

SPRING HILL COLLEGE

Bulletin of Information

Traditional Undergraduate

Non-traditional Lifelong Learning

Graduate

Courses and Degrees

2003-2004

4000 Dauphin Street

Mobile, Alabama 36608

Correspondence Directory

The administrative offices of Spring Hill College are open Monday through Friday from 8:00 a.m. to 5:00 p.m. The official address of the College is Spring Hill College, 4000 Dauphin Street, Mobile, AL 36608. FAX: 251-460-2095. The telephone area code is 251. Specific numbers are given in parentheses after each office.

Academic Affairs (380-2262) General academic policy for graduate and undergraduate programs, student academic status, faculty appointments and contracts. Also, general policies and administration for offices of Student Academic Services and Registrar.

Admission (380-3030) Undergraduate admissions, prospective student information, scholarship information.

Athletics and Recreation (380-3485) Administration of intramurals, recreation and fitness activities, sports and leisure courses, club sports, and intercollegiate athletic program.

Business Office (380-2251) Accounting and financial transactions.

Campus Ministry (380-3495) Liturgies and liturgical committees, SHC volunteer community services, days of recollection and retreats, sacramental initiation and reception, confidential counseling and spiritual direction.

Communications (380-2281) Communications, community and media relations, and publications.

Development and College Relations (380-2280) Alumni and parent relations, annual giving, community relations, planned giving, and publications.

Financial Affairs (380-3885) General business and financial policy, purchasing, personnel, maintenance, auxiliary enterprises.

Financial Aid (380-3460) Administration of financial assistance (financial aid and scholarships) to students.

Graduate Programs (380-3094) General information about graduate-level programs.

Lifelong Learning (380-3065) Continuing education, adult degree programs, summer sessions.

Public Safety (380-3095) Campus patrol, emergency information, vehicle and guest registration, parking and traffic regulations.

Residence Life (380-3028) Housing assignments, residential policies and programming, campus events planning, coordination of Greek life activities and policies.

Student Academic Services (380-3470) Career services, academic advising, academic support services (tutoring and academic accommodations), Summer Development Program.

Student Involvement (380-3025/380-3027) Administration and guidance for campus clubs, organizations, and activities, diversity programming, the online student center, Leadership Development Program, and new student orientation.

Student Affairs (380-3023) Dean of Student's Office, Student Judicial Office, general policies and administration of student affairs, code of student non-academic conduct, student activities, clubs and organizations. Also, general policies and administration for offices of Residence Life, Athletics and Recreation, Student Involvement, and the Wellness Center.

Student Records/Registrar (380-2240) Transcripts of credits, course schedules, registration.

Upward Bound (380-3464) Applications, enrollment criteria, schedules.

Wellness Center (380-2270) Confidential personal counseling and health services, health and wellness information literature, referrals to community resources, 24-hour on-call emergency coverage.

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I

General Information

COMPELLING FOCUS

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

“The people of Spring Hill College, in community, work together to nurture learning for body, mind and spirit. We take the time and make the effort to teach and act with justice, with care and in the service of others.” August 1999

Mission Statement

Rooted in its Catholic heritage and continuing the 450-year-old Jesuit tradition of educational excellence, Spring Hill College prepares students to become responsible leaders in service to others.

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

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

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

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

April 5, 2001

HISTORY

The history of Spring Hill College is deeply rooted in the early French and Catholic culture of the Gulf Coast. Successful French colonization efforts led to the development of trading centers on water routes that attracted increasingly larger populations. Mobile soon became a focal point for commercial activity as well as the seat of the Bishop of Mobile, whose diocese extended throughout Alabama and to the east coast of Florida. Bishop Michael Portier, recognizing the need for Catholic higher education in the Southeast, founded Spring Hill College in 1830. In 1847, Bishop Portier invited the Fathers of the Lyons Province of the Society of Jesus to take possession of the College.

As the oldest college in Alabama, the first Catholic college in the Southeast, and the third oldest Jesuit college in the United States, Spring Hill's heritage remains vital, its mission constant: to educate students to become responsible leaders in service to others.

