



SPRING HILL

C O L L E G E

2019-2020

BULLETIN OF

INFORMATION

GRADUATE
COURSES AND DEGREES

4000 Dauphin Street
Mobile, Alabama 36608

SHC.edu

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ACADEMIC CALENDARS

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

The policies and requirements listed herein apply to all graduate programs. Requirements specific to one program are listed under that program. Consult the General Information section of the Bulletin in “General Academic Policy” for additional policies not given below.

[OTHER SECTIONS OF THE BULLETIN](#)

[GENERAL INFORMATION](#)

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EXPENSES

Current tuition and fees for Graduate Studies can be found at www.shc.edu ([Graduate Tuition and Fees](#)).

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 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 Office of Student Financial Services 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).

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. Provisional status requires the fulfillment of specific documentation in order to achieve full standing. Conditionally admitted students are those who have not met all academic standards or achievement markers. In each case, students will have a set amount of time to meet the requirements for unconditional status.

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 College'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.

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 PROGRAM IN BUSINESS ADMINISTRATION

Program Director: Sam Khoury, PhD – 251-380-4113

Spring Hill College offers a Master of Business Administration (MBA) degree program with concentrations in Logistics and Supply Chain Management, Leadership, and Project Management.

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. The Project Management track is designed for those already managing projects that want to further their education and/or prepare for industry certification in project management. Also, the program is designed for professionals interested in a career in project management.

A significant aspect of the MBA program at Spring Hill College is the emphasis on and inclusion of business ethics and social responsibility. 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), the BUS 530 Business Ethics (in the Leadership concentration), and BUS 672 Project Management II (in the Project Management 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.

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, Business Analytics

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 Areas: Marketing, Logistics and Supply Chain Management.

Sam Y. Khoury (2016) *Associate 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 shc.edu/academics/graduate. 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 a current resume, undergraduate transcripts and the graduate student application.) 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 (current resume, undergraduate transcripts and the graduate student application).

3. 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 Program Director 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 Program Director, significant business experience at an executive level.

The performance of each student admitted conditionally will be reviewed by the Graduate Program Director after the completion of nine 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 nine hours for the admission status to be raised to unconditional.

Provisional Admission

Upon the recommendation of the Graduate Program Director, an applicant with an undergraduate degree with a GPA of 2.75 or higher for whom official transcripts are not yet received by the time classes commence in the semester for which application is made may be admitted provisionally. Official transcript must be presented to the Graduate Office prior to the end of the first semester of enrollment. Future enrollment may be suspended until the 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.
3. Completion of the program within six calendar years. Students must complete at least one course a year to remain in the program.

TRANSFER POLICY

Up to nine hours of MBA core or program elective coursework 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 graduation from an accredited bachelor's level program. Up to nine hours taken in a non-degree-seeking status may be applied toward the MBA 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 courses are required of all students (21 semester hours):

Course	Title	Credit 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	Credit 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	9

Concentration in Leadership:

Course	Title	Credit Hours
<i>Choose three from the following:</i>		
BUS 525/LIS 572	Leadership (3)	
BUS 530/LIS 573	Business Ethics and Social Responsibility (3)	
BUS 592/LIS 574	Conflict Management (3)	

BUS 595	Special Topics (3)	
	Electives Total	9

Concentration in Project Management:

Course	Title	Credit Hours
<i>Complete the following courses:</i>		
BUS 671	Project Management I	3
BUS 672	Project Management II	3
<i>Choose one from the following:</i>		
BUS 673	Project Management Software (3)	
BUS 674	Project Management Capstone (3)	
	Electives Total	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 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, inventory control models and techniques, and the use information technology to reduce and control inventory levels.

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 professional needs of MBA students.

PROJECT MANAGEMENT CONCENTRATION ELECTIVES

BUS 671 Project Management I (3) This course will explore the project management framework, project management processes, project integration management, project scope management, time management, and cost management. Students will develop a solid foundation of project management processes and practice that can help lead to effective and successful projects.

BUS 672 Project Management II (3) This course will expand on the concepts and practices covered in Project Management I. Topics covered include quality management, human resource management, communication management, risk management, procurement management, stakeholder management, and professional and social responsibility.

BUS 673 Project Management Software (3) This course will explore essential software commonly used in project management. Software such as Microsoft Project®, Microsoft Excel Solver®, and Smartsheet® will be utilized to aid in the project management and decision-making process.

BUS 674 Project Management Capstone (3) In this capstone course, students will identify a project or select a case study to utilize throughout the course to complete a series of deliverables required for project management. Some of these deliverables include a project charter, budget, work schedule matrix, project scope, risk assessment documents, and a communication plan.

GRADUATE CERTIFICATES

Graduate Certificates are available in the areas of Leadership, Logistics and Supply Chain Management, and Project Management. The certificates are designed for those individuals who desire specific, intensive study of important issues in the specific discipline.

Admission to the certificate program as a non-degree student requires a completed bachelor's degree and the approval of the Graduate Program Director, based on a review of the applicant's complete portfolio (Application, current resume, and undergraduate transcripts.)

