viewing feature films and class discussion. Prerequisite: PSY 101.

PSY 350. Research Methods (4) (W) This course will cover descriptive and experimental research methods. Students will learn to design experiments, collect and analyze data and produce APA style manuscripts. Prerequisites: PSY 263 and PSY 264.

PSY 364. Biological Psychology (3) This course is an overview of the biological processes underlying human behavior. This course begins by presenting fundamental nervous system structures and processes and concludes by examining the role of neurobiology in complex behaviors. Topics include genetics, neural communication, brain structures and their functions, human brain damage, sleep and dreaming, drug addition, memory and amnesia and stress and illness. Prerequisites: PSY 101 and one 200-level course; BIO 100 Human Biology is highly recommended.

PSY 360. Social Psychology of Social Justice (3) (J) This course covers the psychological theories utilized to frame social justice research. We will examine the historical and current debates in the area of social justice. Emphasis will be placed on the application of justice theories to contemporary social issues. Prerequisites: PSY 101 and one 200-level course.

PSY 375. Cognitive Psychology (3) Introduction to the workings of the human mind and the influence of development, gender and culture. Topics such as attention, memory, language, problem solving and perception will be covered. Prerequisites: PSY 101, one 200-level course and advanced standing.

PSY 380. Learning and Behavior (3) Presents the basic principles of classical and operant conditioning in a practical way where the students can learn to become effective change agents. Prerequisites: PSY 101 and one 200-level course.

PSY 384. Animal Behavior (3) An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisite: BIO 301 or permission of instructor. Course is cross-listed as BIO 310.

PSY 385. Special Studies in Psychology (1-3) Seminar covering a special topic. This course will be offered when: (1) Six or more students request advanced work on a topic; (2) a faculty member wants to cover material within his or her specialization not emphasized in a regular course, (3) a special or unique opportunity arises. May be repeated for credit as topics vary. Prerequisites: PSY 101, advanced standing, consent of the instructor and consent of the department chair.

PSY 394. Human Sexuality (3) The purpose of this course is to understand human sexuality from a historical, multicultural and multidisciplinary perspective. In doing so, this course explores the biological, moral, social and cultural dimensions of human sexuality. Topics including sexual anatomy, sexual response, sexual dysfunctions, sexual orientation, intersexuality, sexual violence and exploitation and "normal" vs. "abnormal" sexual expressions will be explored. Prerequisites: PSY 101 and one 200-level course.

PSY 420. Personality Theories (3) This course has two main parts: the review of personality theories; and the components, measurement, organization and development of personality. The focus is on understanding individual differences. Prerequisites: PSY 101 and one 200-level course.

PSY 422. Tests and Measures (3) This course offers descriptions of various areas of psychological assessment including cognitive, personality, neuropsychological and achievement. Basic test construction, use, and interpretation will be addressed both theoretically and practically. Prerequisites: PSY 101 and PSY 263. Recommended for interns.

PSY 445. Approaches to Psychotherapy (3) This course offers an introduction to several theoretical approaches to psychotherapy as well as offers practical applications of these approaches. Cognitive, behavioral, psychodynamic, humanistic and integrative orientations are included for discussion. Other areas of clinical applications,

including working with children, therapeutic assessment and ethical considerations, will also be addressed. Prerequisites: PSY 101 and 225, or permission of instructor.

PSY 446. Field Experience (3) (W) This course provides the student with a practicum experience in one of a variety of placements in the community and on campus. Students will work 120 hours in a hands-on environment that will be individually selected by the student. Possible placements include mental health agencies, private practice settings, law enforcement agencies, and health care agencies as well as teaching assistantships at Spring Hill College. The student will be supervised by an individual at the placement and will also fulfill requirements as set forth by the faculty member teaching this course. Extensive writing, both informally and formally, will be required to allow students to synthesize, critically analyze and report their experience. Prerequisites: PSY 350 and advanced standing; Psychology majors only.

PSY 451/452. Research Experience I (2) and Research Experience II (1) (W) These courses provide the student with a unique individualized research experience. The student will conceive, develop, implement, analyze and formally present an original research project that is chosen by the student. The work requires considerable commitment and the ability to work independently (with supervision). Students will utilize skills they have learned in research methodology and statistics classes to complete their projects. Students will present their research in a comprehensive, formal, APA-style paper (fulfilling W designation requirements). Prerequisites: PSY 350 and permission of the instructor. Psychology or traditional biopsychology majors only.

PSY 468. Historical and Contemporary Issues in Psychology (3) (W) The first half of this course will cover the development of important theories and research problems in psychology. The influences of philosophical, social, political and historical events and ideas will be examined with an emphasis on the period from the late 19th to late 20th centuries. The second half of the course will examine critical issues that are defining contemporary approaches and future trends in the field. Prerequisite: PSY 350.

PSY 472. Forensic Psychology (3) This course is designed to offer students an understanding of the role of psychology in its application to the legal system. Areas of discussion will include the philosophical differences between science and law, psychological principles and research and their application to legal issues in general, and the role and techniques of the forensic psychologist in specific types of cases. Specific topics may include jury selection, eyewitness identification and victims and punishment, though there will be an emphasis on the role of the psychologist as an expert witness. Prerequisite: PSY 263.

PSY 499. Individual Studies (1-3) A course of individual study or research. The student works under the direction of a faculty member or other specialist. Prerequisites: PSY 263, PSY 351, advanced standing, permission of instructor and department chair, and a GPA. of 2.9. Ordinarily, projects must be approved by the end of the add/drop week of the semester for which credit is requested.

A required course in which a student has made a D or F grade cannot be retaken as a tutorial or independent study.

SOCIAL SCIENCE (SSC)

Program Director: Lisa D. Hager, PhD

Courses in Social Science may be taken in fulfillment of the second social science core requirement or as general electives.

SSC 295. Issues in Social Justice (3) (D) A special topics course that applies the social sciences to issues relating to justice and the common good. Prerequisite: a 100-level course in economics, political science, psychology or sociology.

SSC 395. Issues in Social Justice (3) A special topics course that applies the social sciences to issues relating to justice and the common good. Prerequisite: a 100-level course in economics, political science, psychology or sociology.

The interdisciplinary program in Social Science is designed to provide depth in content areas for students preparing to teach social studies at the secondary level. The program is open to any student interested in the interdisciplinary study of history and the social sciences. The History Seminar, HIS 499, serves as the comprehensive experience for this program.

BACHELOR OF SCIENCE IN SOCIAL SCIENCE

LOWER DIVISION

Course	Title	Hours
HIS 110 or HIS 120	Introduction to Global Historical Studies	3
HIS 203	Introduction to American Historical Studies (3)	
HIS 211	Historical Methods	3
or HIS 212	Western Civilization to 1648	3
HIS 213	Western Civilization Since 1648 (3)	
or HIS 214	United States to 1876	3
POL 112	United States Since 1876 (3)	
ECO 101/102*	Introduction to American Politics	3
PSY 101 or SOC 101	Principles of Macro/Microeconomics	6
	General Psychology (3) or Introduction to Sociology (3)	3

UPPER DIVISION

Course	Title	Hours
HIS 3xx	American History	6
HIS 3xx	World History (Europe, Latin America, etc.)	6
HIS 499	History Seminar	3
GEO 301	World Regional Geography	3
<i>Choose one of the following:</i>		3
POL 363	Politics of Developing Countries (3)	
POL 365	Latin American Politics (3)	
POL 367	Middle Eastern Politics (3)	
POL 371	Russia and Eastern Europe (3)	
<i>Choose one of the following:</i>		3
POL 321	Political Parties and Interest Groups (3)	
POL 322	Congress and the President (3)	
POL 324	Public Policy (3)	
POL 325	Public Administration (3)	

POL 340	Constitutional Law (3)	
POL 346	American Foreign Policy (3)	
ECO/SOC/		
POL/PSY	Upper Division Electives **	12

*Students not majoring in Education may substitute PSY 101 or SOC 101 for ECO 102.

**Students majoring in Secondary Education may substitute upper-division hours in Education.

SOCIOLOGY (SOC)

Department Chair/Program Director: Harold E. Dorton Jr, PhD

The sociology program provides intellectual resources that help students understand society. This includes structured aspects of social life such as institutions and culture, as well as the social frameworks of human interaction. A particular conceptual and theoretical framework, as well as distinct methods and techniques of inquiry, define the sociological perspective that is central to the program and the discipline. The department supports and fosters this perspective and provides courses that support other programs as part of a liberal arts education.

Students exit the program with:

- A basic understanding of the sociological perspective;
- An ability to use multiple methodological approaches;
- An ability to recognize assumptions, theoretical arguments, and empirical evidence, and the accompanying analytical skills to evaluate them; and
- A value for sociology’s applications inside and outside of academic settings.

Requirements

Admission to the program requires successful completion of SOC 101. Students must earn grades of C- or better in all required Sociology courses, which include SOC 101, SOC 250, SOC 345 and SOC 350, as well as SOC 480, which is required of all senior Sociology majors and will fulfill the requirement for oral competency.

BACHELOR OF ARTS IN SOCIOLOGY

LOWER-DIVISION

Course	Title	Hours
SOC 101 ¹	Introduction to Sociology	3
SOC 250	Social Problems	3

UPPER-DIVISION

Course	Title	Hours
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 480	Senior Experience in Sociology	3
SOC 3xx-4xx	Sociology Electives	15
	Program Electives	9

¹SOC 290 will always substitute for SOC 101.

CONCENTRATION IN CRIMINOLOGY

The Sociology Department offers a concentration in Criminology. The Criminology concentration includes all the required courses for the general Sociology degree as well as four additional required courses. Criminology students' specific work in SOC 350 and SOC 480 will center on analysis of criminality or social control.

Students will exit the program with:

- The benefits of a general sociology background;
- An ability to analyze societal responses to crime and criminal behavior and methods of social control;
- An understanding of the consequences of crime, laws and criminal behavior; and
- An understanding of the origins of crime, laws and social control.

BACHELOR OF ARTS IN SOCIOLOGY WITH A CONCENTRATION IN CRIMINOLOGY

LOWER-DIVISION

Course	Title	Hours
SOC 101 ¹	Introduction to Sociology	3
SOC 250	Social Problems	3
SOC 253	Criminology	3
BIO 117 or	Forensic Biology (3)	
CHM 102	Forensic Sciences	3

UPPER-DIVISION

Course	Title	Hours
SOC 314	Deviant Behavior	3
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 354	Juvenile Delinquency	3
SOC 480	Senior Experience in Sociology	3
SOC 483	Sociology of Law	3
	Program Electives	9

¹SOC 290 will always substitute for SOC 101.

MINOR IN SOCIOLOGY

LOWER-DIVISION COURSES: six or nine Semester Hours

Take two or three of the lower-division courses.

Course	Title	Hours
SOC 101	Introduction to Sociology	3
SOC 250	Social Problems	3
SOC 256	Cultural Anthropology	3

UPPER-DIVISION COURSES: 12 or nine Semester Hours

If six hours of lower-division Sociology courses have been taken, twelve hours of upper-division courses are required. If nine hours of lower-division Sociology courses have been taken, then nine hours of upper-division courses are required.

Course	Title	Hours
SOC 3xx - 4xx	Sociology Electives	9 - 12

LOWER-DIVISION COURSES

SOC 101. Introduction to Sociology (3) Fundamental principles and concepts of sociology as illustrated in the structure, functions and processes of contemporary societies.

SOC 250. Social Problems (3) A study of contemporary social problems; likely causes and how they affect us; consideration of possible solutions.

SOC 253. Criminology (3) A scientific analysis of the nature, extent and causes of crime, with analysis of theory and methods of treating the adult offender. The course includes an examination of the criminal justice system from arrest through incarceration.

SOC 256. Cultural Anthropology (3) (D) A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity. Cross-listed as HSC 256.

SOC 290. Honors Sociology (3) (W) An in-depth examination of a subfield of sociology. The course is writing intensive. The specific subject may vary depending on interests of the individual instructor. Prerequisite: Honors standing or permission of instructor.

SOC 299. Special Topics in Sociology (1-6) A lower-level examination of a topic in sociology. May be repeated for credit. Permission of instructor required.

UPPER-DIVISION COURSES

SOC 305. Social Gerontology (3) An interdisciplinary survey of the physical, psychological and social phenomena of old age. Particular attention will be given to the elderly in America as an identifiable group and their situation here will be contrasted with that in other cultures. Prerequisites: PSY 101 or SOC 101 and PSY 102 or consent of the instructor.

SOC 314. Deviant Behavior (3) Examination of the conditions under which deviance as a social reality emerges, develops and changes over time. Along with empirical studies of deviant subcultures, identification, conduct and the public regulation of deviance and social typing are presented. Specific attention is given to mental illness, sexual deviance and drug and alcohol abuse.

SOC 315. Elite Deviance (3) Examines acts of crime and deviance by elites in society; including personal habits and social norms, violations of professional ethics, white-collar offenses and corporation crimes.

SOC 317. Sociology of Popular Culture (3) Examines widely disseminated popular forms of expression from a sociological perspective. Topics may include film, music, television, gaming, popular literature and sports. Prerequisite: Any 100 or 200 level SOC course.

SOC 345. Sociological Theory (3) An overview of the theories that shape the discipline of sociology and the theorists who are associated with both the theories and the discipline. Prerequisite: SOC 101 or any 200-level SOC course.

SOC 350. Research Methods in Sociology (3) (W) An overview of methods of inquiry, data collection and analysis in sociological research. Prerequisite: SOC 101 or any 200-level SOC course.

SOC 351. Marriage and Family (3) A sociological analysis of the contemporary American family with emphasis on the various aspects of dating, courtship, mate selection, marital interaction and the family disorganization.

SOC 354. Juvenile Delinquency (3) The scientific study of the problem of delinquency and the youthful offender in society. Topics include current theories of delinquency, the juvenile justice system and rehabilitation efforts. Prerequisite: Any 100- or

200- level SOC course.

SOC 355. Race and Ethnic Relations (3) (D/W) A scientific study of the relationships and problems of the major cultural, ethnic, racial and religious minorities in American society. This course examines ethnic, racial and other minority groups from both a historical and a contemporary perspective. Includes a review of theories concerning prejudice and discrimination, patterns of minority relations and future race relationship patterns in the United States. No prerequisites or co-requisites.

SOC 375. Gender and Society (3) (D) An examination of the nature and consequences of social differentiation and stratification on the basis of sex and gender. An inquiry into the institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism and gender-role change. Analysis of social position of women and men in society, focusing on their positions in institutional areas such as the family, politics, work and education. Evaluation of theories of biological, psychological and sociological bases for the behavior and characteristics of women and men. Emphasis on contemporary American society. No prerequisites or co-requisites.

SOC 385. Sociology of Sport/Leisure (3) An analytic view of institutionalized sport focusing on the social values, culture and ideology manifested in sport.

SOC 391. Medical Sociology (3) (W) Examines the role of the social sciences in the study of medicine, focusing on analysis of health care systems and professions and demographic and interactional variables. Cross-listed as HSC 391.

SOC 475. Affluence and Poverty (3) (D/W) The scientific study of American class structure, characteristics of social classes and stratification hierarchies, trends in social mobility, problems of inequality, poverty and solutions for American society. No prerequisites or co-requisites.

SOC 480. Senior Experience in Sociology (3) (W) Senior seminar in sociology. Topics will vary. May include either independent basic research or independent applied research. Prerequisites: SOC 101 or any 200-level SOC course, nine upper-level credit hours in Sociology and senior standing.

SOC 483. Sociology of Law (3) Examines sociological factors that influence legal and judicial systems. The social processes involved in enacting legislation, law enforcement and judicial decisions are examined along with the roles of lawyers, judges and others in both civil and criminal systems. Prerequisite: Any 100- or 200- level SOC course.

SOC 485. Sociology of Religion (3) (W/D) Explores how humans socially construct religion and make sense of the world through systems of belief. Features works by classical theorists and contemporary researchers.

SOC 486. Faith in Action (3) Examines how religious beliefs and faith commitments have impacted social changes and social movements historically. Prerequisite: Consent of instructor.

SOC 499. Selected Topics in Sociology (1-6) Special study and investigation of current social phenomena and social problems. May be repeated for credit. Prerequisite: Consent of instructor.

Interdisciplinary and Other Programs

BACHELOR DEGREE PROGRAMS

GENERAL STUDIES (BS)

Program Director: Daniel M. Massey, PhD

The Bachelor of Science in General Studies allows students whose academic career needs cannot be satisfied through existing majors to design majors of their own, subject to consultation with an advisor and the approval of a faculty committee. The following guidelines apply:

1. All are required to meet core curriculum requirements.
2. All are required to complete with a grade of C- or higher 33 semester hours of upper-division courses in a planned program with specific academic or career focus. While a C- in one of these courses will be accepted as a passing grade, all students must attain a cumulative GPA of 2.0, both overall and in the major, in order to graduate.
3. The comprehensive requirement will be fulfilled by completion of IDS 460 or an acceptable and approved substitution.
4. A student desiring to pursue the major must have his/her plan of studies approved by the General Studies Committee.

Students interested in the general studies program should contact the director of the program.

INTERDISCIPLINARY STUDIES (IDS) (BA/BS)

Program Director: Victor Di Fate, PhD

The Interdisciplinary Studies Program allows capable and highly-motivated students to construct an interdisciplinary course of study that meets their educational and vocational needs in a fashion that cannot be achieved by a more traditional major. Examples of interdisciplinary courses of study include Bioethics, Cognitive Science and Interdisciplinary Humanities.

Degree Requirements

Interdisciplinary Studies offers both a Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies as appropriate to the student's chosen plan of study. All students must complete the following requirements in order to graduate with a degree in Interdisciplinary Studies:

1. All core curriculum requirements must be met in accordance with the requirements of the relevant degree type (Bachelor of Arts or Bachelor of Science).
2. The student must have at least a cumulative GPA of 2.75.
3. The student must complete his or her proposed course of study with at least a C in every course that counts towards that course of study. Additionally, the student must maintain a 2.75 GPA within the courses in that course of study.
4. The student must complete at least 12 hours of 300/400 level courses in one of the disciplines he or she integrates and at least 6 hours of 300/400 level courses in a second discipline he or she integrates. (Students may integrate more than two disciplines.)
5. If a student is unable to enroll in a course in his or her course of study due to vagaries of college scheduling, any substituted course must be approved by the Interdisciplinary Studies Committee before the student enrolls in the course.

6. The student must complete a capstone experience (including a final presentation before the Interdisciplinary Studies Committee) evaluated as passing by his or her advisory committee.
7. During his or her final semester, the student will enroll in either IDS 495 (Interdisciplinary Synthesis Capstone Paper) or IDS 496 (Capstone Project) in order to complete the student's capstone experience and prepare for the presentation to the Interdisciplinary Studies Committee.

The Course of Study Proposal Process

1. All proposals must be approved before the first semester of the student's junior year. In order to meet this requirement, a student must submit his or her application no later than his or her second semester as a sophomore. Proposals are accepted only during the fall and spring semesters.
2. A proposal must actively integrate two or three disciplines into a coherent plan of study in a way that in the judgement of the IDS committee cannot be accomplished by simply majoring in two or more disciplines.
3. A proposal must include the following: Two letters of support from faculty, a proposed course of study, a proposed capstone experience, and a proposal letter from the student along with a copy of the student's most recent transcript from Spring Hill College and all other universities and colleges attended. (Unofficial copies are acceptable.)
 - a. The proposal must be accompanied by two letters of recommendation from faculty drawn from at least two of the disciplines that will be integrated in the proposed course of study.
 - i. One of the recommending faculty will also commit to acting as the student's adviser and closely supervising the student's studies and capstone experience.
 - ii. The other recommending faculty will commit to joining the student's advisory committee.
 - iii. Letters from faculty are to be unread by the student and should frankly (to the best of the faculty member's knowledge) address the need for the student to pursue an interdisciplinary degree (rather than a traditional major or double major), the merit of the proposed project and the student's ability to complete the proposed project.

A proposal must also include a proposed course of study consisting of at least 30 hours of 300- and 400-level courses in the disciplines to be integrated, or IDS courses integrating those disciplines. Students are encouraged to think carefully about future course offerings and prerequisites to create a planned course of study that is feasible as well as conducive to his or her aims.

- iv. The proposed course of study should be organized so as to indicate which classes will be taken in what semester, when the capstone experience will be completed, the timing and content of any independent studies and/or internships or other projects off campus and a projected graduation date.
- v. Students may not double major in IDS and another field. Minors are however encouraged and any planned minor should be included in the proposal.
- vi. A student may submit or alter one of the IDS template courses of study rather than creating his or her own.
- b. A detailed description of a capstone experience to be supervised by the student's adviser that indicates clearly how the proposal will integrate the

student's chosen disciplines.

- c. The proposal letter from the student will describe all aspects of the student's proposal, detailing the disciplines to be integrated, why the student wants to pursue an interdisciplinary studies degree rather than a traditional major, and the student's plans for life and work after graduation. The student should aim to demonstrate that his or her proposed degree and plans are uniquely valuable in achieving his or her long-term goals.

STUDENT ADVISORY COMMITTEES

The student will organize an advisory committee to advise his or her work until graduation and to evaluate his or her capstone experience.

- a. The advisory committee will normally comprise three full-time, tenure track or tenured faculty members at Spring Hill College.
 - i. The first member must be the student's advisor.
 - ii. The second member will normally be the student's second faculty recommender from the proposal process though it may be a different Spring Hill College full-time tenure track or tenured faculty member.
 - iii. The third member may be drawn from faculty or appropriate experts outside of Spring Hill College.
 - iv. Any such outside member must be approved by the student's advisor and second advisory committee member.
- b. The advisory committee will be responsible for evaluating the student's capstone experience (including presentation of that experience) as passing, passing with honors or failing.
 - i. A passing result can only be given if no advisory committee members give the student a failing result.
 - ii. A passing with honors result can only be given if all of the advisory committee members give the student a passing with honors result.

LOWER-DIVISION COURSES

IDS 290. Special Topics (1-3) Interdisciplinary special topics. This course will be taught either on a tutorial or seminar basis.

IDS 291. Special Topics (3) (W) Interdisciplinary special topics. This course will be taught either on a tutorial or seminar basis.

IDS 292. Special Topics (3) (D) Interdisciplinary special topics. This course will be taught either on a tutorial or seminar basis.

UPPER-DIVISION COURSES

IDS 390. Special Topics (1-3) Interdisciplinary special topics. The course will be taught either on a tutorial or seminar basis.

IDS 391. Special Topics (3) (W) Interdisciplinary special topics. The course will be taught either on a tutorial or seminar basis.

IDS 392. Special Topics (3) (D) Interdisciplinary special topics. The course will be taught either on a tutorial or seminar basis.

IDS 393. Special Topics (3) (D/W) Interdisciplinary special topics. The course will be taught either on a tutorial or seminar basis.

IDS 394. Special Topics (3) (I) Interdisciplinary special topics. The course will be taught either on a tutorial or seminar basis.

IDS 397. Topics in Gender Studies (3) (W/D) Same course as GDR 397.

IDS 460. Multicultural Environments (3) (W/D) Students are introduced to the role

culture plays in forming the ways people think, identify themselves, interact and make decisions. Various culture groups are compared and contrasted in order to understand their different values, social behaviors, and traditions. The relationship between culture and language is also examined.

IDS 490. Interdisciplinary Internship (3-6) Professional experience through a semester of directed part-time employment. Enrollment restricted to juniors and seniors.

IDS 495. Interdisciplinary Synthesis Paper (3) (W) An integrating course intended primarily for interdisciplinary studies majors at the end of their program. The course will be taught either on a tutorial or seminar basis.

IDS 496. Interdisciplinary Synthesis Project (3) An integrating course intended primarily for interdisciplinary studies majors at the end of their program. The course will be taught either on a tutorial or seminar basis.

INTERNATIONAL STUDIES

(see Division of Social Science)

MINORS

FORENSIC SCIENCE MINOR

Contact: Lesli Bordas, PhD

Forensic Science is an interdisciplinary program which focuses on the collecting and processing of evidence as it pertains to a court of law. This minor is intended as a bridge between social scientists and the experts within the forensic fields. Through courses in biology, chemistry, political science, psychology and sociology, the behavior of criminals and the evidences of crime are examined and analyzed.

A minor in forensic science consists of a minimum of 21 credit hours. Nine hours of lower-level courses must include CHM 102, BIO 117, SOC 253 and PSY 263 or MTH 163. The upper-level course is a choice of POL 341 or POL 342. The remaining six hours must be selected from among those courses specified below or must meet the approval of the Forensic Science contact listed above. All courses must be completed with a grade of C- or better, and a maximum of nine hours can be transferred from other institutions.

LOWER-DIVISION

Course	Title	Hours
BIO 117	Forensic Biology	3
CHM 102	Forensic Sciences	3
SOC 253	Criminology	3
PSY 263 or	Statistics for the Social Sciences (3)	
MTH 163	Basic Statistics for the Sciences	3

UPPER-DIVISION

Course	Title	Hours
POL 341 or	Judicial Process and Procedures (3)	
POL 342	Civil Liberties and Civil Rights	3

Six additional credits must be selected from the following list depending on area of interest.

Course	Title	Hours
BIO 231 & 233	Anatomy and Physiology I and Laboratory	4
BIO 232 & 234	Anatomy and Physiology II and Laboratory	4

BIO 301 & 302	Genetics and Laboratory	4
BIO 360 & 362	Cell Biology and Molecular Laboratory	4
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 351 & 353	Analytical Chemistry and Laboratory	4
CHM 302 & 304	Instrumental Analysis and Laboratory	5
PSY 225	Abnormal Psychology	3
PSY 374	Drugs, Brain and Behavior	3
PSY 472	Forensic Psychology	3
SOC 256	Cultural Anthropology	3
SOC 314	Deviant Behavior	3
SOC 315	Elite Deviance	3
SOC 354	Juvenile Delinquency	3
SOC 483	Sociology of Law	3

GENDER STUDIES MINOR

Program Director: Sarah Duncan, PhD

Gender Studies is an interdisciplinary program that focuses on the study of gender and the intersection of gender with other factors such as class, race, region, religion, age, historical period, politics, health, ability, sexuality, media and culture. The courses offered in Gender Studies will address the difference between sex and gender; the social construction of gender; variations in women's and men's experiences across nations/cultures/time/class/race/sexual orientation; gendered construction of knowledge and legal/political/economic/cultural systems; women's contributions to history/culture/politics, etc. Through a wide variety of approaches and methodologies in courses in art, literature, history, philosophy, psychology, sociology, communications and the sciences, gender and gender differences in the U.S., transnationally, and in history are examined.

A minor in Gender Studies consists of a minimum of 18 credits. Course work must be completed with grades of C- or better and at least 12 hours must be completed at Spring Hill College. One of the following two courses is required of all Gender Studies minors, either PSY 310 Psychology of Gender or SOC 375 Gender and Society. The remaining courses must be selected from the list that follows. Additionally, special topics courses, tutorials and seminars may be applied to the minor with the approval of the Program Director.

Course	Title	Hours
Required of all minors (one of the following):		
PSY 310	Psychology of Gender	3
SOC 375	Gender and Society	3
<i>The following courses may apply toward a Gender Studies Minor:</i>		
ARH 299/499	Topics in Women's Studies	3
BIO 115	Biology of Sex	3
CMM 375	Gender Communication	3
ENG 496	Special Studies in Diversity (Middle English Masculinities)	3
ENG 496	Special Studies in Diversity (Women Writers of the World)	3
GDR 301	Women and Gender in Transnational Context	3
GDR 397	Special Topics in Gender Studies	3

HIS 323	Women in European History	3
HIS 324	Women in American History	3
HIS 325	Women's History	3
PHL 322	Philosophy and Gender	3
PSY 310	Psychology of Gender	3
PSY 394	Human Sexuality	3
SOC 351	Marriage and Family	3
SOC 375	Gender and Society	3
THL 353	Human Sexuality and Marriage	3

Other courses approved by the Director of Gender Studies.

GENDER STUDIES COURSES

GDR 301. Women and Gender in Transnational Context: Transnational Feminisms

(3) An introduction to the histories, theories, methods and politics of transnational feminist studies. This course develops a transnational, cross-cultural lens for understanding gender phenomena, focusing on how we are all connected in a global network flow of capital, ideas and activism.

GDR 397. Topics in Gender Studies (3) (W/D) Same course as IDS 397.

COHESIVE UNDERGRADUATE EXPERIENCE (CUE)

Contact: Jennifer M. Good, PhD

LEA 101. LEAP Lab (1) This course is a lab designed to accompany a LEAP core course. In addition to the lab session during orientation, a one-hour time slot during the regular class schedule may be assigned to this course; however, meetings during that time slot will not be scheduled every week. During some weeks the class will meet in the evenings for workshops and events or will meet on evenings or weekends for excursions or service experiences. An essential element of the lab will be a highly trained student leader who will assist the lab instructor.

CLI 201. CLIMB co-curricular experiences (0) Students completing the CLIMB core requirement through a co-curricular experience must sign up for CLI 201 in order for the C core overlay requirement to appear on their transcripts. Examples of CLIMB co-curricular experiences include participation in the Immersion Service Immersion Program (ISIP) or service work completed through the Albert S. Foley, SJ, Community Service Center.

CENTER FOR ACADEMIC EXCELLENCE

Program Director: Tracey N. Childs, EdD

The college offers courses to assist students with strategies that promote academic success.

CAE 101. College Success Strategies (2) This course focuses on learning strategies that lead to success in college, including studying in a variety of disciplines, note-taking skills, critical reading and test preparation strategies. Grading: A, B, C, NC.

CAE 201. Peer Tutoring (1) This course is a study of the methodology and procedures involved in peer tutoring in the Center for Academic Excellence. Students selected to be peer tutors in all disciplines within the CAE are required to take this course. Grading: Pass/NC.

HONORS PROGRAM

Director: Michael Ferry, PhD

The Spring Hill College Honors Program is designed to enhance the Spring Hill experience by offering a challenging and rewarding course of study to academically gifted and motivated students. It is comprised of academic courses, seminar experiences and additional opportunities for service, leadership, cultural exploration and social interaction both on and off campus. The program is designed to begin during a traditional student's first semester and to continue throughout the student's program of study.