It comes to this mission from its Jesuit, Catholic philosophy of learning; it realizes that the internal dynamic of the intellect is to reach toward the fulfillment of Truth, God, while the internal dynamic of faith is not only to accept "through grace" the essential otherness of God, but to reach toward an ever-increasing understanding of its mysteries. Such a conjunction of faith and reason, leading to a knowledge of God and of creation, necessarily results in a desire to see that all men and women share that vision, share in God's love, and therefore share in the benefits of creation. Thus we are enjoined, through the process of a personalized education, to protect the rights of all and to work for that peace and justice which is the intent of God's kingdom.

A COMPREHENSIVE LIBERAL ARTS COLLEGE

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

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

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

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

CHARACTERISTICS OF SPRING HILL COLLEGE

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

Academic Excellence

Spring Hill College is committed to academic excellence. In an atmosphere of open inquiry, students and teachers together experience the significance of the intellectual life; they learn that it establishes a society's cultural values and is responsible for the communication of those values to future generations. Thus the

academic community pursues and shares knowledge through serious scholarship in a desire to know the truth of creation, appreciate its beauty, and serve it with humility.

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

Leadership

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

Personal Development

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

Community

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

Diversity

The College purposely seeks a diverse student body. Given the interdependence of the global environment, diversity is a practical preparation for life, but it is also a stimulation to a well-rounded education. Diversity is richness. Thus the

College welcomes students of varying nationalities, geographic regions, ages, and religions, as well as diverse social and economic backgrounds. The one common element the College seeks in all its students is an openness to the values of a personalized, Jesuit, liberal arts education.

Service

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

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

GOALS STATEMENT

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

For its students:

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

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

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

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

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

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

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

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

For the institution:

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

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

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

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

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

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

Board of Trustees
Spring Hill College
October 15, 1993

The College

CORPORATE TITLE

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

HISTORY

Spring Hill College was founded by the first bishop of Mobile, Michael Portier. After purchasing a site for the College on a hill near Mobile, Bishop Portier went to France to find teachers and funds for the new college. Upon his return he rented a hotel next to the college grounds and started the first semester on May 1, 1830, with an enrollment of thirty students. On July 4 of the same year the bishop laid the cornerstone of the first permanent building. It stood on the site of the present Administration Building and opened for classes in November 1831. Spring Hill thus takes its place among the oldest colleges in the South. It is the third oldest Jesuit college in the United States.

In 1836 the governor of Alabama signed a legislative act which chartered the College and gave it “full power to grant or confer such degree or degrees in the arts and sciences, or in any art or science as are usually granted or conferred by other seminaries of learning in the United States.” This power was used in the following year, 1837, when four graduates received their degrees.

The first two presidents of the College were called away to be bishops, one to Dubuque (Bishop Loras), the other to Vincennes (Bishop Bazin), and the third, Father Mauvernay, died after a brief term of office. Bishop Portier then found it necessary to transfer the College, first to the French congregation of the Fathers of Mercy, and next to the Congregation of Eudists, both of whom lacked teaching and administrative experience. He then persuaded the Fathers of the Lyons Province of the Society of Jesus to take possession of the College. The new regime was inaugurated with Father Francis Gautrelet, S.J., as president in September 1847. Since that time the institution has continued under Jesuit direction.

Instruction at the College was not interrupted by the Civil War, but in 1869 a fire destroyed the main building and required the removal of students and faculty to St. Charles College, Grand Coteau, Louisiana. Bishop Quinlan and other benefactors assisted in rebuilding the College, which reopened at Spring Hill before the year’s end.

As the enrollment increased, Quinlan Hall, the College Chapel, the Byrne Memorial Library, and Mobile Hall were erected. In 1935, the high school, which had been a unit distinct from the College since 1923, was discontinued. In the space vacated by the high school, the Jesuit House of Studies was opened in 1937, and the Scholasticate of the Sacred Heart opened on a site adjoining the College a few years later. After World War II, a great influx of veterans taxed the facilities of the College, requiring the erection of a number of temporary buildings on the campus, all of which have been replaced or removed.

At the request of His Excellency, Archbishop Toolen of Mobile, the College became coeducational in 1952. At present the ratio of male to female students is approximately 4:6. Black students were accepted into all departments of the College for the first time in 1954. The present enrollment of the College is approximately 1,400.