Students in process of completing the Graduate Certificate in an area of study 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	Credit Hours
BUS 565	Foundations of Logistics And Supply Chain Management	3
<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)	
	Total	12

CERTIFICATE IN LEADERSHIP

Course	Title	Credit Hours
BUS 520/LIS 571	Organizational Behavior	3
BUS 525/LIS 572	Leadership	3
BUS 530/LIS 573	Business Ethics and Social Responsibility	3
BUS 592/LIS 574	Conflict Management	3
	Total	12

CERTIFICATE IN PROJECT MANAGEMENT

Course	Title	Credit Hours
BUS 520	Organizational Behavior	3
BUS 671	Project Management I	3
BUS 672	Project Management II	3
	<i>Choose one from the following:</i>	3
BUS 673	Project Management Software (3)	
BUS 674	Project Management Capstone (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.

GRADUATE EDUCATION 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.

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.

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.

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 unconditional 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. 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.
3. 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 requirement 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	or
EDU 510	Linguistically and Culturally Diverse Learners	

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 the student is required to take EDU 578. If both EDU 517 and EDU 578 have been completed, the student is required to take EDU 510.

**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 or
 EDU 510 Linguistically and Culturally Diverse Learners

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 the student is required to take EDU 578. If both EDU 517 and EDU 578 have been completed, the student is required to take EDU 510.

**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 or
 EDU 510 Linguistically and Culturally Diverse Learners

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. If both EDU 517 and EDU 578 were taken, then EDU 510 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 course-work 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:

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. An applicant who does not have a cumulative GPA of 2.75, but has a cumulative GPA of at least 2.0, may seek conditional admission to the MAT program by obtaining the alternate score on the Alabama prescribed Praxis subject-area test. The only tests and scores accepted are those listed on the Alternate Score Requirements document. This exception relates only to the admission GPA. All other admission requirements must be met.
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.

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. An applicant who does not have a cumulative GPA of 2.75, but has a cumulative GPA of at least 2.0, may seek unconditional admission to the MAT program by obtaining the *alternate* score on the Alabama prescribed Praxis subject-area test. The *only* tests and scores accepted are those listed on the Alternate Score Requirements document. This exception relates only to the admission GPA. All other admission requirements must be met.
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 unconditional 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.
2. The normal full-time course load is nine hours. Students may carry up to 12 hours with program director 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. 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/clinicals 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 or
- EDU 510 Linguistically and Culturally Diverse Learners

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.

** If a student has taken an exceptionality survey course, the student is required to take EDU 578. If both EDU 517 and EDU 578 have been completed, the student is required to take EDU 510.

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 or
EDU 510 Linguistically and Culturally Diverse Learners

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

** If a student has taken an exceptionality survey course, the student is required to take EDU 578. If both EDU 517 and EDU 578 have been completed, the student is required to take EDU 510.

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) or
 EDU 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 or
 EDU 510 Linguistically and Culturally Diverse Learners

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.

*** If a student has taken an exceptionality survey course, the student is required to take EDU 578. If both EDU 517 and EDU 578 have been completed, the student is required to take EDU 510.

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

Literacy (3 hours)

EDU 520 Computer-Based Instructional Technologies

Professionalism (3 hours)

EDU 514 Psychological Interpretations of Learning & Development

Using Assessment Data to improve Student Learning (3 hours)

EDU 526 Research Methodology & Evaluation in Education

Special Education (3 hours)

EDU 517 Survey of Exceptionality

Thesis (3 hours)

EDU 585 Educational Theory

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. Corequisite: 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. Corequisite: 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. Corequisite: must be registered for EDU 505.

EDU 510. Linguistically and Culturally Diverse Learners (3) This course explores strategies and techniques to support the success of language and culturally diverse students. Research-based instructional approaches to developing English learner literacy will be examined.

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 educational 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. Corequisites: 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.

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.

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.

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.

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).

The following courses are required for all students:

Course	Title	Credit Hours
LIS 503	Modernity	3
	<i>Western Cultural Heritage (choose one):</i>	3
LIS 501 or	Classical Antiquity <i>or</i>	
LIS 502 or	The Medieval World <i>or</i>	
LIS 505	The Scientific Revolution	
	<i>Literature or Visual and Performing Arts (choose one):</i>	3
ENG 5XX/ARH 501/ART 5XX		

<i>History or Social Science (choose one):</i>	3
HIS 5XX/ECO 5XX/POL 5XX/SOC 5XX/PSY 5XX	
<i>Diversity (choose one):</i>	3
LIS 504 or Non-Western Culture <i>or</i>	
LIS 580 or Women's Studies <i>or</i>	
CMM 502 or Gender Communications <i>or</i>	
CMM 503 or Intercultural Communications <i>or</i>	
GEO 512 or World Regional Geography <i>or</i>	
BUS 580 or International Business <i>or</i>	
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 <i>or</i>	
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	Credit Hours
LIS 571	Organization 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.

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.

Nelida Naveros-Cordoba, CDP (2019) *Assistant Professor* – Ph.D. Loyola University Chicago, 2016; Teaching Areas: Biblical.

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 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 Taize 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 Companionship.

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 Companionship 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 Companionship 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: Kathy A. Sheppard, PhD

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 everchanging 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 the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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 prerequisites. 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	Credit Hours
BIO 231-232	Anatomy and Physiology I & II	6
BIO 233-234	Anatomy and Physiology I & II Laboratory	2
BIO 136/138	Microbiology with Laboratory	4
CHM	Chemistry	3

ENG	ENG 121 and ENG 123	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	Credit 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	Credit Hours
NUR 513	Theoretical Foundations of 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 PHL/Ethics Elective	3

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	Credit Hours
NUR 513	Theoretical Foundations of 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.