Regular Admission to the Program: Selected incoming students will be invited to participate in the Honors Program by the Honors Program Director following their acceptance to Spring Hill College. The formal requirements for participation include:

- (a) High School Grade Point Average: An adjusted high school grade point average of at least 3.5 on a 4.0 scale.
- (b) Standardized Test Scores: A minimum composite ACT score of 28 or comparable SAT score.

Other components of a student's application to the College will be examined by the Honors Program Director to ensure that the student is well suited for the program. Students may be asked to interview with the Director or a member of the Honors Program Faculty Committee in person or by phone.

Students who do not meet the necessary numeric thresholds are still eligible to apply to the program, and these applications will be examined by the Honors Program Director or other committee members to determine eligibility.

Under some circumstances, students who transfer to Spring Hill College may be invited to participate in the program. Current students at Spring Hill College are also welcome to apply to the program at any point during their academic career. Interested students should contact the Honors Program Director for more information.

The Honors Program Academic Requirements:

I. Honors Courses: Honors students must complete a minimum of seven honors courses. Each honors course is worth one honors point.

- (a) Honors Designated Courses: Honors students are eligible for participation in specially enriched sections of certain courses. Such courses can account for as much as one-third of the student's core curriculum course work. The academic requirements do not increase the number of hours required for graduation or for completion of any major or minor offered at Spring Hill College. Honors courses will cover material in greater depth, use primary materials when possible, stress student participation and responsibility and encourage high individual achievement. For some of the honors courses, alternatives may be authorized.

Course	Title
CHM 193	Honors General Chemistry I Laboratory
ENG 190	Honors Composition and Literature
ENG 290 ¹	Honors Literature
PHL 190	Honors Logic
PHL 291	Honors Ethics
PHL 292	Honors Philosophy of Human Nature

PHL 293	Honors Philosophy of Religion
PHL 294	Honors Philosophy Special Topics
THL 190	Honors Theology I
THL 39X	Honors Theology II
HIS 290	Honors History
ECO 290	Honors Economics
POL 290	Honors Political Science
PSY 290	Honors General Psychology
SOC 290	Honors Sociology
HON 499	Honors Special Topics

See appropriate academic division listing for the honors designated course descriptions.

Normally, students will take two honors courses each semester during the first year and one or two per semester during the second and third years. The model might therefore look like:

First Year:

Fall: ENG 190 & PHL 190

Spring: ENG 290 & THL 190

During the Second and Third Years:

Fall: PHL 29X, POL 290 or ECO 290

Spring: THL 39X, PSY 290 or SOC 290

- (b) Honors Contract Courses: With the approval of both the course instructor and the Honors Program Director, a student may add, by contract, an honors component to a non-honors course. The honors component may involve a substantial enhancement to a major assignment already included in the course requirements, or it may involve additional assignments. The honors component will vary, depending on the course, but it should add significant depth to one's engagement with the course content. See the Honors Program Director for more details.

II. Honors Thesis or Project: Students are encouraged, though not required, to complete an honors thesis. The honors thesis is worth two honors points. The thesis can represent a capstone to one's participation in honors. The detailed requirements of the project will depend on the discipline in which the project is developed, but it should lead to the production of a substantial and original project or piece of scholarship. With the approval of a faculty thesis advisor (usually in the student's major) and the Honors Program Director, a student wishing to complete an honors thesis or project should enroll in HON 495.

If a student is required to complete a senior seminar project in his or her major discipline, the honors thesis would need to be an additional three credit, semester long project. However, in some circumstances it may be possible to coordinate the two projects or to combine the projects into a more substantial six-credit project.

III. Cultural Immersion and Internships: Honors students are also encouraged to share their talents and to learn outside of the classroom. As such, honors students may earn a maximum of two honors points from the following activities. In order to earn honors points, the student will be required, after completing

the activity, to submit a brief report or reflection describing the experience and connecting the experience to his or her academic and/or professional goals.

- (a) Service Immersion Trip: Students may earn one honors point by participating in a service immersion trip
- (b) Study Abroad: Students may earn one honors point by participating in a semester or summer semester abroad
- (c) Internship: Students may earn one honors point by completing an approved internship. These can include honors service internships, as well as a variety of other pre-professional internships. See the Honors Program Director for more details.

¹Honors students only need three courses to complete their requirement in English. After taking ENG 190 and ENG 290, they may take either a 200-, 300- or 400-level course. However, honors students who opt to take a 300- or 400-level course for their last English core requirement must have received a minimum grade of "B" in both ENG 190 and ENG 290. Otherwise, they must take a 200-level English course.

Honors Course Descriptions:

LEA 101. Honors LEAP Lab (1) All new honors students are placed in a LEAP section designed to orient them to the program and to the College as a whole. No honors points are awarded for this class.

HON 490. Honors Senior Seminar (0) As a requirement of this class, students will be responsible for submitting to the Honors Program Director a checklist with point totals along with relevant course numbers and dates of completion; the director of the Honors Program will be responsible for ensuring that this information is accurate. Students must complete an exit interview and a survey form to receive credit for HON 490. This course is graded on a pass/no-credit basis. Students must receive a passing grade in this course in order to graduate with an honors designation. No honors points are awarded for this class.

HON 495. Honors Thesis Research (3) As a requirement of this class, students will, under the direction of a faculty advisor, complete a substantial and original thesis or project. Enrollment in this course requires the approval of a faculty thesis advisor and the Honors Program Director. Two honors points are awarded for this course.

HON 499. Honors Special Topics (1-3) Special topics in liberal arts or science not included in honors curriculum. Offered occasionally for special interests or needs.

Retention of Honors Standing: To remain in the Honors Program, each student must complete a minimum of 24 semester hours each year at Spring Hill and hold a cumulative 3.3 grade point average at graduation.

Graduation: Students must earn a total of 10 honors points or more to successfully complete the Spring Hill College Honors Program. Upon confirmation that the student has met the requirements of the program, the Director will notify the appropriate college personnel to ensure that the student is given honors credit on his or her transcript and other relevant forms. Completion of the program will be indicated by a special notation on the student's transcript.

STUDENT ADVISING SERVICES

Program Director: Ashley Dunklin, MS

The College offers courses to assist students in setting and reaching academic and career goals.

SAS 102. Transfer Student Seminar (0) This course is an extended orientation to assist transfer students in making an effective transition to Spring Hill. Topics include: transfer credit, degree audits and requirements, core curriculum, academic policies and procedures, time management and financial aid requirements. This course is a requirement; credit and grade are not awarded; course does appear on student transcript.

SAS 201. Major and Career Exploration (2) This course provides the foundation for effective personal career management. Each student will be asked to develop and manage a career direction consistent with personal aspirations, skills and current opportunities. Students will explore potential majors and align career aspirations with relevant programs at Spring Hill College. Prerequisite: 12 earned hours. This course is primarily designed for second semester first year students and sophomores who have not declared a major.

SAS 301. Internship I (1-3) An active learning experience in a professional working environment related to a student's major and/or career. Prerequisites: 60 earned hours or 24 Spring Hill College earned hours if a transfer student, and cumulative GPA of 2.5 or above.

SAS 302. Internship II (1-3) Students who successfully complete SAS 301 may enroll in SAS 302, which is designed as a second internship experience with a different focus. Prerequisites: 60 earned hours or 24 Spring Hill College earned hours if a transfer student and cumulative GPA of 2.5 or above.

SAS 303. Pre-law Internship (3) Students enrolled in SAS 303 will gain experience in a professional legal environment. The internship is designed for students considering a future in the legal environment. Recommended for pre-law minors. Prerequisites: 60 earned hours, 24 Spring Hill College hours if a transfer student, cumulative GPA of 3.0 or higher and permission of Political Science Chair and instructor.

SAS 305. Pre-Health Internship II (1) Students observe five areas of the medical practice. This course is repeatable for up to two credits. Prerequisite: SAS 304.

SAS 310, 311, 312. Peer Leadership: Mentoring (1) This course series is designed to prepare students for the roles of peer mentors/peer educators and to promote their development as leaders serving in the roles of LEAP lab mentors. LEAP Leaders are required to enroll in the SAS 310 series as follows: SAS 310: first year; SAS 310: second year veteran leaders; SAS 312: third year veteran leaders.

SAS 401. Senior Job Search Seminar (3) Students will start their job search by networking, finalizing job search documents, presenting professionally, mock interviewing, writing salary requirements and applying for jobs. Prerequisite: Open to juniors and seniors.

LEISURE SPORTS AND RECREATION (LSR)

Contact: Jim Hall

Designed to contribute to the development of the whole person, to offer healthy life choices and to provide students with skills and knowledge in a variety of sports and physical activities, the leisure sports and recreation courses are generally taught by the staff of the Athletic Department. All courses are offered on a Pass/Fail basis. Note: While students may take a number of LSR courses, a maximum of two may be applied toward credit required for graduation. A student, after completing one LSR course, may take others on a space available basis only.

LSR 100. Recreational Tennis (1) An introduction to tennis, emphasizing fundamental strokes, general techniques and the scoring of singles and doubles play. Grading: Pass/Fail.

LSR 110. Recreational Golf (1) Introduction to the fundamentals of golf, etiquette, rules and scoring. Grading: Pass/Fail.

LSR 115. Advanced Golf (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of golf (i.e., golf tournaments, contests and skill development for students who are already active golfers). Grading: Pass/Fail.

LSR 120. Weight Training (1) Students are instructed in the use of weight room equipment, in proper techniques for performing exercises to develop the total body and in safety and spotting methods. Grading: Pass/Fail.

LSR 130. Recreational Saltwater Fishing (1) Students are introduced to the successful strategies of the sport of saltwater fishing. The ethical, environmental and legal aspects will be emphasized with conservation in mind. Grading: Pass/ Fail.

LSR 140. Walking and Jogging (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in a walking and jogging exercise program. Grading: Pass/Fail.

LSR 150. Aerobics (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in aerobic activities such as Pilates, step aerobics, etc. Grading: Pass/Fail.

LSR 160. Basic RAD (Rape Aggression Defense) System for Women (1) Class elements include awareness, prevention, risk reduction and avoidance and basic hands-on defense training within a program of realistic self-defense tactics and techniques for women.

LSR 170. Soccer (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of soccer. Grading: Pass/Fail.

LSR 180. Racquetball (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of racquetball. Grading: Pass/Fail.

LSR 190. Recreational Sports (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in various recreational sport activities. Grading: Pass/Fail.

RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

DEPARTMENT OF MILITARY SCIENCE (MSC) ARMY ROTC

Contact: LTC E. Carl Morris

Spring Hill College has a tradition, dating back to 1836, of providing leaders for the armed forces of the United States. Four-year general Army Military Science and Air Force Studies programs of instruction are available to prepare ROTC students for commissioned service in any branch or basic entry specialty of the Army or the Air Force. Assignment to a branch or specialty is based on the needs of the Army or Air Force and the educational and professional background of the graduate.

The mission of the ROTC program is to commission the future officer leadership of the United States Army. The Military Science Department offers a progressive program, which will enhance student education regardless of academic endeavor. The program is designed to improve the leadership abilities of students; develop managerial skills, inform students concerning the roles, missions, and capabilities of the Army; and train qualified ROTC students to become commissioned officers in the National Guard, US Army Reserve or the US Army. Military Science is an accredited field of minor study.

Students may take Military Science courses and receive graduation credit in lieu of Physical Education courses. National Guardsmen, reservists, veterans and former JROTC students may receive advanced placement by requesting it through the department chair.

REQUIREMENTS FOR ENROLLMENT AND CONTINUANCE

The general requirements for enrollment and continuance in the Army ROTC program are as follows:

1. Basic course students must:
 - a. Be a citizen of the United States.
 - b. Be physically qualified.
 - c. Have freshman or sophomore standing. Students with higher standing require consent of PMS.
2. Basic course cadets applying for enrollment in the advanced course who seek a commission must:
 - a. Have successfully completed MSC 101, MSC 102, MSC 201 and MSC 202 or have accomplished one of the following: Prior military service, ROTC basic military studies, Cadet Initial Entry Training, three-year high school JROTC basic course.
 - b. Have two years remaining at the College (either undergraduate, graduate or in pursuit of additional course work).
 - c. Have completed a minimum of 32 hours to contract.
 - d. Be under 31 years old at the time of graduation and commissioning (waiverable to 39).
 - e. Be enrolled as a full-time student, either at Spring Hill College or at an affiliate program college or university.
 - f. Meet military screening and physical requirements.
 - g. Maintain a minimum 2.0 GPA.
 - h. Maintain a B average in military science and leadership courses.

Regularly enrolled students who meet the academic prerequisites may take individual courses as electives with the permission of the department head and academic advisor.

BASIC COURSE

The purpose of the Army ROTC Basic Course is to introduce students to Army ROTC, to give them general information about the Army and to introduce them to basic skills, which have both military and civilian application. Courses and practical exercises in land navigation, orienteering and leadership round out the student's academic life, provide a challenge, develop confidence and break the classroom monotony. With this initial exposure, the students will have experience upon which to base their decisions to continue into the Advanced Course and into the Army as commissioned officers. There is no military obligation in connection with the Basic Course. Basic Course scholarship students earn \$300-\$350 a month upon contracting. Contracted cadets are required to pass an Army Physical Fitness Test at least once a semester.

MSC I (MSC 101-102). Meets for one hour per week. Students are required to attend a two-hour leadership lab every week and are encouraged to attend physical training lab three times per week for one hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled each semester.

MSC II (MSC 201-202). Meets for two hours per week. All students are required to attend a two-hour leadership lab every week. In addition, contracted students are required to attend physical training lab three times per week for one hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled during the school year.

CADET INITIAL ENTRY TRAINING

Army ROTC Cadet Initial Training (CIET) will be conducted during the summer session between a student's freshman and sophomore year. CIET is a challenging four-week training course designed to provide a base knowledge of Army skills in order to give the students the ability to handle themselves and others in new and demanding situations. Throughout the program, the student is provided with the fundamentals of soldiering, which include physical training, marksmanship, tactical operations, map reading and orienteering. Students are provided transportation to and from CIET, fees, room and board, as well as approximately \$700 in pay and allowances. Attendance at the CIET does not necessarily obligate the student to military service; it does, however, qualify the student for continuation in the Army ROTC courses as a contracted Cadet. Provided eligibility criteria are met, a student can compete for a two-year or three-year scholarship upon graduation.

ADVANCED COURSE

Upon completion of the Basic Course or Cadet Initial Entry Training (above), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions and practicing traits considered essential in a leader. The ability to motivate subordinates, to win their confidence and to supervise them effectively has been attributed by many civilian and military leaders to training received through ROTC in college. The ROTC Program uses and extends the intellect, education and special abilities of college students. Its primary purpose is to produce Army officers needed for the defense of our nation in time of crisis; but, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.

All Advanced Course students earn \$450 to \$500 a month (upon contracting)

beginning the first month of their junior year and continuing until they complete the Advanced Course. Additional pay and travel allowances for the 33-day Cadet Leader Course training between the junior and senior years make the total received approximately \$10,000.

MSC III (MSC 301-302). Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend physical training lab three times per week for one hour per session. Three training activities off campus will be scheduled during the school year.

MSC IV (MSC 401-402). Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend physical training lab three times per week for one hour per session. Three training activities off campus will be scheduled during the school year.

SIMULTANEOUS MEMBERSHIP PROGRAM

The simultaneous membership program option combines the Army ROTC living allowance with membership in the Army Reserve or Army National Guard and allows the student to receive pay from both programs. ROTC Cadets serve as officer trainees in direct leadership/management positions. Simultaneous membership program participation with National Guard or Reserve Forces is one weekend per month and two weeks each year. Cadets participating in the simultaneous membership program are eligible for tuition assistance reimbursement up to \$4,500 per year.

BRANCH SELECTION

The curriculum of the Army ROTC program is designed to qualify the cadet for appointment as an officer. Selection for assignment to the various branches of the Army is based upon the personal interests of the Cadet, the major course of study, academic accomplishments, leadership potential and the needs of the service. Under this system, a Cadet may be commissioned in any branch for which he or she is qualified and in which a need for officers exists. After graduation and commissioning, the officer will attend a service school for further specialized military training, which will qualify him or her for the branch to which he or she is assigned.

ROTC SCHOLARSHIP PROGRAM

See information provided in the chapter on financial aid.

Army ROTC Scholarships

These competitive scholarships are awarded solely on potential rather than financial need and cover the costs of tuition, fees and a flat-rate book allowance (of \$600 per semester); plus a monthly subsistence allowance of \$300 for freshmen, \$350 for sophomores, \$450 for juniors and \$500 for seniors. This allowance is tax free. Four-year scholarships are available to designated freshmen who applied and were selected during their senior year in high school. Three- and two- year scholarships are available to eligible students enrolled in the ROTC program. Two-year undergraduate or graduate school scholarships are available to students who successfully complete the Cadet Initial Entry Training. For members of the Army Reserves and National Guard, ROTC has Guaranteed Reserve Forces Duty Scholarships (GRFD) providing the same benefits listed above.

ACTIVITIES

In an effort to develop maximum leadership qualities among Cadets, the following organizations and activities are sponsored by ROTC as an integral part of the Army Cadet Corps.

Color Guard: The color guard supports numerous college and community events. Presents the national colors for school events and civic organizations in Mobile.

Ranger Challenge: Students are trained in small-unit tactics and participate in ranger-type operations and competitions.

Running Club: Participation is open to all students. Runs from 3K to 26.2 mile marathons and triathlons.

Scabbard and Blade: Honor society for Cadets. Cadets must meet national requirements to be a member.

ACADEMIC CREDIT

Academic credit is granted for the completion of Military Science course requirements as follows:

- Basic Course 1st year (MSC 101 - 102) 1st & 2nd Sem. - 1 hr. ea. = Total 2
- Basic Course 2nd year (MSC 201 - 202) 1st & 2nd Sem. - 3 hrs. ea. = Total 6
- (Cadet Initial Entry Training in lieu of Basic Course) (6)
- Advanced Course 1st year (MSC 301 - 302) 1st & 2nd Sem. - 3 hrs. ea. = Total 6
- Advanced Course 2nd year (MSC 401 - 402) 1st & 2nd Sem. - 3 hrs. ea. = Total 6

AUDITING

Students who do not meet qualifications for Army contracting and commissioning may be allowed to audit a military science course. Students desiring to audit must receive the permission of the department chair. Auditing students may not participate in leadership laboratory, field training exercises or other physical activities. Non-US students must have written permission from their government prior to taking an ROTC course.

REQUIREMENTS FOR A COMMISSION AS A SECOND LIEUTENANT IN THE UNITED STATES ARMY

Students desiring a commission must complete a minimum of 23 hours of course work to include:

1. 20 hours of military science, including:
 - a. MS 101 and 102;
 - b. MS 201 and 202;
 - c. Students can receive placement credit for the 100- and 200-level courses for prior military service, Junior ROTC, Cadet Initial Entry Training and equivalent military training with PMS approval;
 - d. MS 301 and 302;
 - e. MS 401 and 402.
2. A 3-hour military history course.
3. MS 494 (one-credit hour) as required until graduation.
4. In addition to the required courses, students must contract and attend ROTC Cadet Leader Course for 33 days between the junior and senior year.

REQUIREMENTS FOR A MINOR

Completion of the 20 semester hours of MS course work and one military history elective are required for a minor in Military Science. Placement credit may be awarded for the basic course for prior military service, attendance at ROTC Cadet Initial Entry Training or three or four years of JROTC. Students who are already commissioned officers are not eligible to receive a minor in Military Science. Non-contracted students are not eligible to receive a minor in Military Science.

MILITARY SCIENCE (MSC)

MSC 101. Basic Leadership Skills I (1) An introductory course of instruction and participation in common military task and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every other week. Fee.

MSC 102. Basic Leadership Skills II (1) A continuing course of instruction and participation in individual common military task and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every other week. Fee.

MSC 201. Intermediate Military Skills I (3) A further development of common task and leadership skills required to prepare Cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every week. Fee.

MSC 202. Intermediate Military Skills II (3) A further development of common task and leadership skills required to prepare Cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every week. Fee.

MSC 301. Adaptive Team Leadership (W) (3) Challenges Cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. Cadets also conduct physical fitness training three times per week focusing on development of individual flexibility, muscular strength and cardio-respiratory endurance. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two hour leadership lab every week. Contact Hour Distribution: 3 hours and 1 lab. Prerequisites: MSC 101, 102, 201 and 202. Fee.

MSC 302. Applied Team Leadership (3) Increasingly intense situational leadership challenges to build Cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Cadets also conduct physical fitness training three times per week focusing on development of individual flexibility, muscular strength and cardio-respiratory endurance. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two hour leadership lab every week. Prerequisite: MSC 301. Fee.

MSC 401. The Army Profession (3) MS 401 introduces Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how it is used in Army operations. Students will examine the Army Profession and what it means to be a professional in the US Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army and its advantages for the student. In addition, MSL IVs are rotated through a variety of leadership posi-

tions that support a variety of ROTC battalion training and recruiting events throughout the semester where the MSL IV student will receive detailed and constructive feedback on their leader attributes and core leader competencies from experienced cadre. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two-hour leadership lab every week. Fee.

MSC 402. Leadership in a Complex World (W) (3) Introduces Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how to use it in Army operations. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army and its advantages for the student. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two-hour leadership lab every week. Fee.

MSC 494. Directed Studies (1-3) Directed study and research. May be repeated in different subject areas. Course work will be specified by the instructor prior to the beginning of the semester. Studies may include but are not limited to research papers, special projects and leadership seminars. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two hour leadership lab every week. One- and three-hour courses are available. Fee.

AIR FORCE: AIR FORCE STUDIES (AFS)

Contact: Lt. Col. Eric Wittendorfer

Air Force ROTC (AFROTC) offers students a course of study leading to a commission as a Second Lieutenant in the active-duty United States Air Force. The student/Cadet has an opportunity to explore and evaluate Air Force career opportunities while earning a college degree. Completion of the AFROTC curriculum is the initial step in the education of the professional officer and provides a firm understanding of the Air Force mission, organization and operation.

The Air Force ROTC program consists of two phases: the General Military Course (GMC) and the Professional Officer Course (POC). Each phase consists of two academic years.

Air Force Studies courses for Spring Hill College students are offered at the University of South Alabama (USA). Students desiring to enroll should call the department at (251) 460-7211 to coordinate enrollment requirements. Registration is accomplished through normal procedures at Spring Hill College.

GENERAL MILITARY COURSE (THE BASIC COURSE)

Men and women who are full-time students may enroll in the General Military Course with no military obligation. The GMC courses deal primarily with the various Air Force organizations and their missions, as well as the history of the Air Force. The Professor of Air Force Studies may grant credit or partial credit for completion of the GMC for students who have served on active duty, for junior or senior level ROTC participation in a program of any service or for Civil Air Patrol work.

The GMC course is normally completed during the freshman and sophomore years. This basic course consists of four semesters of study with one hour of classroom work, two hours of leadership laboratory and two hours of physical fitness training per week.

PROFESSIONAL OFFICER COURSE (THE ADVANCED COURSE)

Enrollment in the POC is limited to those students who have applied and been accepted for the course. Selection is based on interest in the Air Force together with academic records, physical fitness, leadership abilities and medical qualification. Application is normally made while a member of the GMC or (for students not enrolled in the GMC) early in the sophomore year. Individuals entering the POC must have two academic years remaining in college as full-time students at the undergraduate and/or graduate level. Upon completion, all POC students are obligated to accept a commission and enter the active-duty Air Force.

AFS-300 materials emphasize student involvement in learning and practicing leadership and management techniques. The AFS-400 course deals extensively with the political, economic and social factors relating to the formulation and implementation of national security policy. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized, and communicative skills are stressed throughout the entire AFROTC curriculum.

Cadets receive a nontaxable monthly allowance while on contract (normally during the two academic years in their POC) during the school year. This allowance is in addition to any other scholarship benefits.

The POC consists of four semesters of study and leads to a commission in the United States Air Force. Three classroom hours, two hours of leadership laboratory and two hours of physical fitness training are required weekly. Students interested in this program should contact the Professor of Air Force Studies prior to registration.

Field Training Course

All students accepted for entry into the POC must complete a four-week field training course, conducted at an active Air Force base during the summer months. Normally, students attend field training between the sophomore and junior years.

When attending the field training course, a student is furnished transportation or payment for travel plus pay. Uniforms and free medical care are furnished while at field training.

AFROTC College Scholarship Program

The Air Force Studies Department nominates qualified freshmen and sophomores to compete for three- and two-year scholarships. The scholarship entitlement pays up to full tuition and fees, a textbook allotment and a monthly allowance of up to \$500 per month. Scholarship consideration is predicated on student ability, performance, potential and specific academic majors needed in the Air Force.

Scholarships are also offered for the last two or three years for pre-med students. Interested students should contact the Department of Air Force Studies. Four-year scholarships are also available to high school students. High school students interested in making application should write: Air Force ROTC Det 14, South Residence Hall 147, Mobile, AL 36688-0002 or see the website www.AFROTC.com during their junior year or before November of their senior year.

Air Force ROTC Uniforms

Students in Air Force ROTC will be issued uniforms to wear to class and leadership laboratory. They must be turned in upon completion of the course or when the Cadet drops or is dropped from the program.

GENERAL MILITARY COURSE DESCRIPTIONS (ACADEMIC CREDIT)

AFS 101. Foundations of the United States Air Force I (1) AS 101 is a survey course designed to introduce students to the United States Air Force and encourage participation in the Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force Core Values, Air Force officer opportunities and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 102. Foundations of the United States Air Force II (1) AS 102 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force Core Values, Air Force officer opportunities and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 201. The Evolution of USAF Air and Space Power I (1) AS 201 is designed to examine general aspects of air and space power through a historical perspective. Utilizing the perspective, the course covers a time period from the first balloons/dirigibles to the Korean Conflict. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (core competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. The students will also complete several writing and briefing assignments to meet Air Force communication skills requirements.

AFS 202. The Evolution of USAF Air and Space Power II (1) AS 202 is designed to examine general aspects of air and space power through a historical perspective, covering a time period from the Korean Conflict to the space-age systems of the Global War on Terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (core competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. The students will also complete several writing and briefing assignments to meet Air Force communication skills requirements.

PROFESSIONAL OFFICER COURSE DESCRIPTIONS (ACADEMIC CREDIT)

Enrollment in the Professional Officer Course (POC) requires advanced selection and approval by the Professor of Air Force Studies (PAS). Applications are normally accepted during the year prior to POC enrollment. Cadets must be mentally and physically fit.

AFS 301. Air Force Leadership Studies I (3) AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management

situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AFS 302. Air Force Leadership Studies II (3) AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AFS 401. National Security Affairs and Preparation for Active Duty I (3) AS 400 examines the national security process, regional studies, advanced leadership ethics and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

AFS 402. National Security Affairs and Preparation for Active Duty II (3) AS 400 examines the national security process, regional studies, advanced leadership ethics and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

AFS 494. Directed Study (1-3) Students will receive individual instructor guidance and prepare a formal report/research paper on some aspect of Air Force operations. Must have permission of the PAS.

Leadership Laboratory (No Academic Credit) There is a corequisite leadership lab for each course. The leadership lab is held once a week and provides Cadets with the opportunity to further develop their leadership and followership skills. Cadets must sign up for the leadership lab which corresponds with their AFS class.

III

Continuing Studies Non-traditional Undergraduate Programs

GENERAL AND PROGRAM INFORMATION

Continuing Studies Programs

Continuing Studies extends Spring Hill College's educational vision to the regional community through programs that respond to the needs of the growing number of adult students. Since its beginning in 1975, the division has provided programs to help working adults meet their educational goals.

The division offers the following bachelor degrees: General Studies and Theology. Certificate programs include Leadership and Ethics and Theological Studies. There is also a post-baccalaureate pre-medical studies certificate that requires daytime attendance.

GENERAL ACADEMIC POLICIES

The section on "General Academic Policies" in this *Bulletin* contains several policies and procedures that apply to all Spring Hill students, including the grading system, academic honors, the College's academic dishonesty policy and policies concerning study at other institutions. These general policies apply to both traditional and continuing studies students, unless specifically overridden within the current section of this *Bulletin*.

ADMISSION POLICIES

Admission to degree and certificate programs in Continuing Studies is open to an academically qualified student without regard to race, color, sex or creed. Applicants to the Continuing Studies program who completed high school or a GED within the five years prior to application for admission must meet the admission criteria presented in Section II of this Bulletin. Applicants to the Continuing Studies program who completed high school or a GED more than five years from the point of application for admission or who already hold a baccalaureate degree and are seeking additional undergraduate study must meet the admission requirements below.

GENERAL ADMISSION REQUIREMENTS

Unconditional Admission

Unconditional admission may be granted to an applicant who has completed 20 or more credit hours with a cumulative grade point average of at least 2.5 on a 4-point scale and has a status of good standing from the previous institution of higher education.

Conditional Admission

Conditional admission may be granted to an applicant who has completed 20 or more credit hours with a cumulative grade point average of at least 2.0 and less than 2.5 on a 4-point scale and has a status of good standing from a previous institution of higher education; or, to a student with less than 20 credit hours from a previous institution of higher learning with a cumulative grade point average of at least 2.0 and a high school diploma with at least a 2.0 grade point average on a 4-point scale or General Education Diploma (GED) with a minimum standard score of 410 or more on each of the five GED tests, a passing score on the full GED test and a score of two or higher on the essay exam.