HERALDIC ARMS OF THE COLLEGE

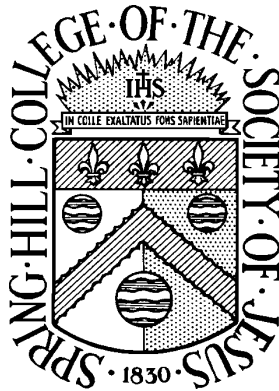
The disposition of the shield per pale divides the College arms vertically into a silver and gold field to indicate that Spring Hill College is a college of arts and sciences. The hood of an academic gown is usually bordered in silver or white for arts and letters and in yellow or gold for science. Over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

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

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

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

The motto, *In Colle Exaltatus Fons Sapientiae*, is translated "A SPRING of wisdom is He who was lifted up on the HILL."



GOVERNANCE

The governance of Spring Hill College is the sole responsibility of the Board of Trustees of Spring Hill College, whose legal title is: *Spring Hill College*, chartered by the Legislature of the State of Alabama on January 9, 1836. The Charter of the College, as amended in 1974 and 1980, requires that the President of the College and a significant number of the Board of Trustees be members of the Society of Jesus. The College is a Catholic liberal arts college under the sponsorship of the Jesuit Fathers of the New Orleans Province of the Society of Jesus. Spring Hill College is an autonomous institution in its governance with all authority and ownership vested in the Board of Trustees, and it receives no direct support from either public or ecclesiastical sources.

JESUIT EDUCATION

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

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

ACCREDITATION AND AFFILIATION

Spring Hill College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award associate, baccalaureate, and masters degrees.

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

Spring Hill College, through its Division of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees: Bachelor of Science in Business Administration and the Master of Business Administration.

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

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1102
(202) 887-6791

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

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

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

CAMPUS DESCRIPTION

The college campus occupies several hundred acres of the elevation which gives its name—Spring Hill—to the surrounding residential area of Mobile. The natural beauty of this well-chosen site, adorned with a variety of trees, shrubs, flowers, and shaded lanes, along with its imposing buildings, makes this campus one of the most attractive in the country. Extensive athletic fields, 250 acres of woods, an eighteen-hole golf course, and a nearby shopping center provide recreation and convenience for students and faculty. The mildness of the climate makes it possible for outdoor sports to continue throughout most of the year.

Buildings

The Administration Building stands on the site of the first building erected by Bishop Portier. Built in 1869, this three-story building fronts on a quadrangle which includes administrative offices on the east and west and the chapel on the north. The office of the President of the College is located on the first floor. Humanities faculty have offices on the third floor of the main building. Covered Gothic colonnades join the four buildings. The east wing contains the Gautrelet Room, a large reception area remodeled and redecorated in 1991 and named in honor of the first Jesuit president. The Eichold Fine Arts Complex and mathematics faculty offices are located in the west building.

Stewartfield is an attractive antebellum home at the end of the Avenue of the Oaks. Built in 1845, Stewartfield houses receptions for campus and local community events.

The Sodality Chapel, which dates from 1850, has served continuously since its erection to house small congregations for religious exercises.

Moore Hall, built in 1866, is situated on the east side of the Administration quadrangle. It houses the Development Office.

Yenni Hall, named in memory of Father Dominic Yenni, S.J., respected author of the Yenni Latin and Greek grammars, was built in 1902 and completely restored in 1992. It houses the Division of Business.

The College Chapel, dedicated to Saint Joseph, the patron of the College, was built in 1910. It is of modified Gothic architecture.

Quinlan Hall, named in honor of Spring Hill's second founder, Bishop Quinlan, is the main classroom building of the College. It houses the Division of Nursing on the first floor and the Division of Social Sciences on the third floor. Erected in 1883, it was enlarged in 1915. A major renovation was completed in 2003, and Quinlan Hall now contains lounge areas and nine state-of-the-art classroom facilities.

Mobile Hall, built in 1927 and renovated in 1994, houses sophomore and junior men and women.

The Thomas Byrne Memorial Library, erected in 1931, houses the central library.

Walsh Hall, built in 1954, houses freshman students and contains the campus Post Office.

Deignan Hall, completed in 1958 and renamed in 1967 to honor the memory of Father John V. Deignan, S.J., who founded the chemistry department and taught chemistry to Spring Hill students for almost forty years, is a structure with 17,460 square feet of space for the laboratories, classrooms and offices of the chemistry department.

The Moorer Communication Arts and Physics Building, constructed in 1959 and renovated in 1991, houses the Department of Communication Arts and a science laboratory. Specially designed spaces for computer-based journalism instruction and television production are located here.

Yancey Hall, completed in 1969, is the biology building with 17,000 square feet of space for laboratories, a large lecture hall, and a library.

Toolen Hall, completed in 1961 and named for the late Thomas J. Toolen, Archbishop of Mobile-Birmingham, is a residence hall for freshman men.

O'Leary Hall, named after former president William O'Leary, S.J., constructed in 1967, and renovated in 1999, houses sophomore and junior men and women students.

Three former residence buildings on Old Shell Road and one on College Lane immediately north of Murray Hall serve as residences for the Jesuit community.

The Campus Center was built in 1964 and expanded in 1992. This building provides ample and comfortable dining and lounging facilities and contains the Barnes & Noble College Book Store, several meeting rooms and game rooms, the offices of Student Affairs and Student Government, Campus Ministry, and the President's Room.

Murray Hall, constructed in 1952, was renamed in 1980 in honor of the late J. Franklin Murray, S.J., Professor of English and Academic Vice President, and is used principally as a student residence hall. The building is also used for the offices of the teacher education department. The curriculum laboratory, WHIL-FM public radio, Ignatius Chapel, and an auditorium are also located in the building.

The Badgers' Den, built in 1978, is a recreation building overlooking the city of Mobile.

Fairway Apartments, opened in August 1996, offer modern apartment-style living accommodations to upper-division students. The three efficiently designed and well-landscaped units overlooking the golf course accommodate 142 students.

The Arlene Mitchell Theater, constructed in 1996, houses the Yenni Players, the College theatrical group. The theater has flexible seating and can accommodate up to 200.

The Arthur R. Outlaw Recreation Center, completed in Spring 1997, serves as the basketball arena and offers a variety of intercollegiate and intramural activity areas including a swimming pool, racquetball courts, a weight-training room, an aerobic exercise room, locker room facilities, and offices for the intercollegiate coaching staff and intramural director.

MAP GOES HERE

MAP GOES HERE

Viragh Hall, completed in 2002, is the newest residence hall on campus. The building offers suite-style living accommodations to upperclass students.

An innovative library resource center is currently under construction on the east side of the campus. This major addition to the campus will be completed in 2004. It will bring together all traditional library and information technology resources for the campus and will include several teaching and computer labs, the faculty development center, and group study rooms.

Summary Listing of Academic Programs

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

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

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

ACADEMIC DIVISIONS AND PROGRAMS OFFERED

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

TRADITIONAL BACCALAUREATE (4-YEAR) PROGRAMS

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

Business

Business Administration (Minor)

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

Business Administration/Accounting Electives (Joint BS-MBA)

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

Business Administration/Finance and Economics (BS-Major)

Business Administration/International Business (BS-Major)

Business Administration/Management (BS-Major)

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

Economics (Minor)

Communication, Fine and Performing Arts

Art Therapy (BA-Major)
Communication Arts (Minor)
Communication Arts/Electronic Media (BA-Major)
Communication Arts/Integrated Communications (BA-Major)
Communication Arts/Journalism (BA-Major)
Graphic Design (BA-Major)(Minor)
Studio Art (BA-Major)(Minor)
Theater (BA-Major)(Minor)

Languages and Literature

English/Literature (BA-Major)(Minor)
French (Minor)
Hispanic Studies (BA-Major)
Writing (BA-Major)(Minor)
Spanish (Minor)

Nursing

Professional Nursing (BSN-Major)

Philosophy and Theology

Philosophy (BA-Major)(Minor)
Theology (BA-Major)(Minor)