Provisional Admission

Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure

to complete the admission file with all required documentation within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

Probationary Admission

For those not meeting unconditional or conditional admission requirements, the Admission Committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

International Student Admission

Students applying as international students are required to submit additional documents, as outlined below:

1. Letter of recommendation from the Dean of Students at last attended institution.
2. List of current courses.
3. Transcripts from all colleges and universities attended or currently attending. These records must be official school records – sent directly to Spring Hill College by the school – and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable. All college and university courses taken at institutions outside the United States must be evaluated by an approved evaluation service (recommended: The International Credential Advantage Package by World Education Services – www.wes.org).
4. Secondary school academic records, both in the original language and certified English translation, are necessary if student has less than 20 credit hours and/or a cumulative GPA below 2.5.
5. Proof of financial resources showing the student's ability to cover expenses for the first academic year at Spring Hill College. Proof of financial resources includes one of the following:
 - a) An affidavit of support and a confidential bank statement from the student's parents, a relative or personal sponsor showing that sufficient funds are available or
 - b) A sponsorship letter from a government agency, organization, institution or school.

Special Status Admission

A student meeting the classification requirements for continuing studies who wishes to apply as a transient (visiting) student must supply proof of academic good standing from the home institution. All transient and non-degree applicants should apply through the Office of Admissions.

Non-degree applicants who wish to register for courses for personal enrichment or professional development must meet continuing studies admission criteria and supply an official copy of the transcript for the last school attended. Non-degree students may register through continuing studies or, on space available basis, in the traditional day program. The non-degree student who wishes to change to degree status must apply for a continuing studies degree program, petition the Provost for a change of status and submit official transcripts for all schools attended. Non-degree students who are not in a specific program are not eligible for financial aid.

Students transferring credit into Spring Hill from other programs must complete at least 25% of their overall degree requirements and 50% of the courses in their majors at Spring Hill. Generally, students may receive transfer credit for courses taken at regionally accredited degree-granting institutions in which they earned a "C-" or

higher. For other restrictions on transfer credits, see the section on "Transfer, Portfolio, and CLEP credit."

Application Procedures

As part of the application process, an applicant must supply a completed application form, a personal statement (not required of non-degree applicants) and official copies of transcripts from all colleges attended (non-degree applicants must supply the transcript from the last school attended). Applicants who have less than 20 college credits must submit an official high school transcript or official GED scores. For evaluation of alternative sources of credit, a potential student must supply official documentation.

Readmission

Continuing studies students who have been absent from the College for one or more years must make formal application for readmission through the Office of Admissions and must also submit a transcript of any credits earned since leaving Spring Hill.

Currency of Course Work

Continuing studies students who are readmitted to Spring Hill after ten years absence are required to complete at least twenty-four hours of additional course work to be granted a degree.

FINANCIAL AID AND TUITION

Application

Students who submit a complete financial aid application are considered for the various federal, state and institutional aid programs for which they qualify. Please refer to the Student Financial Services section of the Bulletin for additional information.

Current tuition and fees for Continuing Studies can be found at <http://www.shc.edu/admissions/tuition-and-aid/>.

REGISTRATION PROCEDURES

Registration for each term will take place in BadgerWeb and according to the continuing studies calendar published in this Bulletin. Students should follow registration instructions published on the College's website and provided by the Office of the Registrar.

Advising for all students is required in person or by phone, fax or mail prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students not finalizing registration within the designated dates are subject to a late registration fee. Failure to make payment by the specified date will result in cancellation of the registration and will necessitate re-registering during the late registration period. Visit the current Academic Calendar at <https://badgerweb.shc.edu/ICS/Registrar/> (in the Academic Calendars portlet).

PROGRAMS OF STUDY

Requirements for the various degrees and certificate programs available through Continuing Studies are given in the following section.

Checklists of degree and certificate requirements as presented are to be considered generally binding but not totally inflexible. A student may request modifications in requirements according to particular plans and interests, but such variations must be approved by the appropriate departments and the Provost.

From time to time it is necessary to change requirements in various curricula. New requirements become effective at the time of their publication in the *Bulletin of Information* and are not retroactive. A student may voluntarily follow the changed curricula but is then committed to all related changes.

It is the responsibility of the student to know and satisfy the degree requirements of the academic program. The General Academic Policy section of the College *Bulletin* applies to all continuing studies students. Students should familiarize themselves with these policies.

Transfer, Portfolio, and CLEP Credit

Up to 96 semester hours can be transferred for coursework completed at four-year colleges or universities. Transfer credit from an accredited junior or community college is limited to a maximum of 64 semester hours. The College reserves the right to accept or reject as direct transfer credit those courses taken at a junior or community college that are upper-division courses at Spring Hill, although such coursework may be considered for general elective credit. Up to 30 semester hours (may vary by program or degree) can be earned through College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST).

Regardless of the amount of credit transferred to Spring Hill College from other institutions, at least 25 percent (32 hours) of the coursework applied toward meeting the minimum graduation requirement must be taken at Spring Hill College and taught by Spring Hill College faculty. (See sections on Residency Requirement and Currency of Course Work.)

After completing 12 semester hours of coursework at Spring Hill, a student may submit a portfolio which documents college-level learning acquired through life experience. A student can receive up to 30 semester hours of credit for prior experiential learning. (Detailed information about this process can be found in the *Prior Learning Assessment Student Handbook*.)

Credit is awarded for length of military service (see the Veterans subsection, in the Admissions section of this *Bulletin*). In addition, credit can be given for specific courses and training taken in the military at the discretion of the College using the recommendations of the American Council of Education as set forth in its *Guide to the Evaluation of Educational Experiences in the Armed Services*.

Credit can be given for appropriate formal non-collegiate educational training at the discretion of the College using the recommendations of the American Council of Education as set forth in its *National Guide to Credit Recommendations for Non-Collegiate Learning*.

The maximum credit awarded from all sources other than transfer credit from another institution of higher education will be 45 semester hours.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Subject examination scores will be accepted as follows:

- a) General examination scores will be accepted for up to 30 semester hours of academic credit, with scores of 50 or above being accepted automatically, except for History of the U.S. I and II and Western Civilization I and II.
- b) Subject examination scores will be accepted for credit in specific subjects corresponding to semester or full-year courses.

The following chart outlines the basic acceptance guidelines for CLEP examinations:

CLEP General Examinations

CLEP General Exam	Minimum Score	SHC Equivalent	Semester Hours
English Composition	50	General Elective	3
English Comp with Essay	50	General Elective	3
Humanities	50	ART	3
Natural Sciences	50	Science Course	3
Social Sciences & History	50	General Elective	3

CLEP Subject Examinations

CLEP Subject Exam	Minimum Score	SHC Equivalent	Semester Hours
Algebra, College	50	MTH 010	3
American Government	50	POL 112	3
American Literature	50	ENG 24X	3
Analyzing & Interpreting Lit	50	ENG 24X	3
Biology	50	BIO 101	3
Business Law, Introductory	50	BUS 301	3
Calculus	50	MTH 121	4
Chemistry	50	Science Course	3
College Composition	50	ENG 121	3
Educational Psycho, Intro to	50	General Elective	3
English Literature	50	ENG 24X	3
French Language, College-Level*	50	FRE 101-102	6
German Language, Levels 1 & 2	50	GER 101 & 102	6
History of U.S. I**	65	HIS 103	3
History of U.S. II**	65	HIS 104	3
Human Growth & Development	50	PSY 204	3
Information Systems & Computer Applications	50	CIS 381	3
Macroeconomics, Principles of	50	ECO 101	3
Management, Principles of	50	MGT 301	3
Marketing, Principles of	50	MKT 311	3
Mathematics, College	50	MTH 113	3
Microeconomics, Principles of	50	ECO 102	3
Precalculus	50	MTH 111	3
Psychology, Introductory	50	PSY 101	3
Sociology, Introductory	50	SOC 101	3
Spanish Language, Levels 1 & 2	50	SPA 101,102	6

Western Civilization I**	65	HIS 101	3
Western Civilization II**	65	HIS 102	3

*See Language section of Bulletin.

** See History section of Bulletin.

DSST

The following standardized DSST tests will be accepted for credit at Spring Hill College for continuing studies students only. The name of the test, the minimum score required to earn credits, and the credits given are listed below.

DSST Examinations

Test Title	Min. Score	Sem. Hours	Substitutes For
Art of the Western World	48	3	ARH 299, Special Topics in Art History Can use for core OR Gen Elective
Astronomy	48	3	PHY 115, Intro to Astronomy Can use for core OR Gen Elective
Business, Introduction to	400	3	No SHC equivalent Can use ONLY for Gen Elective
Business Law II	44	3	BUS 302, Business Law II Can use ONLY for Gen Elective
Civil War and Reconstruction	47	3	HIS 344, Civil War & Reconstruction Can use ONLY for Gen Computing,
Introduction to	400	3	No SHC equivalent Can use ONLY for Gen Elective
Counseling, Fundamentals of	45	3	No SHC equivalent Can use ONLY for Gen Elective
Criminal Justice	400	3	No SHC equivalent Can use ONLY for Gen Elective
Education, Foundations of	46	3	No SHC equivalent Can use ONLY for Gen Elective
Environment & Humanity, the Race to Save the Planet	400	3	BIO 110, Environmental Biology Can use for core OR Gen Elective
Ethics in America	400	3	PHL 210, Ethics Can use for core OR Gen Elective
Finance, Principles of	400	3	FIN 301, Financial Management Can use for program OR Gen Elective
Financial Accounting, Principles of	47	3	ACC 201, Accounting I, Principles Can use for program OR Gen Elective If score is high enough, may be used for both ACC 201 and 202
Geography, Human/Cultural	48	3	No SHC equivalent Can use ONLY for Gen Elective
Geology, Physical	46	3	No SHC equivalent Can use ONLY for Gen Elective
History of the Vietnam War	44	3	HIS 497, Special Topics Can use ONLY for Gen Elective
Human Resources Management	46	3	MGT 421, Hum. Resources Mgmt. Can be used ONLY for Gen Elective

Test Title	Min. Score	Sem. Hours	Substitutes For
Management Info. System	400	3	CIS 381, Information Systems Can use for program OR Gen Elective
Modern Middle East, Intro to	47	3	No SHC equivalent Can use for program OR Gen Elective
Money & Banking	48	3	No SHC equivalent Can use ONLY for Gen Elective
Organizational Behavior	48	3	MGT 320, Org. Theory & Behavior Can use ONLY for Gen Elective
Personal Finance	400	3	No SHC equivalent Can use for program OR Gen Elective
Physical Science I, Principles of	47	3	PHY 114, Principles of Physics Can use ONLY for Gen Elective
Psychology, Lifespan Developmental	46	3	No SHC equivalent Can use for core OR Gen Elective Can use ONLY for Gen Elective
Rise and Fall of the Soviet Union	45	3	HIS 497, Special Topics Can be used ONLY for Gen Elective
Supervision, Principles of	400	3	MGT 301, Management Principles Can use for program OR Gen Elective
Technical Writing	46	3	No SHC equivalent Can use ONLY for Gen Elective
Western Europe Since 1945	45	3	HIS 322, Europe since 1945 Can use ONLY for Gen Elective
World Religions, Introduction to	400	3	THL 261, World Religions Can use for core OR Gen Elective

Information about DSST Testing is available at: <http://www.getcollegecredit.com>. This includes information about practice tests, study guides, etc.

EASY LISTENING

"Easy Listening" allows participants to attend a regularly scheduled lecture course through Continuing Studies as a first-time experience, for professional development or for personal enrichment. Enrollment is on a space-available basis. The fee is \$50 per semester credit. No transcript record will be kept.

BACHELOR OF SCIENCE IN GENERAL STUDIES

Program Director: Daniel M. Massey, PhD

The General Studies curriculum is a flexible, individualized program of studies. Its basic advantage is that the adult learner has the opportunity to design a course of study that is best suited to individual needs and interests.

The program is divided into two parts of roughly equal credit-hour requirements. The first part of the program consists of sixty hours of basic core requirements.

The second part of the general studies degree consists of 65 semester hours of electives of which at least 33 semester hours must be taken at the upper-level with a grade of C- or higher; a minimum of half of this 33-hour requirement must be completed at Spring Hill. While a C- in one of these courses will be accepted as a passing

grade, all students must attain a cumulative GPA of 2.0, both overall and in the major, in order to graduate. General Studies students must fulfill a comprehensive experience requirement by completing IDS 460, GST 499 or an acceptable and approved substitution. A 20-to-25-page paper will be expected as part of this comprehensive experience and will describe the student's integration of the chosen major areas. Although the General Studies degree is characterized by a great deal of flexibility, this degree is intended to have a focus which will be displayed in the comprehensive experience. Students must consult with the advisor in selecting course work for the Bachelor of Science in General Studies in order to achieve as much curricular coherence and consistency as possible.

A modification of the General Studies program allows students with diplomas in nursing to receive 48 semester hours credit for college-affiliated course work completed for this diploma. The remaining requirements for diploma nurses pursuing the B.S. in General Studies are as follows:

- | | |
|--|-------------------------------|
| 4 courses in English | 1 course in mathematics |
| 1 course in visual and perf. arts | 2 courses in social science |
| 2 courses in history | 2 courses in foreign language |
| 3 courses in philosophy | 2 courses in theology |
| 30 hours of electives of which 15 to 18 hours must be at the upper-level | |

To be eligible for this option, students must submit certification of having passed the State Board Examination in nursing and transcripts from the school of nursing in addition to documents required of all students.

GST 499. Senior Seminar (1-3) A capstone, integrating experience intended primarily for the general studies major. Topics will vary depending on the interests of the students and the instructor. The course will be taught either on a tutorial or seminar basis.

BACHELOR OF ARTS IN THEOLOGY

Program Director: Christopher J. Viscardi, SJ

In addition to the basic requirements of the core curriculum, theology majors must take three hours of speech (or demonstrate and document speech competency), an additional three hours of history and 30 semester hours of theology, which include the nine hours required in the core curriculum. The 30 hours must include two courses in the biblical category, two in moral, two in historical, one in systematic and one in pastoral (as indicated in the course descriptions in the Theology section of this Bulletin). At least 18 hours must be upper-division (300 and above), including two sections of THL 494/495 and the senior seminar, THL 496/497. In addition, there are 12 hours of upper-division program electives (300 and above), which are to be chosen with the guidance and approval of the academic advisor; these courses are normally chosen from the humanities and social sciences divisions, with no more than three hours in theology. Majors who have completed the Certificate of Theological Studies are not required to take THL 101 or THL 494/495, but must take THL 496/497. With the approval of the chair of theology, majors may take selected MTS (Master of Theological Studies) courses for undergraduate credit. All courses of the major must have a grade of at least C- and a cumulative average of at least C (2.0).

The comprehensive experience for theology majors is provided by THL 496/497, which consists of a major research paper (20-30 pages long), either in conjunction with an approved course on the regular schedule or as a special seminar course for

graduating seniors. The paper will be read by two faculty (the project director and a second reader), and presented by the student in a public forum. Please see the Theology section of this Bulletin for course descriptions and prerequisites.

CERTIFICATE PROGRAMS

CERTIFICATE IN LEADERSHIP AND ETHICS

This 12-credit-hour certificate is designed for students who wish to enhance their knowledge of leadership and ethics. This certificate program provides an understanding of leadership, its ethical dimensions and the context for its practical settings. Spring Hill College undergraduate students may pursue this certificate as a complement to any degree offered by the College. There will be a Continuing Studies fee assessed for Spring Hill College traditional undergraduates who seek this certificate. Students seeking this certificate only are classified as non-degree students and must meet non-degree admission requirements. Students must achieve a minimum grade point average of 2.5 in the certificate courses and complete the certificate within four years of declaring the certificate and completing the first certificate course. Transfer credit is not accepted toward this certificate.

The undergraduate Certificate in Leadership and Ethics includes:

Course	Title	Hours
PHL 313	Business Ethics	3
<i>Choose three (3) of the following courses:</i>		9
LDR 310	Work, Motivation and Leadership in the New Workplace (3)	
LDR 410	Managing Diversity in the Workplace (3)	
LDR 420	Conflict Management and Resolution (3)	
MGT 320	Organizational Behavior (3)	

PHL 313. Business Ethics (3) (W) An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management.

LDR 310. Work, Motivation and Leadership in the New Workplace (3) This highly interdisciplinary course deals with the problems, purpose and function of work in our daily lives, especially as they affect our character development and define us as human beings. Given the profound effects of work on our total development and happiness, it is crucial to examine critically what we choose to do and, therefore, become.

LDR 410. Managing Diversity in the Workplace (3) This course examines management and leadership issues arising from both demographic and legal trends in increasing workplace diversity. Students examine the implications of workplaces characterized by differences in gender, ethnicity, cultural heritage and lifestyle.

LDR 420. Conflict Management and Resolution (3) A study of various methods of conflict resolution at different organizational levels. The course deals with causes of conflict and the process of conflict management and resolution. Different negotiating techniques and approaches to bargaining will be explored through a series of case studies.

MGT 320. Organizational Behavior (3) This course involves the study of individual and group behavior within organizations, including motivation, leadership and communication theory.

CERTIFICATE OF THEOLOGICAL STUDIES (CTS)

Contact: Christopher J. Viscardi, SJ

The Certificate of Theological Studies requires 30 semester hours selected from these categories: Biblical (two courses), Historical (two courses), Moral (two courses), Pastoral (one course), Systematic (one course) and two additional courses from any of the categories mentioned or from "elective only" offerings. With the approval of the chair of theology, CTS students may also take selected Master of Theological Studies courses for undergraduate credit. The CTS requires an overall B- (2.7) average and may be expanded into a BA degree in Theology by completion of further requirements (see Graduate Programs of Study, Master of Theological Studies Programs). Ordinarily, transfer credits will be considered for approval only upon admission to the program, following the standards given under Graduate Programs of Study. For undergraduate certificates, a maximum of six hours of approved course work may be accepted.

POST-BACCALAUREATE PRE-MEDICAL STUDIES CERTIFICATE

Contact: Paul D. Kohnen, PhD

The Post-Baccalaureate Pre-Medical Studies Certificate program is a highly selective program designed for graduates who typically have non-science backgrounds and who seek admission into medical, dental, veterinary and other health care professional schools. The program involves basic science courses, takes two full years to complete, requires application for admission through a special committee composed of members of the science faculty and carries Continuing Studies tuition. This program requires daytime attendance. Students are required to earn a minimum of a 3.30 GPA each semester. Upon completion, students will be eligible for a composite letter of recommendation to medical school.

The courses required are:

Course	Title	Hours
<i>Fall Semester I</i>		
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
MTH 111	Precalculus	3
PHL 311	Bioethics	3
<i>Spring Semester I</i>		
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
MTH 121	Calculus I	4
<i>Fall Semester II</i>		
CHM 331 & 333	Organic Chemistry I with Laboratory	4
PHY 221 & 213	Physics with Calculus I with Laboratory	4
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
SAS 304	Pre-health Internship	3
<i>Spring Semester II</i>		
CHM 332 & 334	Organic Chemistry II with Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4
BIO 360	Cell Biology	3
BIO 3xx/4xx or CHM 3xx/4xx	Elective (upper division Biology or Chemistry)	3 - 4

IV

Veterans and Active Military Personnel

GENERAL AND PROGRAM INFORMATION

Veterans and Active Military Personnel

Spring Hill College Welcomes Veterans and Active Military Personnel

Spring Hill College extends a special welcome to all who have served our country. Let us help you create an educational opportunity that will assist you in meeting your personal and professional goals.

Spring Hill operates under many of the core values that you have come to expect from being service men and women: we treat everyone with respect and dignity; our educational philosophy dictates that we provide enrichment for the mind, body and spirit; our environment has been carefully developed to foster a true sense of community; and we have a long tradition of academic excellence.

The College has a staff trained to assist you with your Veterans Administration and/or other service-related benefits pertaining to education. Spring Hill accepts many forms of active military and veterans education benefits and is proud to be an approved participant in the VA's *Yellow Ribbon Program* for those electing to use the Post-9/11 GI Bill benefit.

Spring Hill is pleased to offer "rolling admission" for all of our programs, which means that students are accepted for each term, rather than at the beginning of a school year, giving students the flexibility to be admitted year-around.

Spring Hill College is a member of Servicemembers Opportunity Colleges (SOC) and agrees to uphold the principles and criteria for membership. SOC principles and criteria ensure that quality academic programs are available to military students, their family members, the Coast Guard and veterans.

Programs of Study

Academically qualified veterans are eligible for the full range of programs offered at Spring Hill College: graduate and undergraduate, traditional and non-traditional. A complete listing of programs may be found in the Summary Listing of Academic Programs section of this *Bulletin*.

UNDERGRADUATE PROGRAMS

ADMISSION REQUIREMENTS

Applicants with fewer than 20 semester-hour credits from a regionally accredited institution of higher learning and/or military transfer credits must have earned a high school diploma with a minimum 2.0 GPA or General Education Diploma (GED) with an average of not less than 450 on the test battery and 410 on area tests.

Applicants with 20 or more semester credits from a regionally accredited institution of higher education must be in good standing or eligible to return to the last institution of higher education.

Unconditional Admission: Unconditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.5 on a 4-point scale and in good standing from the previous institution of higher education.

Conditional Admission: Conditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.0 and less than 2.5 on a 4-point scale.

Provisional Admission: Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure to complete the admission file with all required documentation

within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

Probationary Admission: For those not meeting unconditional or conditional admission requirements, an admission committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

APPLICATION PROCEDURES

As part of the application process, an applicant must supply a completed application form with the non-refundable application fee (waived for online applications), a personal statement (not required of non-degree applicants), military service transcript and official copies of transcripts from all colleges attended (official high school transcript or GED scores for those who have less than 20 college credits).

Order official copies of transcripts from all previously attended institutions of higher education and have them sent to Spring Hill College at the address below. Remember to include all military transcripts such as AARTS, SMART, CCAF or Joint Services Transcript documents. If Spring Hill is the first college or university you will be attending, order official copies of your high school transcripts or GED to be sent to: Spring Hill College Office of Admissions, 4000 Dauphin Street, Mobile, AL 36608.

VETERAN'S BENEFITS AND RESOURCES

Spring Hill College is approved for the education of veterans under Public Law 89-358, Veterans Readjustment Benefits Act of 1966; Chapters 31, 34, 35, of title 38; and the Post-9/11 Veterans Educational Assistance Act of 2008. Accordingly, it is the policy of the school to afford veterans and, where applicable, their dependents, every opportunity for study compatible with their educational background and the scope of the institution.

Equally as important as applying for admission to the College is applying for your VA benefits. Please use the following web address to access the Veterans Online Application (VONAPP) www.vabenefits.vba.va.gov. If you are unable to apply online, please call 1 (888) GI BILL-1 (1-888-442-4551) to have a form mailed to you.

Once approved by the VA, veterans and their dependents should submit their Certificate of Eligibility (COE) to the College's certifying official to receive benefits. Note that VA benefits are subject to Satisfactory Academic Progress requirements. Institutional aid may be affected by use of VA benefits. Additional resources for veterans can be found at Alabama Department of Veterans Affairs www.va.state.al.us/.

Mobile County Veterans Service Office
Bay Haas Building
1150 Government Street
Mobile, AL 36604
Phone: (251) 574-8578

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following site: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

COAST GUARD AVIATION TRAINING CENTER COLLABORATION

Students from the Coast Guard Aviation Training have enrolled in a variety of tracks through Spring Hill College. The following tracks are available:

One-credit hour professional development workshops: These courses, taught at the Coast Guard Aviation Training Center, are scheduled in collaboration with and through approval of Coast Guard personnel. Enrollment in these courses requires application, a copy of a current Coast Guard transcript and minimum requirements as defined under Undergraduate Programs, Admissions Requirements.

Undergraduate Degrees: Students may enroll in an undergraduate degree program offered on campus. Admissions requirements for Veterans and Active Military Personnel should be referenced for conditions of acceptance. In addition to a current Coast Guard transcript, all official transcripts from institutions of higher education will be required for consideration.

Additional documents and materials may be requested.

Graduate Certificates in Leadership and Ethics and Logistics and Supply Chain Management: Graduate students may apply to a four-course sequence that qualifies them for a graduate Certificate in Leadership and Ethics or Logistics and Supply Chain Management. Non-degree seeking students must carry an undergraduate GPA of 3.0 to qualify for this program. Students lacking the specified 3.0 may be considered for Admissions through committee approval. Additional documents and materials may be requested. Students are expected to submit a Certificate Completion Form, available on BadgerWeb, after completing all four courses in the sequences.

Graduate Studies: Graduate degree programs, as defined in the Bulletin under Graduate Studies, provide an additional option for students in the Coast Guard seeking advanced higher education. Graduate program policies and information are delineated in the Graduate Studies Policy section of the Bulletin. Completed application packets are forwarded to the appropriate division for final decision of acceptance.

TRANSFER OF MILITARY CREDIT OR CREDIT FROM OTHER INSTITUTIONS

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript.

Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

TUITION, FEES, AND FINANCIAL AID

Tuition and other expenses for Traditional Undergraduate Program Expenses and the Continuing Studies Program Expenses at <http://www.shc.edu/admissions/tuition-and-aid/>.

Through a combination of external and internal scholarships, grants and tuition waivers, Spring Hill seeks to make its education financially accessible to veterans. Please review the Student Financial Services section of the Bulletin for additional information regarding Financial Aid.

GRADUATE PROGRAMS

General graduate program policies and procedures may be found in the Graduate Studies Policies section of this *Bulletin*. Admission requirements vary by program and may be found under the various programs of study in the Graduate Studies section of this *Bulletin*.

ADMISSION PROCEDURES

Admission into a graduate program is granted after approval of a formal application. The application is available on the Spring Hill College website. Paper applications may be obtained from the Graduate Studies Office. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Order official copies of transcripts from all previously attended institutions of higher education and have them sent to Spring Hill College.

Remember to include all military transcripts such as AARTS, SMART, CCAF or Joint Services Transcript documents.

Transcripts should be sent to: Spring Hill College Admissions, 4000 Dauphin Street, Mobile, AL 36608.

TRANSFER OF MILITARY CREDIT OR CREDIT FROM OTHER INSTITUTIONS

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript.

Up to nine semester hours or the equivalent of appropriate transfer credit from a regionally accredited institution may be accepted toward the master's degree. No grade lower than B- will be accepted. Coursework accepted as transfer credit will be listed on the Spring Hill College transcript with the grade earned at the transfer institution; however, transfer grades will not enter into the grade point calculation for the coursework taken at Spring Hill. The Provost, the program director in the department and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost.

Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

TUITION, FEES, AND FINANCIAL AID

Tuition and other expenses for graduate education are listed at <http://www.shc.edu/admissions/tuition-and-aid/>. Spring Hill seeks to make its education financially accessible to veterans. Please review the *Student Financial Services* section of the *Bulletin* for additional information regarding Financial Aid.

V

Graduate Studies

GENERAL AND PROGRAM INFORMATION

Academic Calendar for Graduate Studies

Visit the following current calendars at <https://badgerweb.shc.edu/ICS/Registrar/> (in the Academic Calendars portlet):

- Graduate Calendars
 - o Teacher Education Program
 - o Graduate Theology Program
 - o MBA Program
 - o MSN/CNL Nursing Program
- Summer Calendars
 - o Graduate
 - o MBA Program

Expenses

Current tuition and fees for Graduate Studies can be found at <http://www.shc.edu/admissions/tuition-and-aid/>.

FINANCIAL OBLIGATIONS SPECIFIC TO GRADUATE STUDIES

1. Graduate students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this Bulletin.
2. Payment for tuition, fees and required forms (i.e., company reimbursement form, enrollment agreement, etc.) are due by the date set forth in the student billing timeline. If tuition, fees and the required forms are not received by the Student Financial Services Office on or before the due date, a student's pre-registration may be cancelled, a financial hold will be placed and a \$100.00 late fee will be added to the student account. Balances due may be paid by cash, check, MasterCard, Visa, American Express or Discover.
3. Graduate students desiring to pay education expenses in monthly installments should contact the following company: Tuition Management Systems, P. O. Box 742627, Cincinnati, OH 45274-2627. Customer Service (1-800-356-8329) shc.afford.com
4. Refunds are only calculated for total withdrawal from an enrollment period. All graduate students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.
 - A. Spring Hill College's Refund Policy
Students who withdraw from all classes prior to the completion of 60% of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%). Institutional aid will be prorated by the same above percentage. After returning the required amount to the appropriate federal fund(s), should a credit remain the student will be refunded.
 - B. Return of Title IV Federal Financial Aid
When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received or is eligible to receive is determined in accordance with federal regulations. If the student has completed 60% or more of the term, no refund is due. The law assumes that a student "earns" approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal.

$$\frac{\text{Number of days student completed in the semester}}{\text{Number of days in the semester}} = \text{Percentage Earned}$$

All students who received Title IV SFA monies through the Student Financial Services and who withdraw should see the Student Financial Services Office section of this Bulletin for further information concerning the prescribed distribution order of re-fund monies back to the Title IV SFA programs, other sources of aid and the student (if any remains).

Graduate Studies Policies

The policies and requirements listed below apply to all graduate programs. Requirements specific to one program are listed under that program. Consult the section of this Bulletin on "General Academic Policy" for additional policies not given below.

ADMISSION

Admission into a graduate program is granted after approval of a formal application. Applications may be obtained from the Office of Admission. Official transcripts from colleges attended must be mailed from the institution directly to the Office of Admission. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Through the admissions process, the student ultimately must achieve full standing. Full standing may be achieved through unconditional admission, a status in which the student enjoys full standing upon entering the program, or through conditional or provisional status. Conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria in order to achieve full standing. Provisionally admitted students who have not met one graduate program's requirements may be admitted to another graduate program if they meet the qualifications of that program. Admission requirements differ for each program. These requirements are listed in the sections of this Bulletin in which the particular program is described. Exceptions to these requirements are made only upon the recommendation of the Graduate Committee based on a written request by the applicant.

Students who have been academically dismissed from a graduate program at another college or university will not be considered for admission to a Spring Hill College graduate program until two years following their dismissal.

ADMISSION OF INTERNATIONAL APPLICANTS

International applicants for all programs are required to provide the documentation listed below, in addition to any other requirements specified by each program.