Sciences

Biology (BS-Major)(Minor)
Biology/Pre-health (BS-Major)
Biology/Marine (BS-Major)
Biochemistry (BS-Major) (Minor)
Chemistry (BS-Major)(Minor)
Engineering Dual Degree (BS-Major)
Environmental Chemistry (BS-Major)(Minor)
Mathematics (Minor)
Mathematics/Actuarial (BS-Major)
Mathematics/Applied (BS-Major)
Mathematics/Computer Analysis (BS-Major)
Mathematics/Pure (BS-Major)

Social Sciences

History (BA-Major)(Minor)
International Studies (BS-Major)(Minor)
Political Science (BS-Major)(Minor)
Pre-Law (Minor)
Psychology (BS-Major)(Minor)
Sociology (Minor)

Teacher Education

Early Childhood Education (BS-Major)
Elementary Education (BS-Major)
Secondary Education (BS-Major)

Interdivisional Studies

Art-Business (BA-Major)
Chemistry-Business (BS-Major)
General Studies (BS-Major)
Interdisciplinary Humanities (BA-Major)
Joint BA or BS/MBA (Liberal Arts or Sciences Major with MBA)
Women's Studies (Minor)

NON-TRADITIONAL/ADULT-ORIENTED PROGRAMS-BACCALAUREATE

Business Administration/Management (BS-Major)
General Studies (Non-traditional)(BS-Major)
Organizational Leadership (BA-Major)
Psychology (BS-Major)
Theology (BA-Major)

ASSOCIATE (2-YEAR) PROGRAMS

Associate of Science (AS) Degree

Business (AS)
Computer Information Systems (AS)
Education (AS)

CERTIFICATE PROGRAMS

Computer Information Systems
Gerontology
Pastoral Liturgy
Post-Baccalaureate Premedical Studies
Spiritual Direction or Faith Companionship
Spirituality
Theological Studies

SPECIAL PROGRAMS

Air Force and Army ROTC
Foreign Language Proficiency
Honors Program
Parish Services (Toolen Institute)

GRADUATE PROGRAMS

Business Administration (Master of Business Administration)

Early Childhood Education (Master of Science)

Elementary Education (Master of Science)

Liberal Arts (Master of Liberal Arts)

Pastoral Studies (Master of Pastoral Studies)

Secondary Education (Master of Science)

Teaching in Early Childhood Education (Master of Arts in Teaching)

Teaching in Elementary Education (Master of Arts in Teaching)

Teaching in Secondary Education (Master of Arts in Teaching)

Theology (Master of Arts)

Theological Studies (Master of Theological Studies)

Special Programs

HONORS PROGRAM

Director: Reverend Stephen F. Campbell, S.J.

The Spring Hill College Honors Program is designed to offer a challenging and rewarding course of study to academically gifted and motivated students. It is structured for traditional freshmen who will remain in the program for four years.

Regular Admission to the Program: Selected incoming freshmen will be invited to participate in the Honors Program provided they meet the following criteria:

- (a) **Standardized Test Scores:** Composite SAT score of at least 1230 with a verbal subscore of 670 and a mathematics subscore of 560 or a composite ACT score of 27 with an English subscore of 27.
- (b) **High School Grade Point Average:** An adjusted high school grade point average of 3.4 on a 4.0 scale. (Only academic courses are included in the calculation.)

The Honors Program has four principal components:

- (a) **Special Sections of Core Courses:** Honors students are placed in specially enriched sections of certain core courses. Normally they will take two honors courses each semester during their freshman and sophomore years:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 190 & 290	Honors Composition and Literature I and II	6
PHL 190 & 290	Honors Philosophy I and II	6
THL 190 & 390	Honors Theology I and II	6
HIS 290	Honors History	3
	Honors Social Science	3

First Year:

Fall: ENG 190 & PHL 190

Spring: ENG 290 & THL 190

Second Year:

Fall: PHL 290 & HIS 290

Spring: THL 390 & POL 290 *or* SOC 290 *or* ECO 290

Third Year:

No specific courses

Fourth Year:

Fall: HON 490

The courses will cover material in greater depth, use primary materials when possible, stress student participation and responsibility, and encourage high individual achievement.

- (b) **Additional Academic Credit:** Each student may receive up to fifteen (15) hours of credit for prior study or academic accomplishment. These hours include AP credits accepted and dual enrollment course credits accepted. When all high school records are received by the College, the assignment of credits in specific disciplines and general electives will be determined by the Director of the Honors Program after consideration of the achievements of each student and within guidelines established by the academic departments.
- (c) **Other Designated Core Requirements:** Among other courses, the core curriculum includes requirements in mathematics and science. Honors students fulfill this part of the core by completing:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121/140	Calculus I/Business Calculus	3 - 4
	A Laboratory Science	3 - 4

Recommended: A second year (intermediate or advanced level) of foreign language study is recommended but not required.

- (d) **Other Honors Courses:** Students in the honors program begin and complete their four years by participating in courses appropriate to their place in the program:

Freshman Seminar: All new honors students are placed in a Freshman Seminar section designed to orient them to the program and to the College as a whole.

Senior Honors Course: Honors 490: Honors Senior Seminar (1-3 credit hours) designed to synthesize the student's four years of study and to build toward career or graduate study plans. Each student will complete and present a research paper in his/her academic discipline.

Special Topics: Honors 499: Special Topics (1-3 credit hours) Special topics in Liberal Arts or Science not included in Honors curriculum. Offered occasionally for special interests or needs.

Retention of Honors Standing: To remain in the honors program, each student must complete a minimum of twenty-four semester hours each year at Spring Hill, achieve a minimum 3.0 grade point average at the end of the first semester, and maintain a cumulative 3.3 grade point average each semester thereafter.

Graduation: Successful completion of the honors program will be indicated by a special notation on the student's transcript.

GOVERNMENT INTERNSHIPS

Coordinator: Dr. Nader Entessar

To help students gain valuable experience and contacts, the political science department has established credit-carrying internships in governmental offices. It is a member of the Washington Semester Program conducted by the American University in Washington, D.C. This program permits a Spring Hill student to spend a

semester in Washington attending seminars conducted by public officials, prominent political figures, lobbyists, and others who are active in American national government. It also provides the student with an opportunity to intern in a government office of the student's choosing.

STUDY ABROAD

Director: Dr. Colette J. Windish

The Study Abroad Office at Spring Hill serves as a general clearinghouse for information on foreign study. It provides students with information on opportunities for international study, counsels them about programs and internships, and assists them in making application to such programs. The director, Dr. Colette Windish, assists students in selecting programs to match their curriculum needs and personal preferences.

The College's study abroad programs are coordinated through IES/IAS (Institute of European and Asian Studies) of Chicago; the consortium CCSA (Cooperative Center for Study Abroad) headquartered at Northern Kentucky University in Highland Heights, Kentucky; Consortium Center for International Studies Association (CISA); Institute for International Education (IIE); and the foreign study programs of other American Jesuit and non-Jesuit colleges and universities.

The Study Abroad Office also promotes and assists in the coordination of other Spring Hill programs such as the summer studies programs in Spanish American, English-speaking countries, Paris, Madrid, and Urbino.

SUMMER STUDIES IN SPANISH AMERICAN CULTURE

Each summer Spring Hill offers an intensive cultural study program in a Spanish American country. It is a program which aims at a growth in global awareness and international understanding through an immersion in the linguistic, political, and socio-economic realities of a neighboring but very different culture. Students travel to Spanish American countries, where they attend classes and participate in special activities on many aspects of that particular society. The student earns six semester hours in Spanish. Further information is available from the Director of Study Abroad, Dr. Colette J. Windish, or the Chair of Foreign Languages, Dr. Charles Kargleder.

MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

Liaison Officer: Dr. Charles M. Chester

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

THE ALBERT S. FOLEY, S.J., COMMUNITY SERVICE CENTER

Director: Dr. Kathleen Orange

The Foley Center promotes and coordinates volunteer activities on the part of students, staff, and faculty at Spring Hill College. The aim of this work is to assist the Mobile community, to educate students to the needs of others, and to prepare them to take the initiative in helping the less fortunate in their communities.

To these ends the Foley Center sponsors and staffs several tutoring programs in the Mobile County Public School System. There is also a group which tours nursing homes with a program of Broadway show tunes, another with an activity night at Dauphin Health Care Center, and one which runs a sports program on Sunday afternoons for children at St. Mary's Home. The center also works with fraternities and sororities on campus to identify community service needs appropriate to the interests of their members.