1. An official copy of a course-by-course evaluation of credentials earned outside the US by an approved evaluation service like World Education Service (www.wes.org). Official copies of transcripts from all colleges and universities previously attended are also required. These records must be official school records sent directly to Spring Hill College by the school, and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable.
2. An official copy of an English proficiency test score report indicating an acceptable score (TOEFL: Internet-Based Test - 80, Computer-Based Test - 213; IELTS - 6.5; Cambridge Examinations (CPE or CAE) - C; or the Michigan Test (MELAB) - 90).
3. Proof of financial resources showing student's ability to cover expenses for the first academic year (an affidavit of support and a confidential bank statement from student's parents, a relative or personal sponsor showing that sufficient funds are available or a sponsorship letter from a government agency, organization, institution or school).
4. Proof of health insurance. Otherwise, students must purchase Spring Hill Col-

lege's institutional health insurance.

The Master of Science in Nursing program is unable to accept international students due to clinical requirements.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Up to nine semester hours or the equivalent of appropriate transfer credit from a regionally accredited institution may be accepted toward the master's degree. No grade lower than B- will be accepted. Course work accepted as transfer credit will be listed on the Spring Hill College transcript with the grade earned at the transfer institution; however, transfer grades will not enter into the grade point calculation for the course work taken at Spring Hill. The Provost and the program director in the department and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost. Generally, no transfer credit will be given for course work already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

RESIDENCY

While up to nine semester hours may be accepted in transfer upon entering the program, students must take the remainder of their graduate program in residence at Spring Hill College. Exceptions must be approved by the Graduate Committee.

READMISSION

Students who have been absent from Spring Hill College over 12 months must make formal application for readmission through the Office of Admission.

Should a student request readmission after an absence of six years no prior credit earned will be accepted without evaluation by the program director and the Graduate Committee.

NON-DEGREE STATUS

Non-degree status applies to:

1. **Transient students** - students enrolled in graduate study at another institution and seeking credited coursework for transfer back to the home institution. Transient students must complete the application, pay the application fee, and meet either the transcript requirement of the graduate program in which the transient study will take place or provide a certificate of good academic standing from the institution designated to accept the credits in transfer from Spring Hill College. Good standing may be established either by submission of the Spring Hill College verification form available at the Admission's Office or by submission of a similar form issued from the institution to which the credits will be transferred.
2. **Audit students** - students enrolled on a strictly audit basis must complete the application form and pay the application fee. The same tuition applies to audit and credit status. Course work taken while in audit status will not be granted credit at a later date.
3. **Credit students** - non-degree graduate students who are seeking graduate credit must complete the application form, pay the application fee and submit

an official transcript of the highest degree awarded, at minimum the baccalaureate.

Non-degree status students must meet all admissions requirements in order to be elevated to degree-seeking status.

ADVISORS

The program director is the general counselor to all graduate students. In addition, a faculty advisor may be designated by the director of the major department. The students will meet with the advisor to develop a plan of study for the graduate program. The advisor will assist the student in developing a plan to remove undergraduate deficiencies when appropriate. All forms and reports regarding the student's program must be approved by the advisor.

GRADE REQUIREMENTS

Grades on all courses taken in the Spring Hill graduate program will be used in determining the student's overall grade point average. Grades from courses transferred from other institutions will be listed on the transcript but not included in the graduate grade point average calculation.

Students who earn two course grades lower than B- are subject to review by the Provost and the Graduate Committee and may be dismissed. Students who earn a third grade below a B- will be dismissed. Students earning a grade less than C- in a graduate course will be dismissed from the program. No grade below C- will be accepted toward graduate degree requirements.

All graduate students at Spring Hill must maintain a B (3.00 on a 4.00 scale) average. Falling below a cumulative 3.00 GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Provost and the Graduate Committee and may be dismissed.

The minimum grade point average required for graduation from a graduate-level program is B (3.00 on a 4.00 scale) in all course work taken at Spring Hill College. Other requirements for graduation, such as thesis requirements and comprehensive examinations, are listed with the requirements found in the section of this Bulletin for the specific program.

ACADEMIC DISMISSAL

Students who are dismissed from a graduate program at Spring Hill College are not eligible for readmission into the same program.

Dismissal from a graduate program may be appealed within 10 days in writing to the Graduate Committee. If this appeal is not granted, there is no process for further appeals.

Students who have been academically dismissed from one Spring Hill graduate program cannot apply to take courses in another Spring Hill graduate program for a period of two years.

AUDITING

Students may register for any course as an audit. The fee is the same as for credit. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Courses

taken for audit may be repeated for credit. Changes to audit status may be made until the “Last Day to Withdraw” on the academic calendar.

GRADING SYSTEM

The grading system and grade appeals procedure as outlined in the section on “General Academic Policy” applies to graduate programs. However, graduate programs do not assign midterm grades.

REMOVAL OF INCOMPLETE GRADES

For graduate students, an I is reverted to an F at the end of the following semester. For a graduate student who is taking undergraduate prerequisites and has been admitted into the graduate program, the graduate policy will apply for both undergraduate and graduate courses.

ACADEMIC DISHONESTY AND/OR IMPROPRIETY

Dishonesty or impropriety of any kind in academic work (daily quizzes, examinations, written assignments, etc.), mutilation or theft of library property or materials, and so forth, renders a student subject to disciplinary action, including academic suspension or possible dishonorable dismissal.

Specifically, plagiarism – that is, representation of thoughts or passages from another author as one’s own work (whether intentional or unintentional); collusion – that is, collaboration with another in the preparation of term papers or other written work; cheating – that is, giving or receiving or soliciting information from another student during a test or examination; or using illicit materials in an examination or quiz will not be tolerated.

1. Any student found guilty of taking or attempting to take an examination or quiz from any room or office in the College without permission will be dishonorably dismissed from the College.
2. Dishonesty in class work is penalized as follows:
 - A. Cheating on tests or examinations or cheating/plagiarizing on papers or major writing assignments will result in a failing grade for the student in the course involved. The student will not be allowed to change his or her status in the course (e.g., withdraw or audit) to avoid the failing grade. The student will then be dishonorably dismissed from the College.
 - B. The determining of penalties for other acts of academic dishonesty or impropriety (e.g., daily quizzes, short writing assignments) is the responsibility of the professor. A repeat offense of this type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.
3. A professor who determines that any violation has taken place must submit a written report to the Provost and the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken (as in 2B above).
4. A student charged with academic dishonesty may appeal to a board established by the Provost to hear such appeals. This board will be composed of three

students and three faculty members with the Provost serving as the chairperson. The students will be appointed by the Provost and will represent at least two different graduate programs at the College, with at least one student member from the graduate program of the student bringing the appeal. The faculty members will be appointed by the Provost. In any case of appeal, this board will reach a decision (to uphold the charge of academic dishonesty or not) only after consultation with the instructor who has preferred the charges and with the student so charged. The appeal must be submitted by the time indicated in the letter to the student.

5. Students dishonorably dismissed or suspended from a graduate program may appeal the dismissal to the Graduate Committee. The appeal must be submitted within 48 hours of the time the student is notified of the negative action regarding the appeal of the charge of academic dishonesty.

EASY LISTENING

"Easy Listening" is a program that allows participants to sit in on a regularly scheduled graduate course. The fee is \$50 per semester credit. No transcript record will be kept. Participants must have the appropriate background for graduate courses. Registration is on a space-available basis and with program director approval. "Easy Listening" is appropriate for non-matriculated students as a first-time experience, for those fulfilling theology prerequisites, for professional development or for personal enrichment.

REGISTRATION PROCEDURES

Registration for each term will take place via BadgerWeb according to the graduate calendar published in this Bulletin and on the Registrar's web page.

Students must receive clearance from their advisor prior to registering each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* or in the information published on the College website will be assessed a late registration fee. Failure to make payment by the specified date will result in cancellation of the early registration and will necessitate reregistering during the late registration period. Questions regarding registration procedures should be addressed to the Office of Admissions.

GRADUATION PROCEDURES

An application for degree (Notice of Intent to Graduate form) is due six months before the anticipated date of graduation. Failure to remit this form to the Registrar's Office by the published deadline date can affect the appearance of your name on the printed program, the availability of your diploma, participation in the commencement ceremony and your ability to graduate. This form must be signed by the graduate program director. It is the responsibility of the student to know and satisfy the degree or certificate requirements of the academic program.

Commencement exercises are held every spring for all May graduates, as well as those completing requirements the preceding December or the following August.

Graduate Studies

Spring Hill offers master's programs in service to local and regional business, civic, church and educational communities. These programs extend to the graduate level the College's Jesuit liberal arts tradition and its unique contribution to higher education in the Southeast. At present, master's degrees are offered in business administration, teacher education, liberal arts, nursing and theology.

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

Program Director: Samir Khoury, PhD – 251-380-4113

Spring Hill College offers a Master of Business Administration (MBA) degree program with a concentration in Logistics and Supply Chain Management, and in Leadership.

The MBA program is offered in an online format providing the maximum degree of flexibility, thereby allowing the student to continue his/her current career while earning an advanced business degree in the Jesuit, liberal arts tradition. The Spring Hill College MBA is comprised of 30 semester hours (10 courses). The program includes a solid core of 21 semester hours (seven courses), and nine semester hours (three courses) of program electives in the concentration of choice.

The Logistics and Supply Chain Track is designed to prepare an individual for various career paths in firm-specific logistics management, as well as supply chain management where the emphasis is the coordination of a network of companies working together to deliver a product to market. The Leadership track is designed to prepare individuals for responsibilities in the middle and upper management ranks by teaching and refining conceptual, analytical and human relations skills.

A significant aspect of the MBA program at Spring Hill College is the emphasis on and inclusion of business ethics and social responsibility in all the courses the student will complete in the program. Students should expect questions concerning ethical judgement and social responsibility to appear regularly in the graduate core curriculum. In addition to the integration of ethical issues in the MBA core courses, the BUS 573 graduate case studies course (in the Logistics/Supply Chain concentration) and the BUS 530 Business Ethics (in the Leadership concentration) specifically examine the application of principles of ethics to activities within the complex organization. As a Jesuit institution, Spring Hill College believes that consideration of such matters is vitally important in the education of the business executive.

The program is not limited to individuals with an undergraduate degree in business. Well-qualified candidates from diverse academic backgrounds are encouraged to apply. There are no specific foundation courses required for admittance to the program, although undergraduate economics and business courses will prove beneficial to the students' success. A bachelor's degree from an accredited institution is required, and applicants with at least three years of work experience can enroll without a GMAT score. Those applicants without three years of significant work experience must take the GMAT to enroll.

GRADUATE BUSINESS FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since that date.

Anindya Biswas (2012) *Associate Professor* – PhD, Northern Illinois University, 2011; Teaching Areas: Economics, Finance.

Theresa McGonagle Crider (1997) *Assistant Professor* – MLIS, Florida State University, 2008; MBA, Spring Hill College, 2004; Teaching Areas: Management and Computer Information Systems.

Richard Mark Foster (2016) *Instructor* – MAcc, University of South Alabama, 2009; CPA; Teaching Area: Accounting.

Jennifer L. Nevins Henson (2016) *Associate Professor* – PhD, University of South Carolina, 2005; Teaching Area: Marketing.

Samir Y. Khoury (2016) *Assistant Professor* – PhD, Capella University, 2009; Teaching Area: Computer Information Systems, Logistics and Supply Chain Management.

James B. Larriviere (2001) *Associate Professor and Division Chair of Business* – PhD, Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.

ADMISSION REQUIREMENTS

Admission to the MBA program is open to all qualified men and women who hold bachelor's degrees or equivalent from accredited colleges and universities without regard to race, color, age, sex or creed. Candidates wishing to apply electronically can find the application and other necessary forms on the SHC website: www.shc.edu/mba. Information pertaining to the program, application for admission, and other necessary forms may also be obtained by calling or writing the Office of Admissions.

Admission decisions will be based on a complete portfolio (includes cover letter describing significant work experiences and professional accomplishments, a current resume, undergraduate transcripts and two professional letters of recommendation.) Applicants with less than three years of work experience are required to submit GMAT score. A \$25 non-refundable application fee must accompany the application. The application fee is waived for those applying online.

Students may achieve full standing through initial admission at one of three levels of admission: unconditional, conditional and provisional. Unconditional admission gives full standing upon entering the program, while conditional or provisional admission requires the student to fulfill specific documentation and/or performance criteria.

Unconditional Admission

A student will be considered for unconditional admission by meeting the following standards:

1. A bachelor's degree from an accredited institution.
2. A complete portfolio (cover letter, current resume, undergraduate transcripts and two professional letters of recommendation).
3. For those applicants with less than three years of significant work experience, a GMAT score of at least 440.
4. A minimum of 80 on the Internet-Based TOEFL examination (213 on the computer-based version) for students whose native language is not English.

Conditional Admission

Applicants who do not meet the standards for unconditional admission may be admitted conditionally if, in the judgment of the Graduate Business Committee and the Provost, they have the potential to successfully complete an MBA program. Evidence of that potential may include the following:

1. being previously and fully admitted to and having maintained good standing in a nationally accredited graduate business program;
2. having earned a post-bachelor's level degree in any field from an accredited graduate program or professional school or
3. having, in the judgment of the Graduate Business Committee, significant business experience at an executive level.

The performance of each student admitted conditionally will be reviewed by the Graduate Business Committee after the completion of six credit hours of coursework to determine whether the student will be elevated to unconditional status or dropped from the program. A grade point average of B (3.00) or higher must be achieved within the first six hours for the admission status to be raised to unconditional.

Provisional Admission

Upon the recommendation of the Graduate Business Committee, an applicant with an undergraduate degree with a GPA of 3.0 or higher for whom a GMAT score is required and not yet received or official transcripts are not yet received by the time classes commence in the semester for which application is made may be admitted provisionally. GMAT score of at least 440 and official transcript must be presented to the graduate business program director prior to the end of the first semester of enrollment. Future enrollment may be suspended until the GMAT score or transcript is presented.

GRADUATION REQUIREMENTS

1. Completion of the 30 hours of MBA core and program elective course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of BUS 599 at Spring Hill College with a grade of at least B-. This course will serve as the capstone or integrating comprehensive experience for the program. As an integral part of this course, successful completion of the national Masters in Business Administration (MBA) exam is required (standard for passing set by the faculty).
3. Completion of the program within six calendar years.

TRANSFER POLICY

Up to nine hours of M.B.A. core or program elective course work may be transferred in (B- grade or better). All other provisions of the section "Transfer of Credit From Other Institutions" apply.

NON-DEGREE STUDENTS

In recognition of the fact that some students might not wish to undertake a complete MBA program but would rather study a few selected courses, a student may enroll in any MBA course in a non-degree status. Such students must complete the application form, pay the application fee and provide transcripts verifying gradua-

tion from an accredited bachelor’s level program. Up to nine hours taken in a non-degree-seeking status may be applied toward the M.B.A. degree should the student decide to make the commitment to pursue the complete program. The normal admission standards must be met by such students.

THE MBA CURRICULUM

The following core courses are required of all students (21 semester hours):

Course	Title	Hours
BUS 520	Organizational Behavior and Ethical Decision Making	3
BUS 535	Cost Accounting and Financial Analysis	3
BUS 540	Quantitative Analytics for Business	3
BUS 550	Managerial Economics and Corporate Profitability	3
BUS 565	Foundations of Logistics and Supply Chain Management	3
BUS 580	International Business	3
BUS 599	Business Strategy, Policy and Stewardship	3
Core Total		21

Concentration in Logistics and Supply Chain Management

Course	Title	Hours
<i>Choose three from the following:</i>		
BUS 571	Procurement and Material Management (3)	
BUS 572	Logistics Information Systems (3)	
BUS 573	Case Studies in Logistics and Supply Chain Management (3)	
BUS 574	Management and Distribution of Inventory (3)	
Electives Total (Choose 3 courses)		9

Concentration in Leadership

Course	Title	Hours
<i>Choose three from the following:</i>		
BUS 525/LIS 572	Leadership (3)	
BUS 530/LIS 573	Business Ethics (3)	
BUS 592/LIS 574	Conflict Management (3)	
BUS 595	Special Topics (3)	
Electives Total (Choose 3 courses)		9

GRADUATE LEVEL BUSINESS COURSES

MBA CORE COURSES

BUS 520. Organizational Behavior and Ethical Decision Making (3) Presents a behaviorally oriented, interdisciplinary course focused on understanding human motivation and behavior patterns within an organizational setting. Throughout the course, major ethical theories are integrated and applied to contemporary business topics including conflict management, organizational culture, diversity and inclusion, person-organization fit, team functioning, decision making, change management and leadership.

BUS 535. Cost Accounting and Financial Analysis (3) This course is intended to provide a comprehensive view of how accounting systems – particularly cost accounting systems – allow the manager to plan goals and develop budgets in order to exercise control over the operation of the business firm. The process of reviewing and analyzing a company’s financial statements is emphasized.

BUS 540. Quantitative Analytics for Business (3) An advanced study of operations research techniques for solving business problems. Both techniques and applications are emphasized.

BUS 550. Managerial Economics and Corporate Profitability (3) Increasing corporate profitability through the use of economic analysis is the focus of this course. Topics include pricing strategies, decisions regarding capital structure, organizational architecture and its impact on the managerial decisions.

BUS 565. Foundations of Logistics and Supply Chain Management (3) This course is an analysis of logistics and supply chain management concepts, processes, procedures and strategies throughout the supply chain. These concepts include inventory control, demand management, forecasting and integrating models of procurement, transportation, warehousing, materials handling and storage, global logistics and information systems integration. Students will analyze logistics processes and metrics, recommend solutions for improvement of operations, and develop logistics strategies.

BUS 580. International Business (3) An examination of the internal and external environment facing firms involved in the international marketplace. The course examines economic, political, management, marketing and financial implications of doing business in an international setting.

BUS 599. Business Strategy, Policy, and Stewardship (3) Designed as a capstone experience for the MBA student. The various functional areas of business study will be integrated in this course, while emphasizing corporate social responsibility and sound business leadership practices.

LOGISTICS AND SUPPLY CHAIN MANAGEMENT CONCENTRATION ELECTIVES

BUS 571. Procurement and Material Management (3) This course explores purchasing and materials management practices and strategies implemented throughout industry. Topics analyzed include purchasing proposal solicitation and evaluation, supplier evaluation, contract development and execution, inventory control, lean logistics, supplier development, material flow, forecasting, supply chain integration, responsible procurement and e-procurement.

BUS 572. Logistics Information Systems (3) This course is an analysis of the integration of information systems within logistics and supply chain operations. Topics include Supply Chain Management (SCM) systems, Enterprise Information Systems (ERPs), warehousing and transportation systems, Customer Relationship Management Systems (CRMs), transaction processing systems and Decision Support Systems (DSS). Special emphasis will be placed on the integration of SAP ERP within supply chains.

BUS 573. Case Studies in Logistics and Supply Chain Management (3) This course is a study of logistics and supply chain management through case studies. Students will analyze numerous logistics and supply chain cases and propose recommendations that would integrate effective supply chain strategies. Some of the topics explored include the supply chain optimization, supply chain metrics analysis, reducing supply chain risk, supplier development, supplier selection and management, supporting lean manufacturing and transportation evaluation and selection.

BUS 574. Management and Distribution of Inventory (3) This advanced logistics and supply chain management course explores various inventory control and distribution practices, techniques and best practices. Topics addressed include forecasting, warehousing utilization, automation, and optimization, transportation regulation, and inventory control models and techniques, and the use information technology to

reduce and control inventory levels.

LEADERSHP CONCENTRATION ELECTIVES

BUS 525. Leadership (3) A study of nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership and transformational change.

BUS 530. Business Ethics and Social Responsibility (3) A philosophical study of the application of principles of ethics to activities within the complex organization. The critical questions involved in ethical business conduct and an awareness of appropriate concerns for social responsibility are considered.

BUS 595. Special Topics (3) The content of the course will be designed to meet the academic and proessional needs of MBA students.

GRADUATE CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

The Graduate Certificate in Logistics and Supply Chain Management is designed for those individuals who desire specific, intensive study of important issues in the logistics/supply chain management arena. A foundations course in logistic/supply chain management, and three additional courses in information systems, distribution, as well as procurement and material management complete the four course concentration.

Admission to the certificate program as a non-degree student requires a completed bachelor's degree and the approval of the Graduate Business Committee, based on a review of the applicant's complete portfolio (cover letter, current resume and undergraduate transcripts).

Students in process of completing the Graduate Certificate in Logistics and Supply Chain Management and considering applying to the MBA program should formally apply prior to the completion of the third course in the Certificate program. Up to nine hours completed in a non-degree seeing status may be applied toward the MBA degree.

CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Course	Title	Hours
BUS 565	Foundations of Logistics and Supply and Supply Chain Managment	3
<i>Choose three from the following:</i>		
BUS 571	Procurement and Material Management (3)	9
BUS 572	Logistics Information Systems (3)	
BUS 573	Case Studies in Logistics and Supply Management (3)	
BUS 574	Management and Distribution Of Inventory (3)	
Total		12

GRADUATE PROGRAMS IN EDUCATION

Program Director: Lori P. Aultman, PhD, 251-380-3473

Spring Hill College offers two graduate degrees in education which lead to certification: the Master of Science (MS) degree in three areas of study – early childhood education, elementary education and secondary education in the teaching areas of English language arts, general social science and history – and the Master of Arts in Teaching (MAT) degree for persons who have a bachelor's degree in a field other than education in three areas of study – early childhood education, elementary education, and secondary education in the teaching areas of English language arts, general social science and history. Completion of all requirements for either degree leads to eligibility for Alabama Class A certification. Certification programs are approved by the Alabama State Board of Education. A third degree which does not lead to certification, the Master of Science in Educational Theory, is also available.

Graduate work in education is a part of a sequential process, extending from the earliest undergraduate experiences to the fulfillment of advanced study that leads to the highest level of mastery. The purpose of graduate programs in education at Spring Hill is to provide students with challenging opportunities to expand their knowledge and to develop into master teachers. The influence of Spring Hill and its commitment to value-oriented programs are reflected throughout the curriculum.

Policies and regulations governing the issuance of teacher certificates are under the authority of the Alabama State Board of Education. Spring Hill College cannot assume responsibility for changes in certification requirements due to changes in Alabama State Board of Education policies and/or regulations. Additionally, education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them.

In July 2009, the Alabama State Board of Education adopted the Alabama Educator Code of Ethics, which defines professional behavior and serves as a guide for ethical conduct for all public school personnel and, as applicable, pre-service teachers. Specific information about the code is available from education advisors and in the Education office.

Changes in any education program apply to currently enrolled students.

Coursework and/or a degree accepted from institutions outside the United States must be substantiated by an evaluation of the foreign credentials from a state, federal or private foreign credential evaluation service recognized by the State of Alabama Education and Certification Office.

Information regarding alternative routes to certification in the State of Alabama is available in the Division of Education Office.

The Division of Education, in accordance with Section 290-3-3.02 (6) of the Rules of the Alabama State Board of Education, guarantees the success of individuals who complete its approved programs and are employed in their area(s) of specialization in the State of Alabama. The Division of Education shall provide remediation at no cost to a graduate who has been recommended by the Division's Certification Office and who, within two years after program completion, is deemed by his/her principal to be unsatisfactory based on performance evaluations established by the Alabama State Board of Education. Notification to the Division of Education by the Alabama State Board of Education must occur within two years following program completion.

In any situation where unsatisfactory performance, based upon Alabama State Board of Education evaluation, has been determined, the Spring Hill College Division

of Education faculty make final determination as to the type of remediation required. Also, the education faculty reserve the right to have the graduate in need of remediation return to the Spring Hill College campus in Mobile, Alabama, for additional course work and/or laboratory field experience activities. Should a graduate need to return to the College campus for remediation, the College does not assume any responsibility for general living income or expenses including, but not limited to, loss of income, transportation, room and board or lodging, meals, etc. The only responsibility the College assumes is the cost of tuition and the cost of texts for the course(s) that a graduate may be required to complete.

Because of the need for knowledge and abilities that reflect current rules and standards of the Alabama State Board of Education, no credits in professional studies (EDU courses), in general studies and in the teaching field used to satisfy education requirements for certification, earned prior to six years before current matriculation at Spring Hill College will be accepted without evaluation by the education faculty. Transfer credit for up to nine semester hours of appropriate graduate coursework from another accredited institution may be accepted upon satisfaction of all conditions of admission. Transfer of graduate course work requires submission of the appropriate official graduate transcript(s). (See "Transfer of Credit from Other Institutions" in the Graduate Program Policies section of this Bulletin for more details.)

Courses that were taken as part of the degree used to meet the admission requirement in Rule 290-3-3-44(2)(c) for a bachelor's or higher degree with a minimum grade point average of 2.5 cannot be used again to meet Alternative Class A program requirements.

For candidates who meet requirements for unconditional admission to a traditional Class A program, a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for AL State Board of Education educator preparation programs. Rule 290-3-3-.44(4)(b) provides information about the GPA requirement for completion of an Alternative Class A program.

A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum GPA overall 2.75. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. A person who is eligible for unconditional admission to an Alternative Class A program shall have earned a bachelor's degree with a minimum GPA overall of 2.75 or a master's or higher degree with a GPA of at least 3.25. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

Undergraduate courses which are cross-listed as graduate courses may not be repeated for graduate credit.

Completion of a Class A education program requires at least 30 semester hours of graduate credit not used for prior certification in the same field.

Fifth-year and alternative fifth-year graduate students follow Alabama State Board of Education programs approved in May 2014.

FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then

Lori P. Aultman (2009) *Associate Professor, Division Chair of Education, and Director of Graduate Education* – PhD, University of Georgia, 2005; Teaching Area: Secondary Education.

Leona O. Rowan (2001) *Professor* – EdD, Auburn University, 1985; Teaching Areas: Early Childhood and Elementary Schools; Curriculum.

April M. Sanders (2013) *Assistant Professor* – PhD, University of North Texas, 2013; Teaching Areas: Reading, Curriculum, Secondary Education.

Lois A. Silvernail (1987) *Professor* – EdD, Auburn University, 1987; Teaching Areas: Elementary and Early Childhood Curriculum.

Angela P. Stewart (2018) *Assistant Professor* – EdD, Arkansas Tech University, 2018; Teaching Areas: Elementary and Early Childhood Education.

MASTER OF SCIENCE IN EDUCATION

The MS certificate degree may be pursued by persons who hold a valid Alabama Class B teacher certification. A program plan is developed for each graduate student in order to assure that, within certain parameters, each person's needs are met. Each plan reflects a combination of program requirements and the student's choice of advisor-approved course options. Students pursuing the MS certificate degree take courses reserved exclusively for graduate students.

ADMISSION REQUIREMENTS

Students may attain full standing through either conditional or unconditional admission status. Unconditional status gives full admission upon entry, while conditional status requires the fulfillment of specific performance criteria before attaining full standing. The admission process for all prospective students requires official transcripts from all colleges attended, mailed directly to the Office of Admissions by the appropriate registrar. The following criteria apply in determining the student's initial type of admission.

For Unconditional Admission:

1. A documented bachelor's degree or higher degree from a regionally accredited institution.
2. Valid Class B Alabama certificate in the appropriate teaching field. Student must have applied for and obtained the Class B Alabama certificate. Class B certification indicates the student has satisfied all required components of the Alabama Educator Certification Assessment Program (AECAP).
3. A cumulative undergraduate GPA of 3.0 on a 4.0 scale.
4. A satisfactory written evaluation of the applicant's effectiveness as a teacher.
5. A test score report reflecting a minimum scaled score of 400 on the Miller Analogies Test or a total verbal and quantitative score of 300, with at least 150 on the verbal subtest of the Graduate Record Examination. Test scores must be less than five years old.
6. Attendance at the orientation session required for all new students during their first term of enrollment.

All applicants whose native language is not English must also submit a satisfactory report on the TOEFL prior to admission.

For Conditional Admission:

1. A documented bachelor's degree or higher degree from a regionally accredited institution.
2. Class B Alabama certification or eligibility for the Class B Alabama certificate in the appropriate teaching field.

To attain full standing from conditional admission, i.e., to progress beyond the first six hours of coursework, the student must meet the following criteria:

1. Complete the first six hours of graduate coursework at Spring Hill College with a 3.25 average.
2. Provide an official test score report reflecting: (a) a minimum scaled score of 375 on the Miller Analogies Test (MAT), or (b) a combined total score of 295 on the verbal and quantitative subtests of the Graduate Record Examination (GRE), including a minimum of 150 on the verbal subtest, or (c) a minimum score of 145 on the K-6 test or 153 on the 7-12 test on the Praxis II Principles of Learning and Teaching (PL&T) examination. Test scores must be less than five years old.
3. Provide a satisfactory written evaluation of the applicant's effectiveness as a teacher.
4. Clear any incomplete grade(s).
5. Submit a copy of current valid Class B Alabama certificate in the appropriate teaching field. Student must have applied for and obtained the Class B Alabama certificate. Class B certification indicates the student has satisfied all required components of the Alabama Educator Certification Assessment Program (AE-CAP).
6. Attend the orientation session required for all new students during their first term of enrollment.

RETENTION REQUIREMENTS

1. Students must maintain a cumulative grade point average of at least 3.25.
2. If in the course of the student's progressing through the program, deficiencies in knowledge, skills, teaching performance or dispositions for teaching become evident, the education faculty will meet to discuss the observed deficiency to determine a course of action.

GRADUATION REQUIREMENTS

1. Completion of the 33 hour program with a cumulative grade point average of 3.25 on all courses used to meet the requirements on the approved program checklist.
2. Satisfactory performance on each portion of a written comprehensive examination during the last term of the student's program. All courses taken prior to the last term must have been successfully completed to be eligible for the comprehensive examination. A comprehensive examination is administered in each teaching field for which a student wishes to receive certification. The comprehensive examination will be comprised of professional studies (EDU non-teaching field) courses only.
3. MS students do not participate in regularly scheduled laboratory experiences, but rather utilize their classrooms' activities and student participation to document field assignments in accordance with specific course assignments.
4. Completion of the program within six calendar years of entrance into graduate studies at Spring Hill College.

ALABAMA CERTIFICATION REQUIREMENTS

Individuals must hold an Alabama Class B certification before applying for Class A certification in the same teaching field. For Class A certification, a transcript from a regionally accredited institution is required to document an earned master's degree and satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved education program.

A survey of special education course is required unless that course was previously completed. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to an Alternative Class A or traditional Class A program July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education or urban education. A course used to meet this requirements for one level of certification may not be used to meet the requirement for a higher level of certification.

A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in a teaching field through a state-approved Class A program at an Alabama institution.

For more information about alternative routes to certification, please contact the Alabama State Department of Education.

PROGRAMS

MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION

The program in early childhood education is concerned with children from pre-school through grade three and consists of 11 courses (33 semester hours) from the following:

Teaching Field (18 hours)

EDU 520	Computer-Based Instructional Technologies
EDU 531	Language Development and Activities for Early Childhood Education

Choose 12 hours from advisor-approved program electives appropriate to the early childhood curriculum.

Special Education (3 hours)

EDU 517	Survey of Exceptionality* or
EDU 578	Multicultural Education

Required Courses (12 hours)

EDU 501	Strategies for Creative Classroom Management
EDU 504	Issues and Innovations in Early Childhood Education
EDU 514	Psychological Interpretations of Learning & Development
EDU 526	Research Methodology and Evaluation in Education

Electives (0-3 hours)**

*Required for students who have not taken an undergraduate course in this area. If a student has taken an exceptionality survey course, another diversity course is required.

**No advisor-approved elective is required if EDU 517 is completed.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

The program in elementary education focuses on teaching and learning from kindergarten to grade six and consists of 11 courses (33 semester hours) from the following:

Teaching Field (18 hours)

EDU 520 Computer-Based Instructional Technologies

EDU 562 Trends and Practices in the Total Reading Program

Choose 12 hours from advisor-approved program electives appropriate to the elementary curriculum.

Special Education (3 hours)

EDU 517 Survey of Exceptionality* or

EDU 578 Multicultural Education

Required Courses (12 hours)

EDU 501 Strategies for Creative Classroom Management

EDU 502 Curriculum and Instruction for the Elementary School

EDU 514 Psychological Interpretations of Learning and Development

EDU 526 Research Methodology and Evaluation in Education

Elective (0-3 hours)**

*Required for students who have not taken an undergraduate course in this area. If a student has taken an exceptionality survey course, another diversity course is required.

**No advisor-approved elective is required if EDU 517 is completed.

MASTER OF SCIENCE IN SECONDARY EDUCATION

The program in secondary education certification is concerned with students from grades six through twelve and consists of 11 courses (33 semester hours) from the following:

Teaching Field (12 hours)

Choose one teaching field: History, English Language Arts or General Social Science. Courses selected from certification area with consent of advisor.

History*

HIS 12 hours

English Language Arts***

ENG 9 hours

CMM/THR/WRI 3 hours

General Social Science*****

HIS 6 hours

HIS/ECO/POL/GEO 3 hours

ECO/POL/GEO 3 hours

Special Education (3 hours)

EDU 517 Survey of Exceptionality***** or

EDU 578 Multicultural Education

Additional Required Courses (18 hours)

EDU 501	Strategies for Creative Classroom Management
EDU 503	Curriculum, Instruction and Teaching Methodology for the Secondary School
EDU 514	Psychological Interpretations of Learning & Development
EDU 520	Computer-Based Instructional Technologies
EDU 526	Research Methodology and Evaluation in Education
EDU 565	Reading in the Content Areas

Electives (3 hours)*****

Selected with consent of advisor

+English Language Arts, General Science and General Social Science require at least one course in two areas.

*Bachelor's certification must be in History.

**Bachelor's certification may be in English, English Language Arts or Language Arts.

****Bachelor's certification must be in General Social Science.

*****EDU 517 is required if an undergraduate course in this area was not taken. If an exceptionalities course was taken, then EDU 578 is required.

MASTER OF ARTS IN TEACHING

The MAT degree is designed for persons whose baccalaureate degree is in a field other than education. This program allows prospective teachers to integrate knowledge gained through undergraduate course work with graduate studies in education. While all coursework is taken during evening sessions, daytime availability is required in order to satisfy laboratory components and onsite visits to classrooms in cooperating schools.

ADMISSION REQUIREMENTS

Students may attain full standing through either conditional or unconditional admission status. Unconditional admission status gives full standing upon entry, while conditional status requires the fulfillment of specified performance criteria before attaining full standing.

A transient student who has completed more than 12 semester hours in a non-degree-seeking status is not eligible to apply for degree-seeking status. Such a decision must be made within the initial 12 semester hours of study. Should a transient student apply for degree-seeking status, only nine semester hours taken in transient status may be applied toward the degree program.

Applicants enrolling on a non-degree basis to complete undergraduate coursework required for admission to the MAT program must earn grades of B- or better on all undergraduate work attempted, and must demonstrate measurable progress in completing the required course work.

All applicants to the MAT degree program must submit to the Office of Admissions an application form and all necessary transcripts. Upon receipt of these documents, undergraduate course work will be evaluated by the Division of Education for admission to the chosen program. If the applicant has the necessary appropriate coursework and grade point average, he/she will be notified regarding the required faculty interview which includes an extemporaneous essay to be written on-site on a subject to be determined by the Division of Education. Additionally, at the time of the interview and before initial registration for graduate coursework will be approved,

the applicant must submit the signed and dated Internship/Laboratory Experience Agreement form and his/her Suitability Letter from the Alabama State Department of Education indicating that the applicant has received background and fingerprint clearance. The student is responsible for the non-refundable fee and must use a service provider approved by the ALSDE. If the student does not receive clearance, he/she has the right to due process procedures in accordance with the ALSDE Rule 290-3-3-02(6) (d). Information is available in the Education Office.

Upon satisfactory completion of the interview process, the student will be notified in writing of his/her admission status.

Students are prohibited from seeking certification in two different and/or related teaching fields in their graduate program.

The following criteria apply in determining the student's initial admission status:

For Unconditional Admission:

1. Submission of an official transcript indicating an earned bachelor's degree with a minimum overall grade point average of 2.75 or a master's or higher degree with a grade point average of at least 3.0. This grade point average must be documented on the official transcript of the degree granting institution and must be the grade point average that was used as the basis for granting the degree, not a grade point average that includes post-degree courses.
2. Submission of an official report reflecting a passing score on all sections of the Alabama Educator Certification Assessment Program (AECAP) Praxis I CORE Academic Skills Test.
3. An official test score report reflecting a combined score of 300 on the verbal and quantitative subtests of the Graduate Record Examination, including a minimum of 150 on the verbal subtest, or a minimum scaled score of 400 on the Miller Analogies Test. Test scores must be less than five years old.
4. Students in early childhood and elementary education must have completed general studies undergraduate course work equaling at least 12 semester hours in each of the following areas: English language arts, mathematics, social science and science. Only grades of "C-" or better are accepted to meet the admission requirements.
 - A. Secondary English Language Arts program teaching field requirements:
Applicants must have completed an undergraduate academic major – or have completed coursework equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 19 semester hours in upper-division course work) – in one academic area (English, drama/theater, journalism, reading or speech). Only grades of "C-" or better are used to meet the admission requirements.
 - B. Secondary General Social Science program teaching field requirements:
Applicants must have completed an undergraduate academic major – or have completed coursework equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 19 semester hours in upper-division coursework) – in one social science area (economics, geography, history and political science). Only grades of "C-" or better are used to meet the admission requirements.
 - C. Secondary History program teaching field requirements: 32 semester hours of undergraduate coursework in history. At least 19 semester hours of the above required hours must be in upper-division work. Only grades of "C-" or better are used to meet the admission requirements.

For Conditional Admission:

1. Submission of an official transcript indicating an earned bachelor's degree with a minimum overall grade point average of 2.75 or a master's or higher degree with a grade point average of at least 3.0. This grade point average must be documented on the official transcript of the degree granting institution and must be the grade point average that was used as the basis for granting the degree, not a grade point average that includes post-degree courses.
2. Students in early childhood and elementary education must have completed general studies undergraduate course work equaling at least 12 semester hours in each of the following areas: English language arts, mathematics, social science and science. Only grades of "C-" or better are used to meet the above requirements. This requirement may be waived if the applicant has a conferred overall GPA of at least 2.75 and passes the appropriate Praxis II Content Area Assessment test prior to satisfying all other conditions of admission. If the applicant's conferred overall GPA is below 2.75, determination of waived coursework, if any, will be formulated on a sliding scale using the overall undergraduate GPA and Praxis II scores in the required area.

A. Secondary English Language Arts program teaching field requirements:

Applicants must have completed an undergraduate academic major – or have completed coursework equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 19 semester hours in upper-division course work) – in one academic area (English, drama/theater, journalism, reading or speech). Only grades of "C-" or better are used to meet the requirements.

B. Secondary General Social Science program teaching field requirements:

Applicants must have completed an undergraduate academic major – or have completed coursework equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 19 semester hours in upper-division course work) – in one social science area (economics, geography, history and political science). Only grades of "C-" or better are used to meet the requirements.

C. Secondary History program teaching field requirements: 32 semester hours of undergraduate coursework in history, with at least 19 semester hours in upper-division work. Only grades of "C-" or better are used to meet the requirements.

To attain full standing from conditional admission, i.e., to progress beyond the first six hours of coursework, the student must meet the following criteria:

1. Submission of an official report reflecting a passing score on all sections of the Alabama Educator Certification Assessment Program (AECAP) Praxis I CORE Academic Skills Test.
2. An official test score report reflecting a combined score of 295 on the verbal and quantitative subtests of the Graduate Record Examination (GRE) as reported beginning August 1, 2011, including a minimum of 150 on the verbal subtest or a minimum scaled score of 375 on the Miller Analogies Test (MAT). Score reports must be less than five years old.
3. Completion of the first six hours of graduate course work at Spring Hill College with a 3.25 average.
4. Satisfactory completion of all undergraduate course work deficiencies.
5. Clearance of any incomplete grade(s).

RETENTION REQUIREMENTS

1. Students must maintain a cumulative grade point average of 3.25 on the first six hours of graduate coursework will be required.
2. The normal full-time course load is nine hours. Students may carry up to 12 hours with advisor approval. No more than 12 hours can be taken in any term or in overlapping terms.
3. All course work in the program must be taken in regular class situations and must be successfully completed prior to the internship. After students have enrolled in the program, all remaining requirements must be completed at Spring Hill College.
4. If in the course of the student's progressing through the curriculum, gaps in knowledge, skills or teaching performance become evident in any academic area at the undergraduate or graduate level, the education faculty will meet to discuss the observed deficiency to determine a course of remediation. This will be communicated to the student and the student must complete the remediation prior to continuing the program.
5. Demonstrated potential for teaching, including successful performance in laboratory and five-day structured field experiences.
6. Application for internship; review of performance and approval by the education faculty. The full-time internship takes place in an approved local school.
7. Students who do not attend the required orientation session during their first term will not be permitted to enroll in laboratory courses beyond their first term until they attend another regularly scheduled orientation session. A new student enrolled in laboratory experience courses in the first term may be administratively withdrawn from the courses in question if the student fails to attend the required orientation. Students are required to purchase and become familiar with the division's Guidebook for Professional Experiences. The Guidebook is used in the orientation session.
8. Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences or the internship can result in the education faculty's refusal to permit a student to continue in the education program.

LABORATORY EXPERIENCE REQUIREMENTS

1. Daytime availability is necessary for laboratory experiences in the local schools. Some courses may also require observations, case studies or other school-related assignments. Successful completion of laboratory experiences is required to pass a lab component course. Lab courses will not be considered complete until all required paperwork has been submitted and is on file in the education office. An unsatisfactory or incomplete laboratory experience will result in a failing grade for the course.
2. Laboratory field experiences take place in a wide variety of diverse school and facility settings and maximize experiences in the school(s) where the student will be assigned for the internship. Students employed in a school setting may complete no more than one laboratory experience in said school with approval of the Coordinator of Laboratory Experiences.
3. All Early Childhood Education candidates shall include placements in at least two of the three main types of early education settings: early school grades (K-3), child care centers and homes and Office of School Readiness programs.
4. Laboratory experiences required in evening courses will be for 12 days, except in the Summer I term, which will be for 10 days or as school district calendars

- allow. Students in all programs must complete laboratory experiences in blocks of at least three hours. Should the evening student opt for the one-week laboratory experience, the experience will be a full day for five consecutive days. Secondary education students must complete labs/clinical in classrooms in which instructors are master's level teachers in the appropriate teaching field.
5. Laboratory experiences are to be completed during the period specifically scheduled for the experiences.
 6. Students in all programs must satisfactorily complete at least two full-time, five-day structured field experiences in local cooperating schools. Placements must be approved by the education faculty. These experiences are in addition to and separate from the regularly scheduled laboratory experiences, must be for five school days in a row, and must be completed prior to the internship term. Five-day field experiences will not be approved until the student has satisfied all conditions of admission and attended the division's required new student orientation. See education faculty advisor or the Education Office for details.
 7. Students may enroll in no more than two laboratory experience courses in any one term. Students attending overlapping terms must complete the separate and specific lab requirements for each term. A third laboratory course may be approved by the student's advisor on a one-time basis to assist in a timely completion of the program and will require an additional one-week (35 hours) in the cooperating school. No more than three lab courses may be taken in any one session.
 8. Attendance at a training session of the Children and Adolescent Protection Program, sponsored by the Office of Child and Adolescent Protection through the Archdiocese of Mobile. This training session will be provided in education courses to be selected by the education faculty. The student is responsible for payment of the required fee.

GRADUATION REQUIREMENTS

1. Completion of the 39-hour program with a cumulative grade point average of 3.25.
2. A passing score report in the appropriate content area of the Praxis II Subject Assessment Test must be on file before registration for the internship term will be approved. Additionally, early childhood and elementary education majors must have a passing score report on file for the Praxis II Teaching Reading test before beginning their internships. Students are required to take the Praxis II test(s) at the earliest scheduled test date(s) in their next-to-final term of course work.
3. Demonstrated readiness to teach through on-the-job performance as an intern. The full-time internship takes place in an approved local school/facility for one semester for a minimum of 600 clock hours with experience of the intern progressing to the full responsibilities of the teacher for a minimum of 20 days including at least 10 consecutive days. Interns in a comprehensive teaching field must observe and teach in at least two areas within the field. Concepts from all areas should be integrated into instructional plans whenever possible. For early childhood education programs, the internship shall include a placement with at least two of the following age groups: birth to age three, age three to five, age five to eight. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial

field experiences were completed at both levels.

An internship is required for completion of all master's level alternative fifth-year (MAT) programs at Spring Hill College. The education faculty will not waive the internship requirement which will be completed at an approved local school under the administration of Spring Hill College education faculty. Upon request and with faculty approval, MAT interns may be placed in the school where they are currently or will be employed as a paid internship with compensation to be provided by the school district in question. The intern will be assigned a cooperating teacher to mentor the internship in collaboration with a college supervisor. Moreover, MAT interns may substitute teach for compensation, paid by the school district in question, and accept employment opportunities upon satisfactory completion of the 20 full-time days of teaching and the 600 hours of internship as required by the ALSDE. Regardless of employment status, the internship must be successfully completed as degree and certification requirements.

All interns are required to participate in edTPA, a performance-based, subject-specific assessment and support system to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. A passing edTPA score is a certification requirement of the Alabama State Department of Education but not a graduation requirement at Spring Hill College. Students may graduate without having passed edTPA but will not be recommended for certification until the edTPA requirement is satisfied.

The internship course is the final experience in the program. All other courses and program requirements must have been successfully completed before beginning the internship.

Should the education faculty terminate an internship, the education faculty decides whether a second and final internship may take place. The student must delay at least one semester but not more than two semesters, should a second and final internship be permitted. The education faculty determines the conditions, site, cooperating teacher, etc., under which the second and final internship takes place, if it does. Should the second and final internship be unsatisfactory, the student's education program will be terminated, and the student will not at any time in the future be recommended for a teaching certificate to any licensing agency. The student may appeal this decision within 10 days of the internship termination and may simultaneously apply to the Master of Science in Educational Theory degree program.

4. Completion of the program within six calendar years of entrance into graduate studies at Spring Hill College.

PROGRAMS

MASTER OF ARTS IN TEACHING IN EARLY CHILDHOOD EDUCATION

The program in early childhood education focuses on teaching and learning in pre-school through grade three (P-3) and consists of 39 semester hours as shown below. ***Courses require daytime availability for laboratory experiences in school settings.***

Curriculum and Teaching (6 hours)

- | | |
|---------|---|
| EDU 501 | Strategies for Creative Classroom Management |
| EDU 504 | Issues and Innovations in Early Childhood Education |

Professional Studies (3 hours)

- | | |
|---------|---|
| EDU 514 | Psychological Interpretations of Learning and Development |
|---------|---|

Special Education (3 hours)

- | | |
|---------|-----------------------------|
| EDU 517 | Survey of Exceptionality or |
| EDU 578 | Multicultural Education |

Technology (3 hours)

- | | |
|---------|---|
| EDU 520 | Computer-Based Instructional Technologies |
|---------|---|

Evaluation of Teaching and Learning (3 hours)

- | | |
|---------|--|
| EDU 526 | Research Methodology and Evaluation in Education |
|---------|--|

Reading (3 hours)

- | | |
|---------|---|
| EDU 562 | Trends and Practices in the Total Reading Program |
|---------|---|

Teaching Field (15 hours)

- | | |
|---------|--|
| EDU 530 | Teaching Social Concepts in Early Childhood Education |
| EDU 531 | Language Development and Activities for Early Childhood Education or |
| EDU 552 | Creative and Critical Thinking Approaches to Teaching Science |
| EDU 553 | Mathematics Education: A Problem-Solving Approach |
| EDU 558 | Visual/ Performing Arts in the Elem. Classroom |
| EDU 563 | Analysis and Correction in Reading |

Internship (3 hours)

- | | |
|----------|---|
| EDU 595* | Internship in Early Childhood Education |
|----------|---|

*Effective Spring Semester 2016-17 and thereafter, all Early Childhood Education candidates who complete their internship shall include a placement with at least two of the following age groups: birth to age 3, age 3 to 5, age 5 to 8.

MASTER OF ARTS IN TEACHING IN ELEMENTARY EDUCATION

The program in elementary education focuses on teaching and learning in kindergarten through grade six (K-6) and consists of 39 semester hours as shown below.

Courses require daytime availability for laboratory experiences in school settings.

Curriculum and Teaching (6 hours)

- | | |
|---------|--|
| EDU 501 | Strategies for Creative Classroom Management |
| EDU 502 | Curriculum and Instruction for the Elementary School |

Professional Studies (3 hours)

EDU 514 Psychological Interpretations of Learning & Development

Special Education (3 hours)

EDU 517 Survey of Exceptionality or

EDU 578 Multicultural Education

Technology (3 hours)

EDU 520 Computer-Based Instructional Technologies

Evaluation of Teaching and Learning (3 hours)

EDU 526 Research Methodology and Evaluation in Education

Reading (3 hours)

EDU 562 Trends and Practices in the Total Reading Program

Teaching Field (15 hours)

EDU 540 Problems in the Social Studies Program

EDU 541 Issues in the Language Arts Program

EDU 552 Creative and Critical Thinking Approaches to
Teaching Science or

EDU 553 Mathematics Education: A Problem-Solving Approach

EDU 558 Visual/Performing Arts in the Elementary Classroom or

EDU 563 Analysis and Correction in Reading

Internship (3 hours)

EDU 596 Internship in Elementary Education

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION

The program in secondary education certification is concerned with students from grades six through twelve (6-12) and consists of 39 semester hours as shown below.

Courses require daytime availability for laboratory experiences in school settings.

All courses earn three semester hours of credit unless otherwise noted.

Curriculum and Teaching (6 hours)

EDU 501 Strategies for Creative Classroom Management

EDU 505 Curriculum, Instruction and Teaching Methodology
for the Secondary School (2 credit hours)EDU 506 Lab: Curriculum, Instruction and Teaching Methodology in
Social Science/History (1 credit hour) orEDU 507 Lab: Curriculum, Instruction and Teaching Methodology in
English Language Arts (1 credit hour)**Professional Studies (3 hours)**

EDU 514 Psychological Interpretations of Learning & Development

Special Education (3 hours)

EDU 517 Survey of Exceptionality or

EDU 578 Multicultural Education

Technology (3 hours)

EDU 520 Computer-Based Instructional Technologies

Evaluation of Teaching and Learning (3 hours)

EDU 526 Research Methodology and Evaluation in Education

Reading (3 hours)

EDU 565

Reading in the Content Areas

Teaching Field (15 hours)

Choose one teaching field: History, English Language Arts or General Social Science. Courses selected from one certification area with consent of advisor.

English Language Arts⁺

ENG 9 hours

ENG/CMM/THR/WRI 3 hours

LIS/CMM/THR/WRI* 3 hours

General Social Science⁺

HIS 3 hours

HIS/ECO/GEO 3 hours

HIS/ECO/POL 3 hours

ECO/POL 3 hours

LIS/HIS/ECO/POL* 3 hours

History

HIS 12 hours

GEO 512/HIS* 3 hours

Internship (3 hours)

EDU 594

Internship in Secondary Education**

+English Language Arts and General Social Science certification fields require at least one course in two areas.

*Interdisciplinary course titles must identify the elements of the teaching field.

**For mid-level and secondary programs, the internship shall be divided between two teaching fields, if applicable.

MASTER OF SCIENCE IN EDUCATIONAL THEORY

The program in educational theory is a non-teaching major in early childhood, elementary and secondary education that does not lead to state certification. This program, consisting of 39 semester hours, includes studies in curriculum, educational methodology and computer applications; emphasizes knowledge of educational theory; is designed to build knowledge necessary for non-teaching positions in educational settings, such as curriculum development, professional development or educational training.

The Master of Science in Educational Theory program develops knowledge in curriculum design, educational methodology, research and computer applications used in education. The emphasis is in educational theory concerned with curriculum, philosophy, policy and methodology. There are two routes for admission to this program: 1) Students who express interest in the MS in Educational Theory at the beginning of their degree, and 2) Students who have been admitted to and retained in the MAT program may choose to apply for admission to the MSET after attempting but not successfully completing the MAT internship. The Division may grant the MSET option to a student who has at least a 3.5 SHC graduate GPA (excluding the grade earned in the internship course) and has conducted him/herself according to the rules and guidelines for the internship. A student must apply for admission to the MSET program prior to the beginning of the semester, spring or summer immediately following the unsuccessful internship. This program is the sole exception to the graduate academic dismissal policy requiring a two-year delay between academic

dismissal and taking courses in another program. The curricular difference between the two degrees is that, instead of the semester of internship that is required for the MAT degree, the MSET program requires a B- or higher grade in EDU 585 Educational Theory. A cumulative GPA of 3.0 is required for graduation. The MSET does not lead to any teaching certification provided by a state department of education.

Curriculum (9 hours)

EDU 502	Curriculum & Instruction for the Elementary School
EDU 503	Curriculum/Instruction/Teaching Methods in the Secondary Class Room
EDU 504	Issues & Innovations in Early Childhood Education

Methods of Teaching (6 hours)

EDU 562	Trends & Practices/Total Reading Program (EC/EL)
EDU 565	Reading in the Content Area (SEC)

Diverse Populations (3 hours)

EDU 501	Classroom Management
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Literacy (3 hours)

EDU 520	Computer-Based Instructional Technologies
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Professionalism (3 hours)

EDU 514	Psychological Interpretations of Learning & Development
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Using Assessment Data to Improve Student Learning (3 hours)

EDU 526	Research Methodology & Evaluation in Education
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Special Education (3 hours)

EDU 517	Survey of Exceptionality
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Thesis (3 hours)

EDU 585	Educational Theory
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Electives (6 hours)

EDU 530	Teaching Social Concepts – EC
EDU 540	Problems in the Social Studies Program – EL
EDU 531	Language Development & Activities– EC
EDU 541	Issues in the Language Arts Program
EDU 552	Creative/Critical Thinking in Science
EDU 553	Mathematics Education
EDU 558	Visual/Perf. Arts in the Elementary Classroom
EDU 563	Analysis & Correction in Reading
EDU 578	Multicultural Education

COURSE DESCRIPTIONS

EDU 501. Strategies for Creative Classroom Management (3) An examination of prominent theories and research regarding instructional and management strategies and their relationship to teacher effectiveness. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 502. Curriculum and Instruction for the Elementary School (3) A study of the research involving curricular designs and their impact on the elementary school classroom. Attention is given to planning, developing and evaluating curricula for effective teaching and instruction. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 503. Curriculum, Instruction and Teaching Methodology for the Secondary School (3) A study of the current research and practice involving curricular designs and their impact on the secondary school. Attention is given to content-related teaching methodologies and pedagogy proven effective in the secondary school. Prerequisite: Acceptance into graduate studies in education. Required for MS students.

EDU 504. Issues and Innovations in Early Childhood Education (3) A general curriculum course with emphasis on researching the strengths and weaknesses of current models and identifying critical problems and projected solutions. Prerequisite: Acceptance into graduate studies in education.

EDU 505. Curriculum, Instruction and Teaching Methodology for the Secondary School. (2) A study of the current research and practice involving curricular designs and their impact on the secondary school. Attention is given to content-related teaching methodologies and pedagogy proven effective in the secondary school. Required for M.A.T. students. Co-requisite: EDU 506 or EDU 507.

EDU 506. Lab: Curriculum, Instruction and Teaching Methodology in Social Science/History (1) To accompany EDU 505. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in social science/history while instructing students and managing their behavior. Co-taught by EDU 505 instructor and current master's level teacher in the student's teaching field. This laboratory course, required for MAT students, will be held during the day in a public, private or parochial school. Co-requisite: must be registered for EDU 505.

EDU 507. Lab: Curriculum, Instruction and Teaching Methodology in English Language Arts (1) To accompany EDU 505. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in English language arts while instructing students and managing their behavior. Co-taught by EDU 505 instructor and current master's level teacher in the student's teaching field. This laboratory course, required for MAT students, will be held during the day in a public, private, or parochial school. Co-requisite: must be registered for EDU 505.

EDU 514. Psychological Interpretations of Learning and Development (3) Current research and educational applications of theories of learning and development with emphasis on their relationship to educational products, programs and techniques. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 517. Survey of Exceptionality (3) Advanced study of the full range of exceptionality in children. Examination of etiology, prevention, emerging issues and current methodologies. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 520. Computer-Based Instructional Technologies (3) A study of the historical, social, and educational context of computers; hands-on experience with computers in the areas of computer systems, software, operations, word processing, databases, spreadsheets, graphics, telecommunications and adaptive devices. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 521. Current and Emerging Instructional Technologies (3) Study of and experience with software and applications of emerging technologies including Hypermedia, distance learning, animation, desktop publishing and optical technology. Prerequisite: Acceptance into graduate studies in education, and EDU 520 or approval of instructor.

EDU 522. Curriculum Integration of Technology (3) Study of and experience with the integration of technology in the curriculum focusing on evaluation of education-

al software, instructional design, production techniques involving re-purposing of videodiscs, video compression and validation skills. Prerequisite: Acceptance into graduate studies in education and EDU 521.

EDU 526. Research Methodology and Evaluation in Education (3) A survey of research methods appropriate to the educator. The development, administration, evaluation and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objective, performance and portfolio assessments; evaluating students and discussing evaluations with parents and interpreting standardized tests. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 530. Teaching Social Concepts in Early Childhood Education (3) Social learning for the young child with emphasis on individual socialization, cultural differences, consumerism, career awareness and other societal concerns. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 531. Language Development and Activities for Early Childhood Education (3) Study of the theories and stages of growth in language; development of teaching strategies and provision of a classroom environment to promote language growth. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 540. Problems in the Social Studies Program (3) A study of problems encountered in working with social studies in the elementary classroom. The focus is on teaching for thinking. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 541. Issues in the Language Arts Program (3) Problems related to children's oral and written language are examined in the context of research findings and implications. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 551. Helping Children and Adolescents Explore Their Literature (3) Studying the literature for children and adolescents with an emphasis on examining its structure and potential influence on the developing individual. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 552. Creative and Critical Thinking Approaches to Teaching Science (3) A study of creative and critical thinking approaches to teaching science. The course is designed to assist teachers with science programs for both the young and the older elementary student. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 553. Mathematics Education: A Problem-Solving Approach (3) Advanced study of principles, procedures and materials for teaching mathematics to children. Examination of evaluation processes as well as current problems and solutions in mathematics education. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 558. Visual and Performing Arts in the Elementary Classroom (3) This course is designed to provide skills necessary to work with elementary and early childhood children in the areas of art and music. Emphasis will be placed on integrating art and music into the social studies, science, language arts and mathematics programs. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 561. Improving Reading Instruction, Elementary Emphasis (3) Surveys current trends and strategies in teaching reading and provides opportunities for improving

and evaluating approaches and skill development. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 562. Trends and Practices in the Total Reading Program (3) Aids the teacher in gaining perspective and sound direction in reading; early education through advanced levels. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 563. Analysis and Correction in Reading (3) Analysis of problems encountered in the diagnostic-prescriptive process and use of these insights in improving corrective and remedial reading procedures. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 565. Reading in the Content Areas (3) Focuses on effective reading practices in content areas, with major emphases on the nature of the subject matter, application of instructional strategies to develop the reading process and knowledge of cognitive strategies to promote literacy. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 570. Fundamentals of Teaching Young Children (3) History and development of early childhood education, with emphasis on characteristics and abilities needed by teachers. Supervised laboratory experiences. Prerequisite: Acceptance into graduate studies in education.

EDU 571. Critical Issues in Curriculum and Teaching (3) Examination of the societal and professional influences on school programs and instruction. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 575. Essentials of Teaching Reading (3) Study of the foundation for and acquisition of literacy, with emphasis on describing outward signs of inward progress from which useful instructional goals may be formulated. Supervised laboratory experiences. Prerequisite: Acceptance into graduate studies in education.

EDU 577. Assessment and Reading Instruction (3) Development of practical techniques designed to use diagnostic-instructional approaches with students of diverse experiences and capabilities. Supervised laboratory experiences. Prerequisite: Acceptance into graduate studies in education.