The Foley Center was founded to honor the memory of Albert S. Foley, S.J., a leader in the struggle for racial equality in Mobile.

UPWARD BOUND

Director: Charles M. Mason

Since its inception in 1967, Upward Bound has assisted high school students in broadening their high school experience and in heightening their preparation for college through educational, cultural, and career-oriented experiences provided in its curriculum and counseling components. Students attend Saturday classes during the academic year and participate in a six-week residential program at the College during the summer. Faculty members are drawn from the Mobile area schools and community as well as from the College itself. To be eligible to participate in the Upward Bound Program, students must meet certain requirements as established by the U.S. Department of Education and must be in the tenth grade at time of enrollment. Upward Bound is administered through the Office of Student Academic Services. For further information regarding applications or enrollment criteria, contact the Upward Bound Office at 251-380-3464.

RESERVE OFFICER TRAINING CORPS (ROTC)

Spring Hill College has a tradition, dating back to 1836, of providing leaders for the armed forces of the United States. Four-year general Army Military Science and Air Force Studies programs of instruction are available to prepare ROTC students for commissioned service in any branch or basic entry specialty of the Army or the Air Force. Assignment to a branch or specialty is based on the needs of the Army or Air Force and the educational and professional background of the graduate.

Participation in the Army or Air Force ROTC program is elective on the part of the student. All full-time female and male students who are physically qualified, meet the age requirements, and are citizens of the United States are eligible for enrollment. Qualified veterans, National Guardsmen and reservists may enter the advanced

course at the discretion of the Professor of Military Science or the Professor of Air Force Studies. All enrolled cadets are equipped with complete uniforms at no personal expense. After successful completion of the Army Military Science or Air Force Studies requirements and the fulfillment of the requirements for an academic degree, the student is commissioned a second lieutenant in the United States Army Reserve or the United States Air Force. All Air Force ROTC commissioners will normally then serve at least four years of active duty as an Air Force officer.

Graduates who distinguish themselves in academic and military studies are designated Distinguished Military Graduates. Such students may apply for a commission in the regular Army of the United States.

There is no military service obligation associated with participation in the first two years of training (Basic Course for Army, General Military Course for Air Force). During the last two years of training (Advanced Course for the Army, Professional Officer Course for the Air Force), students earn a monthly stipend. Cadets continuing through the last two years of the program are required to serve some combination of active and reserve duty. The army cadet has a number of options that may be requested, ranging from a few months (three to six) of active duty for training and returning to civilian life and a reserve unit to becoming a career active duty Army officer. (For description and listing of Army ROTC courses see Military Science section; for ROTC scholarship information, see Financial Aid section.)

The Air Force ROTC program was initiated at Spring Hill in the fall of 1991. A more complete description of the program may be found under the Air Force Studies section, and scholarship information is included in the Financial Aid section.

LECTURE SERIES

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

Academic Support Facilities

LIBRARY

Erected with funds donated by Mrs. Nora Byrne in memory of her husband, the Thomas Byrne Memorial Library was dedicated in 1931. It houses the main collection of research materials on the campus as well as Special Collections and the College’s Archive. A new library building is currently under construction and will be ready for occupancy by fall of 2004.

Librarians and the library staff members provide an array of services to accomplish the library’s central role of meeting the educational mission of the College. These include the collection of materials in all formats. Increasingly, resources are available electronically, not only to those on campus but also to college members from a distance.

The library’s Orientation and Information Literacy programs are a primary activity, designed to acquaint students with the resources available to them, to ensure students develop the skill sets needed to maximize use of these resources, and to help them develop information-gathering and evaluation skills that they can use throughout their academic, professional, and social lives.

The keystone of the library’s efforts is found in the partnerships developed and maintained by faculty members and librarians whose coordinated efforts produce a “successful library experience” for students. This partnership ensures that librarians and faculty select materials for library collections that support subject areas and specific course work. Most materials for course work are available in the library and via the Internet to full-text electronic resources. In addition to the growing collection of books, videos, and other materials held in the library, thousands of titles are available online. Through our partnerships, students have access to over 7,000,000 titles in Alabama’s college and university libraries and to materials throughout the country through interlibrary loan service.