EDU 578. Multicultural Education (3) This course is designed to help students examine how race, ethnicity and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides students with the knowledge and concepts they need to develop appropriate, informed and sensitive responses to the rich diversity of student learners in the classroom. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 580. The Contemporary Social Studies Program (3) Social studies curriculum, teaching and media for children ages four through 11, including a study of problems encountered in social studies instruction. Laboratory experiences with children are an integral part of this course. Prerequisite: Acceptance into graduate studies in education.

EDU 581. Language Arts and Literature in the School Program (3) Language arts curriculum, teaching and media for children ages four through 11, including the survey and use of appropriate literature. Laboratory experiences with children are an integral part of this course. Prerequisite: Acceptance into graduate studies in education.

EDU 582. Teaching Science through Discovery (3) Science curriculum, teaching and media for children ages four through 11, including the study of health and safety instruction in schools. Laboratory experiences with children are an integral part of this

course. Prerequisite: Acceptance into graduate studies in education.

EDU 583. Promoting Meaningful Mathematics Instruction (3) Mathematics curriculum, teaching and media for children ages four through 11, including the application of instructional technology to teaching mathematics. Laboratory experiences with children are an integral part of this course. Prerequisite: Acceptance into graduate studies in education.

EDU 584. Marine Science Curriculum Development for Teachers (3) For K-12 practicing classroom teachers only. Study of marine science curriculum, presentation strategies and methodology. Taught through classroom demonstrations, activities, modules, field trips and infusion of subject matter into the course of study. Co-requisites: Must take during the same semester as either Marine Invertebrate Zoology, Marine Botany or Marine Ecology. This course will not meet Education Program Requirements.

EDU 585. Educational Theory (3) Focuses on historical and current theories of education, with major emphasis on theories from which Best Practices have developed. A major research paper on educational theory is required. Prerequisites: Admission to the program, approval of education faculty and completion of all other courses.

EDU 594. Internship in Secondary Education (3) A full semester of supervised observation and teaching in the secondary school; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama B certification standards. Attendance at scheduled seminar meetings is required. Prerequisites: Completion of all other courses and departmental approval.

EDU 595. Internship in Early Childhood Education (3) A full semester of supervised observation and teaching in an early childhood classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. Attendance at scheduled seminar meetings is required. Prerequisites: Completion of all other courses and departmental approval.

EDU 596. Internship in Elementary Education (3) A full semester of supervised observation and teaching in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. Attendance at scheduled seminar meetings is required. Prerequisites: Completion of all other courses and departmental approval.

EDU 597. Special Topics (1-3) The content of the course will be designed to meet the academic and professional needs of in-service teachers. Classroom experience component. Prerequisite: Approval of education faculty.

EDU 598. Applied Research (3) Inquiry into selected problems in education through identification planning, and implementation of a research study in an actual school setting. Classroom experience component. Prerequisite: Approval of education faculty.

GEO 512. World Geography from a Historical Perspective (3) An analysis of the cultural and spatial characteristics of the major regions of the world. Emphasis is placed on geographical factors that influenced political and cultural changes across the globe and affected the history of the world. Advanced map interpretation skills and knowledge of current political divisions are included. This course is strongly recommended for secondary general social science and history majors. Prerequisite: Acceptance into graduate studies in education.

MASTER OF LIBERAL ARTS PROGRAM

Program Director: Thomas J. Hoffman, PhD – 251-380-4184

Spring Hill's Master of Liberal Arts program is designed to provide its students with three traditional objects of liberal arts education:

- an appreciation of their own intellectual and cultural heritage
- the intellectual breadth appropriate to participants and leaders in public life
- an appreciation of diverse cultural traditions

To achieve these objectives, the program's curriculum combines four elements: the core curriculum, five elective courses, a diversity requirement and the capstone course.

The first of the four **core curriculum** courses, entitled *Modernity*, is designed as an entry-level course for interdisciplinary graduate studies and for the curriculum as a whole. *Modernity* explores the distinctively modern understanding of the individual, society and human purpose; it closes with artistic and literary reflections on the outcomes of the modern civilizational project.

In a second core course, students further explore the intellectual and cultural traditions of the Western world, choosing from courses on Classical Antiquity, the Medieval World and The Scientific Revolution. The third core course is a study in history or social science, and the fourth course, a study in literature or visual and performing arts. The core courses may be taken in any order, except that students are to enroll in *Modernity* at the earliest opportunity.

The five **elective courses** may be focused in an area of concentration or selected from a range of academic disciplines. **Elective concentrations** consist of four of the five elective courses, with the fifth elective to be completed outside the area of concentration. Four areas of concentration are offered: literature, visual and performing arts, history and social science and leadership and ethics.

The **Literature concentration** includes classical literary studies (e.g., courses in Dante, Shakespeare and Romanticism) as well as more contemporary studies which go beyond the traditional Western literary canon (e.g., courses in Asian literature, African-American literature and women's literature).

The **Visual and Performing Arts concentration** provides master's level instruction in selected areas of studio art for students with adequate prior training.

The **History and Social Science concentration** has included courses in Women's History, World History, Middle Eastern Culture, the Psychology of Leadership, Latin American Politics and American Foreign Policy.

The concentration in **Leadership and Ethics** is designed for students interested in acquiring, within a liberal arts context, the knowledge and understanding appropriate to the exercise of leadership in private and public organizations and in the broader community. Students will select from among courses which explore human resource management, the social psychology of organizations, the ethics appropriate to leaders and the phenomenon of leadership itself. Students who pursue this concentration may complete the Certificate in Leadership and Ethics or may take a personalized mix of appropriate courses.

A complement to the traditional content of the core curriculum, the **diversity requirement** is fulfilled by taking a course in non-Western Culture, Women's Studies or Cultural Diversity. This latter requirement may be completed within the concentration (e.g., a course in Women Artists in the Visual and Performing Arts concentration or a course in African-American literature in the Literature concentration).

Finally, in the **capstone course**, students demonstrate the capacity for independent learning in the liberal arts at the graduate level. The capstone course may take various forms: a seminar, a directed study or a creative project.

The following core courses are required of all students:

Course	Title	Hours
LIS 503	Modernity	3
<i>Western Cultural Heritage (choose one):</i>		3
LIS 501 or	Classical Antiquity	
LIS 502 or	The Medieval World	
LIS 505	The Scientific Revolution	
<i>Literature or Visual and Performing Arts (choose one):</i>		3
ENG 5xx or		
ARH 501 or		
ART 5xx		
<i>History or Social Science (choose one):</i>		3
HIS 5xx/ECO 5xx/POL 5xx/SOC 5xx/PSY 5xx		
<i>Diversity course (choose one):</i>		3
LIS 504 or	Non-Western Culture	
LIS 580 or	Women's Studies	
CMM 502 or	Gender Communications	
CMM 503 or	Intercultural Communications	
GEO 512 or	World Regional Geography	
BUS 580	International Business	
LIS 585	Studies in Cultural Diversity	
<i>Capstone (choose one after completing at least six MLA courses):</i>		3
LIS 592 or	Master's Project	
LIS 595	Seminar in Liberal Arts	

The balance of the program consists of four elective courses chosen by the student.

CERTIFICATE IN LEADERSHIP AND ETHICS

This 12-credit-hour certificate is designed for those who wish to enhance their knowledge of leadership and ethics. The certificate program provides an understanding of leadership, its ethical dimensions and the context for its practical exercise for persons involved in or preparing for leadership roles in organizational settings. The graduate certificate may also be completed as part of the Master of Liberal Arts degree. Students seeking the certificate-only option are classified as non-degree students and must meet the non-degree admission requirements with an undergraduate GPA of 3.0. Students with an undergraduate GPA below 3.0 may be asked to submit additional materials, including an acceptable score on the GRE or Miller Analogies Test. Students wishing to use the credits towards the MLA degree must meet the MLA admission requirements and be admitted to degree status before completing nine credit hours in order to avoid losing credits earned in a non-degree status. Students must achieve a minimum grade point average of 3.0 in the certificate courses and complete the courses within the six years prior to the granting of the certificate.

Transfer credit is not accepted toward certificate programs. However, course substitutions may be permitted to avoid duplication of content.

Course	Title	Hours
LIS 571/BUS 520	Organizational Behavior	3
LIS 572	Leadership	3
LIS 573	Business Ethics and Social Responsibility	3
LIS 574	Conflict Management	3

GRADUATE CERTIFICATE IN STUDIO ART

The Graduate Certificate in Studio Art is designed for students who have achieved a level of proficiency in studio art and who desire to refine their personal focus through painting and other media. In a course of studies that is personally designed under the guidance of a member of the Visual and Performing Arts faculty, the student will clarify and further develop a conceptual basis for a cohesive body of work that is authentic and reflects the student's own artistic voice.

The certificate requires completion of six courses in visual and performing arts, at least four of which must be in studio art, and at least one of which must be in art history. The final course is a studio course which culminates in an exhibit of the student's work.

Admission to the certificate program as a non-degree student requires a completed bachelor's degree and the approval of the Visual and Performing Arts faculty, based on a review of the applicant's transcript and portfolio. Students may complete the certificate as part of the Master of Liberal Arts degree program, provided that they meet admission requirements for the MLA.

GRADUATE LIBERAL ARTS FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Stephen F. Campbell, SJ (1991) *Associate Professor and Department Chair of Visual and Performing Arts* – PhD, Northwestern University, 1994; Teaching Area: Drama.

Timothy R. Carmody (1989) *Professor of Theology and Director of Graduate Theology* – PhD, Catholic University of America, 1986; Teaching Area: Scripture.

C. R. Dodsworth (2008) *Associate Professor of Philosophy and Department Chair of Philosophy* – PhD, University of Michigan, 2007; Teaching Area: Philosophy of Religion.

Sarah L. Duncan (2008) *Associate Professor of History* – PhD, Yale University, 2009; Teaching Areas: Medieval and Early Modern European History.

Pieter Favier (2007) *Associate Professor of Visual and Performing Arts* – MFA, Cranbrook Academy of Art, 1984; Teaching Areas: Ceramics, Sculpture.

Michael Ferry (2008) *Associate Professor of Philosophy* – PhD, Georgetown University, 2007.

Stephanie Girard (2000) *Associate Professor of English* – PhD, Rutgers University, 1996; Teaching Areas: Literature, Writing.

Patricia G. Harrison (1979) *Professor of History* – PhD, Tulane University, 1994; Teaching Areas: Modern Europe, Women's Studies.

Thomas J. Hoffman (2007) *Associate Professor of Political Science, Chair of Political Science, and Director of Master of Liberal Arts Program* – PhD, Indiana University, 2004; Teaching Areas: Political Philosophy and American Politics.

Michael F. Kaffer (1962) *Professor Emeritus of English* – PhD, University of Alabama, 1985; Teaching Areas: Modern Fiction, African-American Literature.

Michael A. Pfafsky (2007) *Associate Professor of English* – PhD, University of Missouri, Columbia, 1992; Teaching Area: Creative Writing.

Wanda A. Sullivan (2007) *Associate Professor of Visual and Performing Arts* – MFA, University of Mississippi, 1990; Teaching Area: Painting.

Catherine A. Swender (2004) *Associate Professor of English* – PhD, Michigan State University, 2003; Teaching Area: Literature, Writing.

Andrew Tumminia (2010) *Assistant Professor of English* – PhD, Fordham University, 2008; Teaching Area: Literature.

Christopher J. Viscardi, SJ (1979) *Professor of Theology, Division Chair of Philosophy and Theology, and Department Chair of Theology* – STD, Gregorian University, Rome, 1979; Teaching Area: Historical Theology.

Thomas J. Ward (2007) *Professor of History and Department Chair of History* – PhD, University of Southern Mississippi, 1999; Teaching Area: American History.

ADMISSION REQUIREMENTS

Students may achieve full standing through initial admission at one of three levels: unconditional, conditional or provisional. Unconditional status gives full standing upon entering the program, while conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria.

Unconditional Admission

To be considered for unconditional admission, an applicant must present either of the following credentials:

1. A graduate or professional degree from an accredited institution.
2. A bachelor's degree from an accredited institution and a grade point average of at least 3.0.

Conditional Admission

Conditional admission may be granted to applicants with a bachelor's degree and a grade point average below 3.0, upon the recommendation of the director and with the approval of the Provost. Applicants for conditional admission may be asked to submit additional materials, including a score from the Miller Analogies Test. The Miller Analogies Test is administered on campus throughout the academic year.

Students admitted conditionally must have earned a grade point average of 3.0 after twelve hours in order to continue in the program.

Provisional Admission

Provisional status may be granted to students who have not yet completed their required documentation. Students provisionally admitted must submit required documentation before being allowed to register for a second term.

Non-degree Students

Students who wish to enroll in MLA courses in a non-degree status must complete the application form, pay the application fee and provide transcripts verifying graduation from an accredited bachelor's level program. Up to nine hours taken in a non-degree status may be applied toward the MLA degree, should the student subsequently apply for and be admitted to degree-seeking status. The normal admission standards must be met by such students.

GRADUATION REQUIREMENTS

The graduation requirements for the program are: (1) completion of the four core courses, five elective courses (at least one of which must be a diversity course) and the capstone course, with a minimum grade point average of 3.0 and a minimum grade of B in the capstone course; (2) completion of all requirements within six years of initial admittance. The comprehensive requirement for the M.L.A. is fulfilled by completion of the capstone course with a grade of B (pass) or A (pass with honors).

COURSE DESCRIPTIONS

LIS 501. Classical Antiquity (3) Studies in the worldview, culture and social organization of ancient Greece and Rome.

LIS 502. The Medieval World (3) An exploration of medieval thought; of the interaction of faith, culture and society in the Middle Ages.

LIS 503. Modernity (3) Studies of the genesis of a distinctively modern worldview, its intellectual foundations, cultural expressions and societal consequences.

LIS 504. Non-Western Culture (3) The study of a non-Western civilizational tradition—its worldview, art and literature and social organization.

LIS 505. The Scientific Revolution (3) This course traces the development of science and its impact upon Western intellectual development from the Renaissance to the present. Major themes include the development of man's view of the universe (cosmology) from ancient times to the present; how man fits into ever-changing visions of order in the universe; the theory of evolution.

LIS 530. Studies in Philosophy and Religion (3) The study of a major figure, period or school in philosophy or theology; of a question in philosophy or theology; of a special topic.

LIS 540. Studies in Science and Society (3) An exploration of major ideas in science and their impact on society.

LIS 570. Studies in Leadership and Ethics (3) Studies in the phenomenon of leadership and of the ethical questions common to leaders, or of the distinctive ethical questions faced by decision-makers in specialized areas of life (e.g., business ethics, medical ethics).

LIS 571. Organizational Behavior (3) A study of the understanding, prediction and control of human behavior in an organizational setting. Psychological and other social science concepts are applied to understanding individual behavior.

LIS 572. Leadership (3) A study of the nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership and transformational change.

LIS 573. Business Ethics and Social Responsibility (3) A philosophical study of the application of principles of ethics to activities within the complex organization. The critical questions involved in ethical business conduct and an awareness of appropriate concerns for social responsibility are considered.

LIS 574. Conflict Management (3) This course explores various methods of conflict resolution at different organizational levels. It also deals with causes of conflict and the process of conflict management. The case-study method of teaching is employed.

LIS 580. Women's Studies (3) A study of special topics such as Women's Literature, Women Artists, the Women's Movement; the examination of the Western cultural heritage and societal structures from the perspective of feminist scholarship.

LIS 585. Studies in Cultural Diversity (3) The study of minority cultural traditions in

the United States; the examination of the American cultural and political heritage from the perspective of minorities in American society.

LIS 590. Independent Study (3) A directed project of individual research or artistic creation.

LIS 599. Special Topics (1-3) The study of a special topic in the liberal arts.

CAPSTONE COURSES (Prerequisites: Six LIS Courses)

LIS 592. Master's Project (3) A project of individual scholarship or artistic creation resulting in a significant scholarly or creative product. The plan for this course must have the prior approval of the Program Director.

LIS 595. Seminar in Liberal Studies (3) A seminar on a topic or set of related topics in liberal studies which will include significant independent work by each student.

COURSE DESCRIPTIONS – COMMUNICATIONS, VISUAL AND PERFORMING ARTS AND THEATER

ARH 501. Studies in Art History (3) Graduate courses in art history to support the master's degree in liberal arts, including topics such as Modern Art, Women Artists and Contemporary Art, depending on student interests and faculty availability.

ART 501. Studies in Art (3) Graduate studies in art to support the master's degree in liberal arts. The content will vary to suit student needs and faculty availability.

ART 502. Painting (3) This studio course is designed to refine the student's personal focus through painting. The student will clarify and further develop a conceptual basis for a cohesive body of work that is authentic and reflects the student's own artistic voice. Unless otherwise agreed to by student and instructor, the medium will be oil.

ART 503. Ceramics (3) An in-depth exploration of design concepts in clay using both hand building and wheel techniques. Students may explore functional or non-functional works and will examine the science of ceramics work through diverse technical and aesthetic approaches.

CMM 501. Studies in Communication Arts (1-3) Graduate level courses in communication arts to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

CMM 502. Gender Communication (3) (D) This course examines the relationship between gender and communication, particularly in the context of our modern media-saturated culture. It includes discussion of verbal and non-verbal communication patterns of males and females and the portrayal of gender roles in the media. Also offered as CMM 375.

CMM 503. Intercultural Communication (3) (D) Develops an understanding of the communication processes in the context of cultural plurality. Students explore how meaning is formed within cultural frameworks and examine contemporary social phenomena, such as diversity, multiculturalism, transnational media and worldwide popular culture. Cross-listed as BUS 376; also offered as CMM 376.

CMM 510. Classical Rhetoric (3) A study of rhetorical theory and practice from classical times to the present. Particular attention is given to classical, medieval and renaissance texts of writers such as Plato, Cicero, Augustine and Erasmus. The course is meant to be a means to develop an understanding of what makes writing and speaking persuasive. The larger part of the course is designed as a workshop: writing and evaluating, speaking and responding.

THR 501. Studies in Theater (1-3) Graduate level courses in theater to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS – ENGLISH AND WRITING

ENG 520. Studies in Literature (1-3) Graduate level courses in English to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

ENG 526. Modern European Literature (3) A study of the major continental writers of the nineteenth and twentieth centuries.

ENG 545. African-American Literature (3) A study of the fiction, non-fiction, poetry and drama of African-American writers of the nineteenth and twentieth centuries.

WRI 501. Studies in Writing (3) Graduate level courses in writing to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS – HISTORY

HIS 501. Studies in History (1-3) Graduate level courses in history to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

HIS 525. Women's History (3) A study of the cultural, social, legal and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities, and government policies regarding women. Specific topics include women in American history, women in European history and women in the nineteenth and twentieth centuries.

HIS 526. African-American History (3) A study of the major issues in African-American history. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow society, the Harlem Renaissance and the Civil Rights movement. Critical reading skills, writing proficiency, research methods, document analysis, public speaking and argument formation are skills that are emphasized in this course. A graduate research paper is required.

HIS 530. World Cultures (3) A historical study of the principle cultures of the world from prehistory to the modern period.

HIS 542. American Revolution and the Early Republic (3) This graduate seminar focuses on the causes and results of the American Revolution, a study of the Constitution and the subsequent development of the early republic. Class discussions, assigned readings and the preparation and presentation of a research paper provide graduate students with a greater understanding of this formative era in American history.

HIS 544. The Civil War and Reconstruction (3) A graduate seminar focusing on the origins of the Civil War, the status of both the North and the South during the war and the efforts to restore the union. Class discussions, assigned readings and the preparation and presentation of a research paper will provide students with a greater understanding of this definitive era in American history.

HIS 550. The Making of Modern America (3) A study of the emergence of the United States into a world power following the end of Reconstruction to the beginning of World War I. Topics include the development of American industry, the rise of cities, immigration, the establishment of an American empire and the Populist and Progressive movements. Class discussions, assigned readings and the preparation and presentation of a research paper provide graduate students with a greater understanding of this period in American history.

HIS 552. The United States Since 1945 (3) This course examines the major issues in United States history from the end of World War II to the present. Topics include the Cold War, the Civil Rights movement, Vietnam, the Watergate crisis and the political

and social framework of the period. Class discussions, assigned readings and a graduate-level research paper provide a better understanding of this period in American history.

HIS 560. The South (3) This course examines the major themes, people and culture of the American South during both the Antebellum and New South eras. The course emphasizes principal ideas, events, individuals and cultural and economic institutions of this unique region of the United States. In addition to writing a graduate research paper, students explore and engage in discussions about the political, social, racial and economic relationships of the American South over several centuries.

COURSE DESCRIPTIONS – PHILOSOPHY

PHL 501. Studies in Philosophy (1-3) Graduate level courses in philosophy to support the master's degree in liberal arts. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS – SOCIAL SCIENCE

ECO 501. Studies in Economics (1-3) Graduate level courses in economics to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

POL 501. Studies in Political Science (1-3) Graduate level courses in political science to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

POL 503. Modernity (3) A study of the genesis of a distinctively modern view of human nature and politics, through a reading of classic texts in political philosophy, such as Machiavelli's Prince, Hobbes' Leviathan, Locke's Second Treatise of Civil Government and Rousseau's Social Contract. Cross listed with LIS 503, Modernity.

POL 504. Islam and the Middle East (3) This course surveys the development of civilization and cultural patterns in the Middle East and the Islamic world within a holistic framework. The course also focuses on patterns of cultural adaptation among various Muslim peoples. The issues of Islam and politics, religion and legalism, aspects of mystical (Sufi) thought, relations between Muslims and non-Muslims and faith and culture will be examined.

PSY 501. Studies in Psychology (1-3) Graduate level courses in psychology to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

SOC 501. Studies in Sociology (1-3) Graduate level courses in sociology to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

GRADUATE PROGRAMS IN THEOLOGY AND MINISTRY

Program Director: Timothy R. Carmody, PhD, 251-380-4665

Spring Hill College offers three graduate degrees in theology, in a blended format, combining in-class and online learning: the MTS (Master of Theological Studies), the MPS (Master of Pastoral Studies) and the MA (Master of Arts). Adult students who have not completed a bachelor's degree may enroll with approval of the chair, on an undergraduate level. They may pursue either the CTS (Certificate of Theological Studies) or the BA (Bachelor of Arts) in theology. These programs are designed for adult students seeking a part-time graduate program that allows them to continue in their professional or family commitments and still pursue a deeper and more contemporary understanding of Christian faith. The programs aim to be challenging and rigorous without being narrowly academic. They are deeply rooted in the Catholic tradition, but also seek to offer an expansive ecumenical vision that enters into dialogue with the many "frontiers" and challenges of the 21st century.

With limited face-to-face interaction in these programs, a scaffolded sequence for advancing the student successfully through the program is embedded within the tiered structure of the program. The new blended programs consist of five elements.

- 1) Level 1 – Hybrid courses combining online instruction with one required in-classroom meeting offered in Atlanta and Mobile.
- 2) THL 520 Theological Research Methods – Fully online introduction to advanced theological research and writing.
- 3) Level 2 – Fully online courses requiring advanced research and writing.
- 4) Graduate Seminars – Weekend in-classroom seminars offered in Atlanta and Mobile. The third and final Graduate Seminar will serve as the oral component of the Comprehensive Experience for MTS and MPS students.
- 5) Summer Institute of Christian Spirituality (SICS) – One-credit courses focused on specific areas of spirituality, over two consecutive weeks (or weekends) every June in both Atlanta and Mobile. At least one SPT course will be expanded to three credits, qualifying as a Guided Reading Course for MTS and MA students.

GRADUATE THEOLOGY FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Matthew J. Bagot (2007) *Associate Professor* – PhD, Boston College, 2010; Teaching Areas: Social Ethics, Moral.

Timothy R. Carmody (1989) *Professor and Director of Graduate Theology* – PhD, Catholic University of America, 1986; Teaching Area: Biblical.

George B. Gilmore (1974) *Professor of Humanities* – PhD, Fordham University, 1974; Teaching Areas: Systematic, Historical.

John B. Switzer (2006) *Associate Professor* – PhD, Boston College, 2006; Teaching Areas: Historical, Comparative, Pastoral.

Christopher J. Viscardi, SJ (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology* – STD, Gregorian University, Rome, 1980; Teaching Areas: Historical, Spirituality.

Stephen B. Wilson (2000) *Associate Professor* – PhD, University of Notre Dame, 2000; Teaching Areas: Liturgy, Social Ethics.

MASTER OF THEOLOGICAL STUDIES PROGRAMS

The Master of Theological Studies degree requires 33 credit hours in the following sequence: nine hours of Level 1 (hybrid) courses; THL 520 (to be completed after nine hours of Level 1 and before taking any Level 2); 12 hours of Level 2 (fully online) courses; six hours of Level 1, Level 2 or Guided Reading courses; three hours of Graduate Seminar. Students must also distribute these courses over the four areas of theology as follows: nine hours in Historical and/or Systematic; six hours each in Biblical and Moral; three hours in Pastoral; three additional hours are electives from any of the categories mentioned. In the course descriptions the respective category is indicated as B, H, S, M, P. THL 520 (the required mid-program research course) is offered every fall term.

The Certificate of Theological Studies (CTS) is awarded to students who complete the same program of study as the Master of Theological Studies, but on the undergraduate level. The CTS requires an overall B- (2.7) average and the successful completion of the comprehensive experience. It is designed for students who have not completed a college degree and take the MTS courses for undergraduate credit, with appropriate modification of assignments and expectations.

The Bachelor of Arts in Theology (BA) is an undergraduate degree awarded to students who, in addition to completing the CTS, continue their studies and complete all requirements for the BA, a total of 128 semester credit hours (See Continuing Studies section). After completion of the CTS and after completing sufficient hours toward the BA to achieve senior status, students must also take THL 496 (for a total of 36 hours). Students residing outside of metropolitan Mobile may complete the remaining course work at an accredited college or university in their locality. Credit from a junior or community college is limited to a maximum of 64 semester (or 96 quarter) hours. Since this option represents a waiver of the normal requirement that the last 24 hours towards a degree be completed through Spring Hill courses only, in every individual case a request for this waiver must be submitted in writing to the Provost, by way of the Director of Graduate Theology. In addition, prior approval must be obtained for each course taken at another institution in order to assure that it will satisfy the degree requirements.

MASTER OF PASTORAL STUDIES PROGRAM

The Master of Pastoral Studies degree program requires 33 credit hours in the following sequence: nine hours of Level 1 courses; three hours of Practical Theology; THL 520; six-nine hours of Practicum Internships; six-nine hours of SPT courses/Guided Reading; three hours of Graduate Seminars. Students must also distribute these credit hours over the four areas of theology as follows: three hours of Biblical; three hours of Historical/Systematic and three hours of Moral. The Certificate of Spiritual Direction (CSD) Program may count for the 15 hours of Practicum and SPT courses and 3 hours of Level 1 (one Level 1 Historical course).

MASTER OF ARTS IN THEOLOGY PROGRAM

The Master of Arts in Theology degree program requires 48 credit hours: 13 graduate-level courses and a research thesis. This degree allows for further concentration beyond the MTS degree in one particular area chosen by the student (e.g., Biblical, Spiritual, Moral or Historical) and includes an extensive research project concluding in a thesis paper (75-100 pages long). The initial 33 hours are identical to the MTS degree program (see above); nine additional hours of course work in the concentration area and a six-hour thesis must also be completed. Prior to registration for the thesis, the student must pass the MA comprehensive exam and demonstrate reading competency in an appropriate foreign language, if required for thesis.

Applicants to the MA program must have at least a 3.5 GPA in their MTS course work. Formal application to the MA program can be made only after the successful completion of the MTS comprehensive experience. The written application (forms available online or from the Office of Graduate Theology) should include a statement of the proposed area of concentration and a portfolio of three of the student's best research papers written during their MTS program. After admission to the MA program, students have two years to complete the additional nine hours of course work and sit for the MA comprehensive exam. They then have six months to submit their thesis proposal for approval, after which they have two additional years to complete the thesis (THL 598/599). Students may register for one six-month extension (THL 597), but any additional extension requires approval of the Graduate Council.

Transfer students with an MTS or equivalent degree from another regionally accredited institution may also build on their degree to attain the MA, with a residency requirement (minimum hours taken through Spring Hill College) of 21 hours (including the six-hour thesis). Transfer students follow the same time line as others, but have three years for completion of their fifteen hours of course work.

ADMISSION REQUIREMENTS

Students may achieve full standing through initial admission at one of three levels: unconditional, conditional or provisional. Unconditional status gives full standing upon entering the program, while conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria.

Unconditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. Six hours of undergraduate theology, religious studies or an approved equivalency.
3. An undergraduate GPA of 3.0 on a 4.0 scale.

Conditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. An undergraduate GPA of 2.5 on a 4.0 scale.
3. Approval by the director of graduate theology.

Students admitted on a conditional basis must achieve a GPA of 3.0 or higher and/or the equivalent of six hours undergraduate theology before completion of their fifth graduate course. The undergraduate prerequisite may be fulfilled either by completing additional courses (audit, easy listening, undergraduate or graduate) or by supplying documentation of course equivalencies, such as courses or workshops in a ministry formation program or catechetical institute.

Provisional Admission:

Provisional status is granted to all students who have not yet completed their required documentation. Students may not register for more than six credit hours in provisional status. In addition to new degree-seeking students, non-degree and transient students as well as graduating seniors in good standing who have not yet completed their undergraduate degree are eligible to take up to, but not more than, six hours of graduate course work on this basis. In all cases, students are expected to submit required documentation within six months.

Attendance:

Because the graduate theology program requires only six on-site meetings, students are required to attend all six (Level 1 courses and Graduate Seminars). Every Level 1 course requires one in-classroom, on-site meeting (offered in Mobile and in Atlanta). Every student taking a Level 1 course is required to attend one of the meetings. Exceptions will be made only for extreme circumstances and must be approved by the Director of Graduate Theology.

Transfer Credit:

Details are provided in the Graduate Program Policies (see above: "Transfer of Credit" and "Residency"). Upon entering the program, a maximum of nine hours credit will be accepted towards degree programs and six hours towards certificate programs. Approval of transfer credit will also limit eligibility for conference credit (see the following entry) to a combined maximum of nine hours for degrees or six hours for certificates.

Conference Credit:

Subject to approval by the Director of Graduate Theology, participation in conferences or workshops with graduate-level study in theology, ministry or spirituality, and appropriately qualified presenters may be supplemented by additional readings and written assignments for graduate credit (in the MPS or CSD programs). A grade and course number will be posted on the transcript, equivalent to the appropriate course listing in the Bulletin. A maximum of three conference credits will be awarded to a given student, with each credit equivalent to 10-12 contact hours.

GRADUATION REQUIREMENTS: MTS/MPS PROGRAMS

1. Completion of 33 semester hours of course work with a minimum GPA of 3.0.
2. Satisfactory completion of comprehensive experience during the last semester of enrollment.
3. Completion of all requirements within six calendar years of initial enrollment.

GRADUATION REQUIREMENTS: MA PROGRAM

1. Completion of 42 semester hours of course work with a minimum GPA of 3.0.
2. Successful completion of the MA comprehensive examination and demonstration of reading competency in an approved foreign language, if required for thesis.
3. Completion of a six-credit-hour research thesis, evaluated by the faculty director and second reader (chosen by the student from the theology faculty and approved by the director of graduate theology), with a minimum grade of B, and presentation of two bound copies of thesis to the theology department.
4. Completion of all MA requirements within four and a half calendar years of formal acceptance into the MA program.

COMPREHENSIVE EXPERIENCES

MTS Comprehensive Experience:

The comprehensive experience for MTS graduates requires both written and oral components. The written comprehensive requires three essays chosen randomly out of five comprehensive questions provided to the student. The Comprehensive (3rd) Graduate Seminar serves as the oral component. At the Comprehensive Graduate Seminar, the graduating student will present a major paper from one of their courses, prepared with the help of the professor of the course for which it was written. The student will make their presentation as a synthesis of their program, and will lead a breakout session on the topic of their paper.

MPS Comprehensive Experience:

The MPS comprehensive experience consists of a final Pastoral Project and Paper, (normally done in conjunction with MIN 590, Field Education). The student will present their final Pastoral Project and Paper at their Comprehensive (3rd) Graduate Seminar. There are no written comprehensives for the MPS degree.

MA Comprehensive Experience:

The MA comprehensive involves an oral examination based on a required reading list from the student's particular concentration area and is the prerequisite for writing the thesis.

CTS Comprehensive Experience:

The CTS comprehensive includes both written and oral synthesis of the program as a whole.

GRADUATION EXERCISES

All students receiving the MTS, MPS or MA degree, as well as recipients of the BA or CTS, are expected to participate in the personal synthesis retreat immediately preceding graduation as well as the Baccalaureate Mass and the commencement exercises. These events provide a final experience of shared reflection and celebration to those graduating.

TUITION

Because Spring Hill offers its theology programs as a service to the region's community of faith and as an expression of its basic mission, the cost per credit hour reflects a generous tuition reduction which is applied toward all students; the same fee applies to graduate, undergraduate and audit levels. In addition, students may take courses through the "Easy Listening" option at a greatly reduced tuition on a space available basis. Priority is given to those fulfilling prerequisites and to graduates of Spring Hill's adult theology programs. No credit is awarded, and no record or transcript is maintained.

COURSE DESCRIPTIONS

For each course, the equivalent undergraduate course number is given in parentheses and the course category is indicated by the appropriate letter(s): B, H, M, P, S or E.

LEVEL 1 COURSES:

THL 502 (343). Theology of Sacrament (3) S/H A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II.

THL 503 (386). The Synoptic Gospels (3) B A study of the literary development that culminated in the written Gospels. An exposition of the historical-critical and literary tools for studying the Gospels and an in-depth study of each Gospel's unique context, style and themes.

THL 504 (388). Pentateuch (3) B The course first examines the sources that were eventually combined to form the narratives we now have. The characteristics and historical settings of each source will be studied. Then various narratives will be studied in view of the place of the Pentateuch in the canon.

THL 505 (331). Prophets (3) B The course examines the historical context, literary style and theological themes of the major prophets from the Assyrian, Babylonian and Persian periods. Questions about the nature of revelation and prophecy as well as the fulfillment of the prophets in the New Testament will be addressed.

THL 506 (351). Foundations of Christian Ethics (3) M The course analyzes the fundamental themes of contemporary ethical theory, especially as expressed within the Christian theological tradition. Also, dialogue/conflict between the Roman Catholic Church's traditional teaching and contemporary ethical perspectives are examined.

THL 507 (352). Christian Social Ethics: Contemporary Issues (3) M The course examines issues which arise from a pluralistic society in the social arena, viewed from a Christian context; e.g., duty of government as perceived by both classical and contemporary thinkers, the duties of citizens, social justice, war and peace, ecological responsibility, foundations of human rights.

THL 508 (363). American Religious History (3) H The course is an introduction to the principal developments of religious experience and religious thought in the history of America and a consideration of their impact on American culture.

THL 509 (385). Comparative Religions (3) H The course provides an academic and cross-cultural study of religion in the human experience, introducing major world religions with emphasis on breadth, systematic depth and experiential sympathy.

THL 510. Introduction to Practical Theology (3) P Required for the Masters of Pastoral Studies (MPS), the course provides an introduction to theological praxis: the intentional movement from pastoral practice and engagement in ministry, as currently experienced, to reflection upon theory and back again to practice.

REQUIRED CORE COURSE:

THL 520. Theological Research Methods (3) A graduate-level introduction to the nature, tasks and methods of theology, with practical preparation for theological research and writing. It will explore the foundations of critical theological study, the relationship between faith and reason, the sources of theology (including the relationship between scripture, tradition, and experience) and the development and interpretation of doctrine. This course is offered once a year in an online format and is required for all students in the MTS and MPS programs after completing at least 3

Level 1 courses and before taking any Level 2 course.

LEVEL 2 COURSES:

THL 521 (441). Eucharist (3) P/S/H The course examines the Eucharist as the central sacrament in the life of the Church, considered from its biblical, historical, theological and moral dimensions. It offers an analysis of the structural elements of the rite and a survey of the interplay of liturgical traditions, popular piety and theological reflections at critical moments in church history.

THL 522 (425). Christian Initiation (3) P/H The course studies the history, theology and practice of the sacraments of Christian initiation (Baptism, confirmation and Eucharist). It examines the historical evolution and contemporary understandings of Christian initiation, including a pastoral commentary on the renewed rites (RCIA/ RCIC).

THL 523 (451). Christian Spirituality (3) P The course intends to provide an understanding, both intellectual and experiential, of the spiritual life from a Christian perspective. The course focuses on major themes of contemporary Christian spirituality as well as investigate selected classics from the history of spirituality.

THL 525 (455). History of Spirituality (3) P/H The course studies the development of major traditions or particular authors of spirituality throughout the history of Christianity: e.g., Desert Monks; Spanish Mysticism; Julian of Norwich or Thomas Merton.

THL 526 (440). Reconciliation (3) P/S As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. The course explores reconciliation in its broader ecclesial context from a variety of angles: liturgical, systematic and moral.

THL 528 (421). Religious Education (3) P A study of the theory and practice of religious education, with emphasis on curriculum study, writing lesson plans, teaching practices and classroom management strategies. The course is designed for educators who will work either in Catholic schools or in parish programs. The laboratory experience (teaching component) is an important part of this course.

THL 529 (425). Special Topics in Church and Ministry (1-4) P The course explores topics of current interest such as the new rites of Reconciliation, the revised Code of Canon Law, the diaconate and the role of women, examining them in an historical perspective.

THL 532 (332). The Johannine Gospel and Epistles (3) B The course presents two complementary aspects of the Johannine writings. First, an understanding of this "spiritual" gospel through an analysis of its structure, symbolism, distinct literary traits and theological vision. Second, the Johannine community of the late first century as reflected in John's Gospel and Epistles.

THL 533 (333). The Pauline Letters and Theology (3) B The course studies the actual settings of the Pauline Epistles, examining questions of authenticity, basic structure, integrity, life situation, chief problems and distinctive traits. The course also analyzes the major themes of Pauline theology, such as faith, law, justification, atonement, Christian anthropology and Christology.

THL 538 (431). Wisdom Literature (3) B Concentrating especially on the Psalms and Job, the course examines the literary style and themes of these books and will examine their historical, theological and liturgical settings.

THL 540 (499). Philosophy of Religion (3) S The course examines the critical problems involved in concepts of God; e.g., God and human freedom, rational proofs of the existence of God, God and the problem of evil, God and the possibility of change, faith and human knowledge and the objectivity of religious experience.

THL 541. Philosophy for Understanding Theology (3) S The course provides a general survey of Western philosophical thought and how it has been used in Christianity, such as in the ecumenical councils, Christology, Trinitarian theology and sacraments.

THL 542 (469). The Catholic Tradition: History & Development of Doctrine (3) S/H An historical overview of the major areas of Catholic teaching: trinity, church, grace, eschatology, etc., the course examines the underlying connections that integrate the various domains of Christian theology. It also focuses on those turning points in church history (e.g., the ecumenical councils) which have shaped the development of doctrine.

THL 543 (344). Christology and Trinity (3) S/H In the course a major "modern" Christological text is examined as a focus for the historical and doctrinal development of the material. Concepts of Christian anthropology and the Trinitarian understanding of God are also included.

THL 544 (342). Theology of Church (3) S/H The course provides an historical and systematic study of the Christian community: its structure, its nature and its mission. The course focuses especially on the path-breaking work of Vatican II.

THL 549 (469). Major Theologian (3) S/H The course provides an in-depth study of the life and works of an eminent theologian: e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Teilhard de Chardin, Rahner.

THL 552 (353). Human Sexuality and Marriage (3) M The course analyzes contemporary issues in sexual ethics in the light of the Roman Catholic tradition. The historical development of that tradition is examined and critically evaluated. Issues addressed in the course are: Christian marriage as a communion of love characterized by fruitfulness, fidelity and permanence; current problems; issues of canon law.

THL 553 (354). Religion & International Politics (3) M Religion has been a source of many of the world's deadliest conflicts, but has also led to powerful acts of forgiveness, peacemaking and conflict resolution. A major theme of the course is the ambivalent role religion plays in global affairs, with particular focus on Islam, human rights discourse and United States foreign policy.

THL 554 (350). Catholic Social Thought (3) M One of the ongoing tasks of the Church is the effort to positively engage the larger world. In the modern era Christians face developments such as the Industrial Revolution, laissez faire capitalism, Marxism, consumerism and modern warfare. The course offers a critical study of the Church's official response to these developments, known collectively as Catholic Social Teaching.

THL 560 (461). Early Christianity: The Church Fathers (3) H The course explores the history and theology of the early Church by focusing on the careers and contributions of the major Fathers of the Church: Origen, Cyprian, Athanasius, the Cappadocians and Augustine.

THL 561 (461). Medieval Christianity (3) H The course examines the history and major theologians of the medieval Church. Topics include: monasticism, developments in the papacy, the rise of the mendicants, scholasticism and mysticism.

THL 562 (462). Reformation (3) H The causes, history and theological shifts of the Protestant Reformation are the focus of the course. After considering the state of European Christianity at the beginning of the sixteenth century, the course analyzes various movements and leading theologians of the Reformation, especially Martin Luther and John Calvin.

THL 563 (462). Christianity in the Modern Era (3) H The course examines religious, ecclesial and theological movements which shape and influence contemporary Christianity from the eighteenth century to the present. Special consideration is given to the political and intellectual currents which have shaped contemporary Christian faith.

THL 572. Pastoral Guided Reading (3) P

THL 573. Biblical Guided Reading (3) B

THL 574. Moral Guided Reading (3) M

THL 575. Historical Guided Reading (3) H

THL 580. Graduate Seminar (1) The Graduate Seminar is a one-credit, weekend course focused on a particular topic and led by an individual faculty member. Readings prior to the weekend course and a writing assignment following the course will be required. Seminars will be offered in both Mobile and Atlanta at least once a year. The final Graduate Seminar will serve as the oral component of the Comprehensive Experience. Three Graduate Seminars are required for the MTS and MPS degrees (no more than three count for credit toward the degree).

THL 589 (499). Special Projects in Theological Reflection (1-4) The course offers specialized topics and interdisciplinary themes which broaden or deepen the scope of theological studies, such as Psychology and Religion, Myth and Ritual, Religion and Literature. In appropriate cases the course is available for credit in related areas.

THL 590 (490). Intensive Reading Seminar (3) The course is a seminar-style, in-depth study of the writings of a particular theologian or theological school. Prerequisites: 18 hours graduate theology or permission of chair of theology. Primarily for students in the MA program.

THL 597. Thesis Project Extension (0) Exclusively for students registered for the Master of Arts thesis (THL 598/599), who have not completed their thesis within the limit of two years. The course grants six additional months for completion of the thesis; it is non-credit but is charged a tuition fee equivalent to three credit hours.

THL 598/599. Thesis Project I/II (3) Exclusively for students formally admitted to the Master of Arts thesis; equivalent to a total of six credit hours. As their final requirement, all MA candidates must register for both THL 598 (first semester of their thesis project) and 599 (covering up to three additional semesters).

MINISTRY PRACTICUM AND WORKSHOPS

Workshops focusing on the practical dimensions of the different areas of ministry (religious education, liturgical, family, social outreach), offering further training in methodology, planning and leadership, will be offered in collaboration with local diocesan offices, according to demand and availability of instructors, generally drawn from qualified ministry professionals living or working in the diocese. These workshops may be taken through the "Easy Listening" option for personal enrichment or as continuing education, for undergraduate credit or for graduate credit as part of the Master of Pastoral Studies degree (see above).

COURSE DESCRIPTIONS

MIN 590 (390/392). Field Education (1-4) This ministry practicum offers a work/learning experience at an approved placement, under the supervision of a mentor and including a weekly reflection meeting, journaling and final paper. Designed to offer students practical ministry experience and opportunities for theological reflection in a seminar setting, one credit of the practicum will require approximately 30 hours at the placement site. (MPS program)

MIN 595 (395). Special Topics in Ministry (1-4) These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of five contact hours, along with readings and a paper. When taken for graduate credit, they include additional reading requirements and a research paper or project. (MPS program)

SUMMER INSTITUTE OF CHRISTIAN SPIRITUALITY

The Summer Institute of Christian Spirituality is held in June in both Mobile and Atlanta. The courses are one credit, face-to-face courses focused on specific areas of spirituality. The Institute courses are given the SPT prefix and are intended to fulfill the requirements of the Certificate of Spiritual Direction (CSD) and MPS programs. Adult learners are also encouraged to take these courses for Easy Listening. Selected spirituality courses (SPT) taught in the Summer Institute of Christian Spirituality (usually one each year) will be cross-listed as THL 57x, requiring two extra credits (beyond the one-credit SPT course) and designated as Guided Reading. For the CSD program, eight hours of Summer Institute SPT courses are required. For the MPS program six to nine hours of Summer Institute one-credit SPT courses or three-credit Guided Reading courses are required. For the MTS program only three-credit Guided Reading courses are allowed, with a maximum of two Guided Reading courses (six-credit hours). For the MA program up to nine hours of Guided Reading are allowed, depending on the approval of the student's thesis director. SPT courses do not satisfy undergraduate theology core requirements.

Students taking courses for graduate credit (500-level) must have official transcripts of the undergraduate degree sent to the Office of Graduate Studies. Undergraduate credit (400-level) requires documentation of high school diploma or previous college work. For transient credit (to be applied to another institution), the appropriate forms must be supplied from the other institution.

COURSE DESCRIPTIONS

For each course, the equivalent undergraduate course number is given in parentheses. The following listings are all "generic" course titles and descriptions. Specific titles and descriptions are announced in the annual brochure and will vary from year to year, according to the course numbers given below (e.g., Parables & Story Spirituality would be offered as SPT 531).

SPT 521 (421). Liturgical Spirituality (1-3) The course offers a study of the structure and theology of various facets of liturgy, in its function as a source of Christian spirituality, focusing for example on the Eucharistic Prayer, the Divine Office, Rites of Initiation.

SPT 523 (423). Liberation Spirituality (1-3) The course examines the spirituality which provides the driving force at the center of various exponents of Liberation Theology, in its application of the Christian message to concerns of fundamental human rights and dignity.

SPT 524 (424). Contemporary Movements (1-3) The course examines one of the several movements which strive to translate the search for God into a particular way of life, dedicated to a particular goal, for example: the L'Arche communities for the handicapped, the Taizé ecumenical community, feminist or male spirituality.

SPT 525/526 (425/426). Prayer & Discernment I/II (1-3) Some aspect of the theory and practice of personal prayer and/or discernment in the Christian tradition through

the centuries is studied. The course is ordinarily taught in two consecutive parts, for one credit each.

SPT 527 (427). Ascetical Traditions (1-3) From the time of the ancient desert monks, such ascetical practices as fasting and penance have been a part of Christian spirituality. The course focuses on some aspect of abnegation and mortification as related to growth in holiness.

SPT 528 (428). Consecrated Life (1-3) A particular way of life, chosen as a permanent and vowed commitment, is studied as a path to holiness: whether marriage, priestly or religious life.

SPT 531 (431). Spirituality of the Gospels (1-3) The course explores a particular section or genre of the Gospels, such as the parables or the beatitudes, as a journey of spiritual discovery.

SPT 532 (432). New Testament Spirituality (1-3) The course studies some aspect of New Testament writings, beyond the Gospels, such as Pauline spirituality or the letters of John.

SPT 535 (435). Spirituality of the Prophets (1-3) The course studies the language and images of the prophets, as a pathway to God.

SPT 536 (436). Old Testament Spirituality (1-3) The course examines some aspect of Old Testament writings, outside of the prophetic books, such as the Psalms, which are the biblical hymnody and prayer book, or the Song of Songs, which inspired so many Christian mystics.

SPT 541 (441). Spiritual Classics (1-3) The course focuses on one of the great works of Christian spirituality, such as the Confessions of Augustine, the Rule of Benedict or the Imitation of Christ.

SPT 542 (442). Great Masters (1-3) The course offers a study of the life and writings of one of the great teachers of Christian spirituality, such as Francis de Sales, Alphonsus Liguori or Jean-Pierre de Caussade.

SPT 543 (443). Christian Mystics (1-3) The course examines the life and writings of one of the classic mystics in the Christian tradition: John of the Cross, Teresa of Avila, Marie of the Incarnation.

SPT 551/552 (451/452). The Spiritual Exercises of St. Ignatius I/II (1-3) The course explores different aspects of the rich tradition of spirituality found in or derived from the Spiritual Exercises of Ignatius of Loyola. This course is ordinarily taught in two consecutive parts, for one credit each.

SPT 553 (453). Ethics and Holiness (1-3) The course examines the implications of some ethical issue or some area of moral theology for personal spiritual growth and challenge.

SPT 561 (461). Early Christian Spirituality (1-3) The course explores a variety of expressions of spirituality in the early Church, such as the lives and writings of the Desert Fathers, of Irenaeus of Lyons or of Clement of Alexandria.

SPT 562 (462). Medieval Spirituality (1-3) The course focuses on selected charismatic figures in the Middle Ages, examining their lives, the religious orders they created and/or the mystical traditions they founded.

SPT 565 (465). Modern Search for God (1-3) The course examines the spiritual quest as revealed in the life and works of a major modern author.

SPT 568 (468). Religion in America (1-3) The Course studies a particular person or movement in spirituality in the history of American Christianity, such as Jonathan Edwards, Elizabeth Seton, Orestes Brownson, the Great Awakening, Utopian communities.

SPT 571 (471). Christianity and the World Religions (1-3) The course explores, from the perspective of the Christian tradition, some expression of spirituality as found in the non-Christian religions of the world, such as Zen Buddhism or Islamic Sufism.

SPT 581 (481). Religion and Psychology (1-3) The course studies some aspect of the relation between religion and psychology, as applied to spiritual growth, such as: twelve-step programs, Jungian analysis or the challenge of aging.

SPT 582 (482). Religion and Literature (1-3) The course provides an exploration of the search for God as expressed and experienced in various works of literature.

SPT 583 (483). Religion and the Arts (1-3) The intersection of religion and the arts is found in a great variety of media, from film to painting and architecture. The course explores the expression of the sacred as revealed in some aspect of the arts.

CERTIFICATE OF SPIRITUAL DIRECTION OR FAITH COMPANIONING

Designed especially for clergy, religious and lay persons with theological preparation, who seek a deeper grounding in this ministry without necessarily completing a full degree program, this certificate is ordinarily pursued on the graduate level. It requires 18 credit hours of course work, all of which must be completed within five years of the first course completion. For those who wish, the certificate may also be completed as part of the Master of Pastoral Studies degree (see above), satisfying 15 hours of Practicum and SPT courses and three hours of Level 1 (one Level 1 Historical course). Because of the nature of spiritual direction, effective preparation for this ministry requires both extensive professional training and distinctive personal qualities, as well as mature life experience. The Certificate of Spiritual Direction (CSD), therefore, is built on selective admission requirements and also on a progressive evaluation of candidates, who ordinarily are required to have a minimum age of 30. The process of preparation is at the same time a process of discernment on the part of the candidates together with the faculty concerning the future direction of their ministry. An evaluation of each candidate's aptitude for spiritual direction occurs at the end of each year. Those who do not receive satisfactory evaluation on their aptitude as spiritual director, or those who do not wish to pursue the full ministry of spiritual direction, may complete the Certificate of Faith Companioning.

The Faith Companion is a person of faith who shares faith and prayer with others along the journey of spiritual growth, but is not offering formal spiritual direction. The same process of discernment may recommend that some who begin the program in Faith Companioning transfer into preparation for the CSD.

The CSD program requires 14 hours course work and four hours practicum, over a two or three-year period, according to the following paradigm: two sessions of the Institute of Christian Spirituality in each of two summers to include four hours core (Spiritual Exercises and Prayer & Discernment) and four hours elective (including at least one SPT course in each of these areas: biblical, historical, moral); two one-semester seminars: Spiritual Direction SPT 591 (three hours) and Spirituality & Psychology SPT 592 (three hours); the two-semester Spiritual Direction Practicum SPT 598 (four hours), followed by one supervised internship of giving a five- and/or eight-day directed retreat, to at least two persons, at an approved retreat center or program (either during the second year or over the following summer). The Faith Companioning program requires the same courses, but not the Practicum or directed retreat internship. In place of the Practicum, there is an additional SPT elective (one hour) and History of Spirituality THL 525/455 (three hours).

Prerequisites for the CSD program: 30 credit hours in biblical, moral and spiritual theology (or approved equivalents); completion of at least one individually directed Ignatian retreat (five to eight days or 19th Annotation Retreat in Daily Life) before admission and another after completion of SPT 591 (Spiritual Direction Seminar); experience of at least one year of ongoing spiritual direction; minimum 30 years of age or special approval of program director; two letters of recommendation (from applicant's retreat director and spiritual director); personal profile (spiritual autobiography, including personal experience in giving and receiving direction, reasons for interest in this program, and a listing of retreats made for a duration of five days or more); personal interview with program admissions committee. Special approval for applicants under 30 years of age will be granted by the program director to those who demonstrate mature life experience on the basis of evidence such as full-time professional work, positions of responsibility for others, family obligations, independence from parents. Admission is limited to 15 applicants for each two-year program. Prerequisites for the Faith Companionship program: 12 credit hours in theology, including courses in each of three areas: biblical, historical, pastoral/systematic.

COURSE DESCRIPTIONS

The following courses are offered outside of the Summer Institute of Christian Spirituality exclusively for students admitted to the Certificate of Spiritual Direction Program.

SPT 591 (491). Spiritual Direction Seminar (3) The course is limited to students in the Certificate of Spiritual Direction or Faith Companionship programs. It provides an in-depth exploration of the history and the practice of spiritual direction, with particular emphasis on the Jesuit tradition, rooted in the Spiritual Exercises of St. Ignatius.

SPT 592 (492). Spirituality & Psychology Seminar (3) The course is limited to students in the Certificate of Spiritual Direction or Faith Companionship programs. It explores issues of psychological pathology, human developmental dynamics and therapeutic relationships, insofar as they might affect the practice of spiritual direction. The course includes an intensive workshop by a psychological professional.

SPT 595 (495). Special Topics in Spirituality (1-4) Seminars and workshops offered under this heading focus on particular issues of spirituality, especially those aspects concerned with the practical application of spirituality in pastoral ministry.

SPT 598/599 (498/499). Spiritual Direction Practicum I/II (2) The course is limited to senior students in the Certificate of Spiritual Direction program. It includes case studies, verbatims and shared experience of the students' own practice of spiritual direction.

GRADUATE PROGRAM IN NURSING

Interim Program Director: Terran A. Mathers, RN, DNS

The mission of the Division of Nursing is to provide quality baccalaureate and master's nursing education in a Jesuit, liberal arts environment. Through its professional nursing courses students are prepared to become critical thinkers and conscientious, caring health care professionals who are committed to excellence and responsibility in service to others. Spring Hill College nursing graduates are guided by an ethical framework nurturing both the personal and social dimensions of faith while meeting the health care needs of a diverse and ever changing society. Graduates are prepared to accept leadership responsibilities in service to others.

PROGRAM GOALS

The overall goal of the Master of Science in Nursing Program is to prepare Clinical Nurse Leaders (CNL), an advanced generalist practitioner, who will demonstrate the knowledge and skill to:

1. Provide clinical leadership in service to others at the point of care in a variety of settings in which healthcare is delivered.
2. Manage complex clinical cases and provide clinical leadership at the point of care for individuals, families, groups and populations.
3. Lead and collaborate with interprofessional teams in the delivery of evidence-based, patient-centered and culturally responsive health care in multiple settings across the care continuum.
4. Assume accountability for the ongoing acquisition of knowledge and skills to effect change in health care practice, outcomes and the profession of nursing.
5. Advocate for policies that improve the health of individuals, families, groups, populations and the profession of nursing.

EXPECTED STUDENT OUTCOMES:

The MSN program is directly related to the mission of Spring Hill College: to educate students to become responsible leaders in service to others. Nine expected student outcomes are articulated for graduates of the MSN program.

1. Integrate scientific findings from nursing, sciences and the humanities for the continual improvement of nursing care across diverse settings.
2. Demonstrate organizational and systems leadership in current healthcare and educational issues for the promotion of high quality and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships and a systems perspective.
3. Apply methods, tools, performance measures, standards related to quality and quality principles within an organization.
4. Apply nursing research outcomes within the practice setting, resolves practice problems; work as a change agent and disseminates results.
5. Manage informatics and healthcare technologies to provide integrated and coordinated care to individuals, families and aggregates/identified populations.
6. Intervene at the system level through policy development processes and advocacy strategies to influence health and healthcare.
7. Provide leadership of interprofessional teams by communicating, collaborating and consulting with other health professionals.

8. Integrate patient-centered and culturally appropriate concepts in the planning, delivery, management and evaluation of evidence-based clinical prevention, health promotion, and services to individuals, families, and aggregates.
9. Demonstrate advanced nursing practice interventions including both direct and indirect care components that influence healthcare outcomes for individuals, populations or systems.

ACCREDITATION

The MSN Program at Spring Hill College is accredited by: Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

DEGREE PROGRAM

Spring Hill College offers a Master of Science in Nursing (MSN) degree program designed to prepare nurses for leadership in the health care delivery system as Clinical Nurse Leaders (CNL). The MSN program combines online courses, clinical integration with local preceptors and site visits by program faculty to allow nurses to complete degree requirements in their local communities and work settings. Working with health care partners, the MSN program enables nurses to learn by applying new concepts and approaches to their own professional practice. In addition, the MSN program supports its health care partners as they incorporate the role of Clinical Nurse Leader into their staffing strategies.

The MSN program at Spring Hill College is designed for RNs who hold a Bachelor of Science in Nursing degree. RNs who hold an associate degree or diploma in nursing and RNs who hold a baccalaureate degree in a non-nursing major may enter the MSN program after completing specific general education and/or nursing pre-requisites. In addition, the master's degree program is available as a post-master's certificate for RNs who hold a master's degree in nursing that has prepared them for practice in another advanced generalist role or in an advanced nursing specialty.

GRADUATE NURSING FACULTY

Margaret D. Cole (1997) *Professor* – DSN, University of Alabama at Birmingham, 1991.
Terran A. Mathers (1997) *Associate Professor and Division Chair of Nursing* – DNS,

Louisiana State University Health Sciences Center, 2002.

GENERAL ADMISSION REQUIREMENTS

Admission to the Master of Science in Nursing program is open to all qualified men and women without regard to race, color, age, sex or creed. All applicants must:

1. Hold an RN license in the state where he or she practices nursing,
2. Have a minimum of one year of clinical experience,
3. Currently work in a clinical setting and have access to a health care facility for clinical integration and research,
4. Meet the admissions criteria listed below that are appropriate for the academic degree that he or she holds.

The admission process for all application categories requires official transcripts from all colleges attended, mailed directly to the Office of Admissions by the appropriate registrar. Applicants must submit three written references, employer verification, verification of a current physical exam, immunizations, background check,

a current resume and a 500-word statement that explains how becoming a Clinical Nurse Leader (CNL) will help them achieve their personal and professional goals.

RN WITH BACHELOR OF SCIENCE IN NURSING TO MSN PROGRAM

UNCONDITIONAL ADMISSION

For unconditional admission, BSN applicants must meet the general admission requirements and have a minimum grade point average (GPA) of 3.0 from a regionally accredited institution.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a "B" average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

RN WITH NON-NURSING BACCALAUREATE

Applicants with an RN and a non-nursing baccalaureate will be admitted as a RN to MSN Bridge graduate student to complete the five nursing bridge courses before advancing to the Master of Science in Nursing curriculum. In all cases, applicants must meet the general admission criteria.

UNCONDITIONAL ADMISSION

Applicants who meet the general admission criteria and hold a BA or BS with a non-nursing major from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale will be considered for unconditional admission.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of coursework at Spring Hill College with at least a "B" average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

RN WITH MASTER'S DEGREE IN NURSING

UNCONDITIONAL ADMISSION

For unconditional admission, MSN applicants for the Post-Master's Certificate must meet the general admission requirements and have a minimum GPA of 3.0 from a regionally accredited institution.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a "B" average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

RN WITH ASSOCIATE DEGREE IN NURSING/ NURSING DIPLOMA TO MSN PROGRAM

RN applicants with an associate degree in nursing or diploma in nursing will be accepted in a RN to MSN Bridge graduate status to complete the general education requirements and the five nursing bridge courses before advancing to the MSN curriculum. In all cases, applicants must meet the general admission criteria.

UNCONDITIONAL ADMISSION

Applicants who meet the general admission criteria and hold an associate degree in nursing or nursing diploma from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale will be considered for unconditional admission.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a "B" average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

ADVANCING FROM RN TO MSN BRIDGE TO MSN CURRICULUM

To enter the MSN curriculum the RN to MSN Bridge students must successfully complete RN to MSN Bridge courses and general education requirements with a minimum 3.0 GPA.

RN to MSN Bridge students may take three graduate credit hours before being admitted to the graduate MSN curriculum.

FOUNDATION REQUIREMENTS

General Education Requirements (for Associate or Diploma RNs):

Course	Title	Hours
BIO 231-232	Anatomy and Physiology I & II	6
BIO 233-234	Anatomy and Physiology I & II Lab	2
BIO 136/138	Microbiology plus Lab	4
CHM	Chemistry	3
ENG	English Composition I and II	6
MTH	Statistics	3
PHL	Philosophy	3
THL	Theology	3
	Social Sciences	9
	Electives	6

RN to MSN Bridge Courses (for all non-BSN students):

Course	Title	Hours
NUR 301	Health Assessment	2
NUR 401	Scientific Inquiry	3
NUR 402	Community	3
NUR 403	Professional Nursing Roles: Enhancements and Updates	3
NUR 430	Leadership and Management	3

PORTFOLIO/CHALLENGE EXAM OPTION

Graduate RN to MSN Bridge students may complete a portfolio of experiential learning or take a challenge examination for a maximum of two of the five nursing bridge courses. Students are directed to their advisor for assistance in this process and for specific guidelines for each course eligible for the portfolio or challenge option.

GRADE REQUIREMENTS

MSN – All graduate students must maintain a B (3.0 on a 4.0 scale) average. Falling below a 3.0 cumulative GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Graduate Committee and the Provost and may be dismissed. Students who earn two course grades lower than a B are subject to review by the Graduate Committee and may be dismissed. Students who earn a third grade below a B will be dismissed from the program. Students earning a grade of D or F in a graduate course will be dismissed from the program.

RN to MSN Bridge – Only grades of C- or better will be accepted toward fulfillment of general education requirements. All RN to MSN Bridge students must maintain a B (3.0 on a 4.0 scale) average. Falling below a 3.0 cumulative GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Graduate Committee and the Provost and may be dismissed. Students who earn a third grade below a B will be dismissed. Any

student earning a grade of D or F in a nursing bridge course will be dismissed from the program.

TRANSFER POLICY

See Graduate Program Policies

GRADUATION REQUIREMENTS

1. Completion of the 37 hours of MSN core course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of NUR 522 and NUR 523 with a grade of at least B in each course.
3. Satisfactory performance on each portion of a comprehensive written examination. The comprehensive examination is administered in the final (academic clinical residency) term of the student's program.
4. Students are required to take the CNL certification examination offered by the American Association of Colleges of Nursing (AACN) Commission on Nurse Certification (CNC) prior to graduation.
5. Completion of the program within six calendar years.

THE MSN CURRICULUM (CLINICAL NURSE LEADER)

Course	Title	Hours
NUR 513	Theoretical Foundations for Leadership	3
NUR 514	Applied Research & Evidence-Based Practice	3
NUR 515	Advanced Pharmacology	3
NUR 516	Advanced Health Assessment	3
NUR 517	Pathophysiology for Advanced Nursing Practice	3
NUR 518	Health Policy	3
NUR 520	Clinical Outcomes Management	4
NUR 521	Care Environment Management	4
NUR 522	Academic Clinical Residency	6
NUR 523	The Clinical Nurse Leader Project	2
PHL 501	Graduate Philosophy/Ethics Elective	3
Total Credit Hours		37

POST-MASTER'S CERTIFICATE FOR CLINICAL NURSE LEADER

To be granted a post-master's certificate, the student must complete a minimum of 19 credit hours at Spring Hill College including 460 clinical integration hours.

Transfer credit is not accepted for the following required courses for the Clinical Nurse Leader (CNL) Post-Master's Certificate.

Course	Title	Hours
NUR 513	Theoretical Foundations for Leadership	3
NUR 520	Clinical Outcomes Management	4
NUR 521	Care Environment Management	4
NUR 522	Academic Clinical Residency	6
NUR 523	The Clinical Nurse Leader Project	2

In addition, graduate-level content or courses in pharmacology, pathophysiology and health assessment are required and must be documented.

BRIDGE COURSES

NUR 301. Health Assessment (2) The course focus is on the nursing assessment of the whole person and includes physical, psychological, sociocultural and spiritual assessment. The emphasis is on the development of skills in obtaining a health history and performing a health examination.

NUR 401. Scientific Inquiry (3) The primary purpose of this course is to promote interest and participation in the research process, particularly research conducted by health care leaders. Nursing research improves patient care and demonstrates that nurses are key members of the health care team. Critiquing research and understanding the importance of evidence-based practice are essential to the practice of nursing.

NUR 402. Community (3) This course focuses on the community as the unit of nursing care and includes health theory utilized in community practice settings and research finding discussions. Students assess physical, social and cultural environments; identify populations at risk; and examine appropriate nursing interventions. Promotion and maintenance of wellness and prevention of diseases are stressed.

NUR 403. Professional Nursing Roles. Enhancements and Updates (3) Designed for the RN to MSN students to enhance their professional nursing roles and scholarly writing. Current and emerging issues and trends related to nursing practice are explored, and activities focus on professional growth and development through readings, discussions and assignments. Prerequisite: Admission to the RN to MSN program.

NUR 430. Leadership and Management (3) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change and management. They explore issues of access, availability, utilization, quality of health and the role of health care workers in providing leadership towards resolutions.

GRADUATE LEVEL COURSES

NUR 513. Theoretical Foundations for Leadership (3) This course provides an examination of theoretical models of nursing and leadership along with selected theoretical frameworks for understanding role development, organizational behavior, decision-making and conflict resolution in the healthcare environment. Prerequisites/Corequisites: None.

NUR 514. Applied Research and Evidence-Based Practice (3) This course provides an in-depth examination of research in nursing and evidence-based practice. Principles of biostatistics including measurement and analysis of statistical data and practical application of epidemiologic techniques will be examined. Prerequisites/Corequisites: None.

NUR 515. Advanced Pharmacology (3) This course provides advanced preparation to accurately administer medications and counsel patients regarding appropriate and safe medication regimens. Prerequisites/Corequisites: None.

NUR 516. Advanced Health Assessment (3) The focus of this course is on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 40 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Prerequisites/Corequisites: None.

NUR 517. Pathophysiology for Advanced Nursing Practice (3) This course provides advanced concepts in human physiology and pathophysiology as a foundation for

the advanced nursing role. Prerequisites/Corequisites: None.

NUR 518. Health Policy (3) This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

NUR 520. Clinical Outcomes Management (4) This course provides the opportunity for the student to focus on clinical outcomes management for clinical populations through the delivery of evidence-based nursing practice in the areas of illness/disease management, health promotion and disease reduction/prevention. This course includes a 60-contact-hour clinical integration experience. Prerequisite: NUR 513, 514, 515, 516, 517, 518, PHL 501.

NUR 521. Care Environment Management (4). This course provides the opportunity for the student to focus on care environment management for clinical populations. This course includes a 60-contact-hour clinical integration experience. Prerequisite: NUR 520.

CAPSTONE COURSES (REQUIRED):

NUR 522. Academic Clinical Residency (6) This course provides the student with a 300-hour immersion experience to become proficient in applying concepts from all previous courses with a specific population. Students will select settings to practice the role of the Clinical Nurse Leader on a full-time basis guided by a designated clinical preceptor and faculty partner. Prerequisite: All didactic and clinical integration courses.

NUR 523. The Clinical Nurse Leader Project (2) This course provides the opportunity for the student to select a specific project to be completed during the academic clinical residency. Students will collaborate with the clinical preceptor and faculty partner to identify a specific project intended to improve the health care for individuals and populations. Prerequisite/Co-requisite: NUR 522.

VI

College Directory

College Directory

OFFICERS OF THE COLLEGE

Michael P. Coghlan	Chairman of the Board
Christopher P. Rader	Vice Chairman of the Board
Reverend Christopher J. Viscardi, SJ	Secretary of the Board

BOARD OF TRUSTEES

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Mary F. Chan, MD; Menlo Park, California
Joe Clark; Memphis, Tennessee
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Mike DeWine; Cedarville, Ohio
Cynthia Figueroa; Philadelphia, Pennsylvania
Reverend Donal Godfrey, SJ; San Francisco, California
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Reverend Andrew J. Thon, SJ; Milwaukee, Wisconsin
Reverend Christopher J. Viscardi, SJ; Mobile, Alabama
Peter A. Vukelic; Lancaster, New York
John J. Zollinger, IV; Madisonville, Louisiana

PRESIDENT'S CABINET

Kevin W. Abel	Vice President for Student Affairs/Dean of Students
Gary Bracken	Interim Vice President of Enrollment
James K. Hall.....	Director of Athletics and Recreation
Catherine A. Helean	Chief Marketing Officer
Gregory F. Lucey, SJ	Chancellor
Margaret G. Massey	Chief Information Officer
Mary McDonald.....	Vice President for Development and Alumni Relations
Rhonda M. Shirazi	Vice President for Business and Finance
George E. Sims.....	Provost

Presidents of the College

Most Reverend Michael Portier, DD, first bishop of Mobile, founded Spring Hill College May 1, 1830.

1)	Mathias Loras, DD	1830-1832
2)	John S. Bazin, DD	1832-1836
3)	Peter Mauvernay.....	1836-1839
4)	John S. Bazin, DD	1839-1840
5)	Dominic F. Bach, SPM	1840-1842
6)	Claude Rampon	1842-1844
7)	John P. Bellier, CJM.....	1845-1846
8)	Albin Desgaultieres.....	1846-1846
9)	Francis de Sales Gautrelet, SJ	1847-1859
10)	Anthony Jourdant, SJ	1859-1862
11)	Francis de Sales Gautrelet, SJ	1862-1865
12)	Aloysius Curioz, SJ	1865-1868
13)	John Montillot, SJ.....	1868-1875
14)	Dominic Beaudequin, SJ.....	1875-1880
15)	John Downey, SJ	1880-1883
16)	David McKiniry, SJ.....	1883-1887
17)	James Lonergan, SJ	1887-1896
18)	Michael S. Moynihan, SJ.....	1896-1899
19)	William Tyrrell, SJ.....	1899-1907
20)	Francis X. Twellmeyer, SJ	1907-1913
21)	Edward Cummings, SJ.....	1913-1919
22)	Joseph C. Kearns, SJ.....	1919-1922
23)	Michael McNally, SJ	1922-1925
24)	Joseph M. Walsh, SJ	1925-1932
25)	John J. Druhan, SJ.....	1932-1938
26)	W. Doris O’Leary, SJ.....	1938-1946
27)	W. Patrick Donnelly, SJ	1946-1952
28)	Andrew C. Smith, SJ.....	1952-1959
29)	A. William Crandell, SJ	1959-1966
30)	William J. Rimes, SJ.....	1966-1972
31)	Paul S. Tipton, SJ	1972-1989
32)	Donald I. MacLean, SJ	1989-1989
33)	William J. Rewak, SJ	1989-1997
34)	Gregory F. Lucey, SJ.....	1997-2009
35)	Richard P. Salmi, SJ.....	2009-2013
36)	Gregory F. Lucey, SJ.....	2014-2015
37)	Christopher P. Puto, PhD, '64.....	2015-2018

Faculty

*Indicates part-time appointment

() Date in parentheses after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

AIR FORCE STUDIES

Capt. Richard E. Goode (2015) *Assistant Professor of Air Force Studies* – MA, Webster University, 2012.

Lt. Col. Scott W. Lamont (2016) *Professor of Air Force Studies* – MS, University of Denver, 2008

Capt. Elsa Payton (2016) *Assistant Professor of Air Force Studies* – MA, American Military University, 2013

DIVISION OF BUSINESS

Anindya Biswas (2012) *Associate Professor* – PhD, Northern Illinois University, 2011; Teaching Areas: Economics and Finance.

George W. Clark Jr. (2018) *Instructor* – MS, University of South Alabama, 1999; Teaching Area: Computer Information Systems

Theresa McGonagle Crider (1997) *Assistant Professor* – MLIS, Florida State University, 2008; MBA, Spring Hill College, 2004; Teaching Areas: Management and Computer Information Systems.

John S. Eads IV (2016) *Instructor* – CHE, MHA, Trinity University, 1997; MBA, New Mexico State University, 1995; Teaching Area: Health Care Management.

Richard Mark Foster (2016) *Instructor* – MAcc, University of South Alabama, 2009; CPA; Teaching Area: Accounting.

Jennifer L. Nevins Henson (2016) *Associate Professor* – PhD, University of South Carolina, 2005; Teaching Area: Marketing.

Samir Y. Khoury (2016) *Assistant Professor* – PhD, Capella University, 2009; Teaching Area: Computer Information Systems.

James B. Larriviere (2001) *Associate Professor and Division Chair of Business* – PhD, Auburn University, 1995; Teaching Areas: Economics and Finance.

Nicole P. Larriviere (2015) *Instructor and Internship Coordinator* – MA, University of South Alabama, 1997; Teaching Areas: Business Communication, Marketing and Public Speaking.

Charmane P. May (1981) *Associate Professor* – PhD, University of Alabama in Birmingham, 1977; Teaching Areas: Computer Information Systems and Management.

Glenda A. Partridge (1999) *Assistant Professor* – DBA, Anderson University, 2011; CPA, CGMA; Teaching Areas: Accounting and Quantitative Methods.

Andrew D. Sharp (1985) *Professor* – PhD, University of Mississippi, 1990; CPA, CGMA; Teaching Areas: Accounting and Business Law.

DIVISION OF COMMUNICATION, VISUAL AND PERFORMING ARTS

Communication Arts

Stuart C. Babington (2006) *Associate Professor and Department Chair of Communication Arts* – PhD, University of Southern Mississippi, 2007.

Sharee L. Broussard (2004) *Associate Professor and Division Chair of Communication, Visual and Performing Arts* – PhD, University of Southern Mississippi, 2009.

Christina G. Kotchemidova (2005) *Associate Professor* – PhD, New York University, 2005.

P. Ryan Noble (2013) *Assistant Professor* – MFA, Arizona State University, 2013.

Visual and Performing Arts

Stephen F. Campbell, SJ (1991) *Associate Professor and Department Chair of Visual and Performing Arts* – PhD, Northwestern University, 1994.

Rachael Hatley (2015) *Assistant Professor* – MFA, in Graphic Design, Vermont College of Fine Arts, 2013.

Janden M. Richards (2000) *Associate Professor* – MA, Hunter College of CUNY, 1974.

Wanda A. Sullivan (2007) *Professor* – MFA, University of Mississippi, 1990.

DIVISION OF EDUCATION

Lori P. Aultman (2009) *Associate Professor, Division Chair of Education, and Director of Graduate Education* – PhD, University of Georgia, 2005.

Jennifer M. Good (2013) *Professor and Associate Provost* – PhD, Auburn University, 1998.

April M. Sanders (2013) *Assistant Professor* – PhD, University of North Texas, 2013.

Lois A. Silvernail (1987) *Professor* – EdD, Auburn University, 1987.

Angela P. Stewart (2018) *Assistant Professor* – EdD, Arkansas Tech University, 2018.

DIVISION OF LANGUAGES AND LITERATURE

English

Steven M. Almquist (2008) *Associate Professor and Division Chair of Languages and Literature* – PhD, University of Iowa, 2008.

Robert Arbour (2018) *Visiting Assistant Professor* – PhD, Indiana University, Bloomington, 2015.

Stephanie A. Callan (2011) *Associate Professor, Department Chair of English and Writing Across the Curriculum Coordinator* – PhD, University of Oregon, 2007.

Josh Doty (2016) *Assistant Professor* – PhD, University of North Carolina at Chapel Hill, 2016.

Stephanie Girard (2000) *Associate Professor* – PhD, Rutgers University, 1996.

Leigh Ann Litwiller Berte (2005) *Associate Professor* – PhD, University of Washington, 2004.

Michael A. Pfafsky (2007) *Professor and Director of Writing* – PhD, University of Missouri, Columbia, 2007.

Margaret Webb Smith (2010) *Associate Professor and Director for Writing, CAE* – PhD, University of Arizona, Tucson, 2007.

Jeffery G. Stoyanoff (2015) *Assistant Professor* – PhD, Duquesne University, 2015.

Catherine A. Swender (2004) *Associate Professor* – PhD, Michigan State University, 2003.

Andrew Tumminia (2010) *Assistant Professor* – PhD, Fordham University, 2008.

Languages

Fabian Balmori (2010) *Associate Professor, Department Chair of Languages, Director of Hispanic Studies and Altmayer Endowed Chair in Literature* – PhD, Florida State University, 2008.

Stephanie Balmori (2012) *Instructor* – MA, Florida State University, 2009.

Matthew Gervase (2018) *Assistant Professor* – PhD, UC Santa Cruz, 2018.

Cintha E. Torres (2018) *Assistant Professor* – PhD, Harvard University, 2014.

LIBRARY FACULTY

- Bret A. Heim (1993) *Professor* – MS, University of Illinois at Urbana-Champaign, 1993.
- Gentry L. Holbert (2008) *Professor and Director of Library and Instructional Resource Services* – MLIS, Louisiana State University, 1992.
- Lauren A. Jensen (2016) *Assistant Professor* – MLIS, University of Illinois at Urbana-Champaign, 2006.
- Maura B. Mandyck (2015) *Associate Professor* – PhD/MLIS, University of Alabama, 2000.
- Janie M. Mathews (1999) *Assistant Professor* – MLIS, University of Alabama, 1997.

MILITARY SCIENCE

- CPT Robert C. Hill, Jr. (2017) *Assistant Professor of Military Science* – BA, Troy University, 2005.
- LTC E. Carl Morris (2015) *Professor of Military Science* – MS, Naval Post-graduate School, 2007.
- Timothy Rey (2002) *Assistant Professor of Military Science* – BA, University of Southern Mississippi, 1984.

DIVISION OF NURSING

- Kelli R. Boots (2016) *Assistant Professor* – DNP, University of Tennessee Health Science Center, 2011.
- Henrietta W. Brown (2017) *Associate Professor* – DNP, University of South Alabama, 2017.
- Margaret D. Cole (1997) *Professor* – DSN, University of Alabama at Birmingham, 1991.
- Martha Gibson (2013) *Associate Professor* – PhD, Texas Woman's University, 2010.
- Terran A. Mathers (1997) *Associate Professor and Division Chair of Nursing* – DNS, Louisiana State University Health Sciences Center, 2002.
- Joan K. Sands (2003) *Assistant Professor* – MEd, University of Missouri- Columbia, 1984.

DIVISION OF PHILOSOPHY AND THEOLOGY

Philosophy

- Victor J. Di Fate (2011) *Associate Professor and Director of Interdisciplinary Studies* – PhD, Johns Hopkins University, 2010.
- C.R. Dodsworth (2008) *Professor and Department Chair of Philosophy* – PhD, University of Michigan, 2007.
- Michael Ferry (2008) *Associate Professor and Director of the Honors Program* – PhD, Georgetown University, 2007.
- Chelsea Haramia (2014) *Assistant Professor* – PhD, University of Colorado, 2014.
- Daniel M. Massey (2013) *Assistant Professor and Director of General Studies* – PhD, University of Connecticut, 2011.
- Thomas Metcalf (2016) *Assistant Professor* – PhD, University of Colorado at Boulder, 2009.

Theology

- Matthew J. Bagot (2007) *Associate Professor* – PhD, Boston College, 2010.
- Timothy R. Carmody (1989) *Professor and Director of Graduate Theology* – PhD, Catholic University of America, 1986.
- George B. Gilmore (1974) *Professor* – PhD, Fordham University, 1974.
- John B. Switzer (2006) *Professor* – PhD, Boston College, 2006.

Christopher J. Viscardi, SJ (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology* – STD, Gregorian University, Rome, 1979.

Stephen B. Wilson (2000) *Associate Professor* – PhD, University of Notre Dame, 2000.

DIVISION OF SCIENCE AND MATHEMATICS

Biology

Rafael V. D. Baylon, SJ (2011) *Assistant Professor* – MD, University of Philippines College of Medicine, 1989.

Charles M. Chester (1998) *Associate Professor and Division Chair of Science and Mathematics* – PhD, University of New Hampshire, 1996.

Donald E. Culberson (1997) *Associate Professor* – PhD, University of New Hampshire, 1985.

Rebecca A. Fillmore (2015) *Associate Professor* – PhD, University of South Alabama, 2001.

Deborah F. Fox (2009) *Associate Professor* – PhD, Louisiana State University, 1992.

Paul D. Kohnen (2003) *Associate Professor and Department Chair of Biology* – PhD, Oregon State University, 1992.

Chemistry, Physics and Engineering

Lesli W. Bordas (2000) *Associate Professor* – PhD, University of Georgia, 2000.

Mark O. Byrne (2007) *Associate Professor* – PhD, University of Notre Dame, 2004.

Virgil E. Jackson (2015) *Assistant Professor* – Ph., The University of Alabama, 2013.

Allyn Schoeffler (2015) *Assistant Professor* – PhD, University of California-Berkeley, 2009.

Carolyn R. Simmons (2005) *Associate Professor and Department Chair of Chemistry, Physics and Engineering* – PhD, Florida State University, 2005.

Mathematics

Matthew Barnes (2018) *Assistant Professor* – PhD, Louisiana State University, 2018.

Lindsey R. Bosko-Dunbar (2012) *Associate Professor and Faculty Director for Pathways to Purpose* – PhD, North Carolina State University, 2011.

Jonathan D. Dunbar (2012) *Associate Professor and Department Chair of Mathematics* – PhD, North Carolina State University, 2011.

Lauren E. Grimley (2016) *Assistant Professor* – PhD, Texas A&M University, 2016.

Sandra S. Mayo (2008) *Assistant Professor and Director of Mathematics, Center for Academic Excellence (CAE)* – EdD, University of West Florida, 2012.

DIVISION OF SOCIAL SCIENCES

History

Alan Shane Dillingham (2015) *Assistant Professor* – PhD, University of Maryland, College Park, 2012.

Sarah Duncan (2008) *Professor* – PhD, Yale University, 2009.

Patricia G. Harrison (1979) *Professor* – PhD, Tulane University, 1994.

Alexandria N. Ruble (2018) *Assistant Professor* – PhD, University North Carolina at Chapel Hill, 2017.

George E. Sims (2005) *Professor of History and Provost* – PhD, Emory University, 1981.

Thomas J. Ward (2007) *Professor and Department Chair of History* – PhD, University of Southern Mississippi, 1999.

Nicholas P. Wood (2017) *Assistant Professor* – PhD, University of Virginia, 2013.

Political Science and Law

Thomas J. Hoffman (2007) *Associate Professor and Department Chair of Political Science and Law, and Director of Master of Liberal Arts Program* – PhD, Indiana University, 2004.

Vlad Kravtsov (2016) *Assistant Professor* – PhD, Syracuse University, 2011.

S. Kathleen Orange (1981) *Associate Professor and Director Emeritus of the Foley Center for Community Service* – PhD, University of North Carolina, 1976.

Psychology

Jamie L. Franco-Zamudio (2009) *Associate Professor* – PhD, University of California, Santa Cruz, 2009.

Chelsea L. Greer (2014) *Assistant Professor* – PhD, Virginia Commonwealth University, 2014.

Lisa D. Hager (2001) *Professor and Division Chair of Social Sciences* – PhD, University of Alabama, 1991.

Jamie O'Bryant (2018) *Assistant Professor* – PhD, University of Alabama, 2011.

Royce G. Simpson (2001) *Associate Professor and Department Chair of Psychology* – PhD, University of Alabama, 1993.

Sociology

Harold E. Dorton, Jr. (2011) *Professor and Department Chair of Sociology* – PhD, Bowling Green State University, 2000.

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Emeriti

[] Brackets indicate year Emeritus status conferred.

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David C. Borbridge, SJ (1983) [2014] *Assistant Professor of History* – PhD, University of California-Berkeley, 1979.

Melvin J. Brandon (1969) [2010] *Professor of Philosophy* – PhD, St. Louis University, 1972.

Charles A. Cheney (1984) [2011] *Professor of Mathematics* – PhD, Carnegie-Mellon University, 1971.

Emmanuel J. Cutrone (1986) [2000] *Professor of Theology* – PhD, University of Notre Dame, 1975.

Daniel S. Cyphert (1988) [2015] *Professor of Mathematics* – PhD, Vanderbilt University, 1982.

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Ola H. Fox (2005) [2017] *Associate Professor* – DNS, Louisiana State University Health Sciences Center, 2000.

John H. Hafner (1971) [2010] *Professor of English* – PhD, University of Wisconsin, 1969.

- Carol M. Harrison (1995) [2009] *Professor of Nursing* – EdD, Nova Southeastern University, 1983.
- Michael F. Kaffer (1962) [2015] *Professor of English* – PhD, University of Alabama, 1985.
- John W. Kane, Jr. (1969) [2007] *Professor of Physics* – PhD, University of Alabama, 1969.
- James L. Lambert, SJ (1968) [1995] *Professor of Chemistry* – PhD, Johns Hopkins University, 1963.
- Alexander R. Landi (1971) [2014] *Professor of Political Science* – PhD, University of Dallas, 1973.
- Thomas J. Loehr (1975) [2011] *Professor of Communication Arts* – MFA, New York University Graduate Institute of Film and Television, 1973.
- Barbara S. Nolan (1968) [1995] *Professor of English* – PhD, University of Notre Dame, 1964.
- Ralph D. Sandler (1985) [2012] *Associate Professor of Finance and Economics* – PhD, Florida State University, 1984.
- David K. Sauer (1972) [2009] *Professor of English* – PhD, Indiana University, 1977.
- Betsy D. Stafford (1969) [2000] *Professor of Teacher Education* – EdD, Auburn University, 1978.
- Barbara P. Starr (1977) [2008] *Associate Professor of Fine and Performing Arts* – MA, Florida State University, 1966.
- Mark L. Starr (1990) [2011] *Associate Professor of Philosophy* – PhD, University of California, San Diego, 1988.
- John M. Welch (1965) [2008] *Assistant Professor of History* – MA, Xavier University, 1969.
- Michael A. Williams, SJ (1986) [2015] *Associate Professor of English* – PhD, University of Southern California, 1974.

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Inquiries regarding the nondiscrimination policies, including inquiries concerning the Americans with Disabilities Act, the Rehabilitation Act, Title IX and related issues may be directed to:

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Correspondence Directory

The administrative offices of Spring Hill College are open Monday through Friday from 8 a.m. to 4:30 p.m. The official address of the College is Spring Hill College, 4000 Dauphin Street, Mobile, AL 36608. FAX: 251-460-2095. The telephone area code is 251. Specific numbers are given in parentheses after each office.

Academic Affairs (380-2262) academicaffairs@shc.edu

General academic policy for graduate and undergraduate programs, student academic status, faculty appointments and contracts. Also, general policies and administration for offices of the Center for Academic Support and Advising and Registrar.

Admission (380-3030) admit@shc.edu

Undergraduate and graduate admissions, prospective student information, scholarship information.

Athletics and Recreation (380-3485)

Administration of intramurals, recreation and fitness activities, sports and leisure courses, club sports and intercollegiate athletic program.

Campus Ministry (380-3495) campusministry@shc.edu

Liturgies and liturgical committees, SHC volunteer community services, days of recollection and retreats, sacramental initiation and reception, confidential counseling and spiritual direction.

Community Standards (380-3028) communitystandards@shc.edu

Student conduct, community standards and development, and student to student Title IX issues.

Development and Alumni Relations (380-2280) advancement@shc.edu

Alumni and parent relations, annual giving, community relations, planned giving and publications.

Marketing and Communications (380-2281) marketing@shc.edu

Communications, community and media relations and publications.

Student Financial Services (380-3460) financialaid@shc.edu

Administration of financial assistance (financial aid and scholarships) to students.

Payroll (380-2260) payroll@shc.edu

Payroll-related forms.

Public Safety (380-4444) dept.publicsafety@shc.edu

Campus patrol, emergency information, vehicle and guest registration, parking and traffic regulations.

Registrar/Student Records (380-2240) registrar@shc.edu

Transcripts of credits, course schedules, registration.

Residence Life (380-3028) reslife@shc.edu

Housing assignments, residential policies and residential programming.

Student Academic Support and Advising (380-3470) casa@shc.edu

Academic advising, academic support services (tutoring and academic accommodations), Freshman Seminar, students in transition.

Student Involvement (380-3027) csi@shc.edu

Administration and guidance for campus clubs, organizations, activities, diversity programming, leadership development program, campus events planning and Greek life.

Student Affairs (380-3023) studentaffairs@shc.edu

General policies and administration of student affairs, code of student non-academic conduct, student activities, clubs and organizations and new student orientation. Also, general policies and administration for the offices of Residence Life, Community Standards, Student Involvement, Career Development, Campus Ministry, the Student Center and the Wellness Center.

Wellness Center (380-2270) wellnesscenter@shc.edu

Confidential personal counseling and medical services, health and wellness information literature, referrals to community resources.