The library maintains memberships in the Greater Mobile Library Consortium, Network of Alabama Academic Libraries, Conference of Library Directors of the Association of Jesuit Colleges and Universities, and Online Computer Library Center. Librarians are active in several national organizations including the American Library Association, the Library Administration and Management Association, and the Association of College and Research Libraries. An active Friends group supports the Rare Book Room, helps to preserve the library’s significant out-of-print materials, and provides literary and cultural events for the entire community.

COLLECTIONS

Book Titles:	97,614	Full-Text Electronic Journal Titles:	7,000+
Book Volumes:	138,269	Electronic Databases	60+
Journal Volumes:	24,614	Microform Holdings:	300,658
Total Volumes:	169,053	U.S. Depository Materials:	24,362
Current Subscriptions:	549		

HOURS

Academic Year Hours

Mon-Thur	8:00 a.m.-11:00 p.m.
Friday	8:00 a.m.-5:00 p.m.
Saturday	Noon - 7:00 p.m.
Sunday	3:00 p.m.-11:00 p.m.

Summer Hours

Mon-Thur	8:00 a.m.-9:00 p.m.
Friday	8:00 a.m.-5:00 p.m.
Saturday	Noon -7:00 p.m.
Sunday	Closed

During Breaks: Open 8:00 a.m. - 5:00 p.m., Monday - Friday

Evenings before classes resume (after breaks)—Open

Closed: Easter, and from Christmas through New Year's Day

LABORATORIES

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

The Division of Business has a computer laboratory in Yenni Hall including multiple microcomputers, CD-ROM, flatbed scanner, laser printer, and development software. Business classes are conducted using state-of-the-art audiovisual tools, including computer graphics in the classroom, LCD projection systems for computer and video /DVD projection, and other visual presentation tools.

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

Communication Arts students learn electronic media skills in the discipline's post production audio and video editing labs, which include linear and on-line non-linear video editing equipment and a lighting studio for photography and video production purposes. Desktop publishing, digital imaging and manipulation skills are learned in the department's Macintosh lab or in working for the weekly student newspaper, *The SpringHillian*. High quality video and audio production equipment is available for studio or field production work for those in the appropriate classes.

Fine Arts Large studios in historic buildings provide opportunities for students to work in a wide variety of media. In addition, students have access to a Macintosh lab for computer graphics and graphic design.

Foreign Languages To assist in the teaching of courses in French, Italian, Spanish, and other languages, a language lab is equipped with tape recordings, computers, and audio and video machines for use in teaching and training students in the correct pronunciation and rhythm of modern languages. A computer-based multi-media laboratory utilizing CD-ROM, laserdisc, and satellite technology is also available. Students can access tutorials in grammar, vocabulary, and punctuation to reinforce lessons learned in the classroom.

Nursing has the finest in both electronic and “hands on” laboratory equipment. Instruction in the use of the state-of-the-art facilities is essential to the nursing program and integral to its curriculum. Available equipment includes, among other things, computers, LCD projection, Smart Board, and patient simulation modules.

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

Teacher Education has a curriculum and media laboratory designed to assist students in research and preparation for teaching careers and work in the local schools. A full-time staff is available to help students find and use instructional and professional materials. The print collection includes K-12 textbooks, textbook support materials, curriculum guides and method books, and children’s literature. The media collection offers educational software, compact discs, video and audio-tapes, kits, electronic globes, games, and other realia. Gateway and Macintosh computers allow access to the Internet, electronic databases and E-mail, and provide students the opportunity to interact with a wide variety of educational software. Other instructional media include a laser disc player, scanner, LCD projector, CD recorder, adaptive keyboard and touch window panel, digital camera, digital video camera, VCR, and Ellison letter machine.

COMPUTER FACILITIES

The academic community is served by a network of IBM compatible and Macintosh computers. The academic network is connected to the worldwide Internet.

Approximately thirty IBM compatible microcomputers, along with laser printers and flatbed scanners, are always available for general student use. Installed software includes the Windows operating system, Microsoft Office Suite, and various course-specific applications. An instructional laboratory containing twenty-five additional machines serves as a computer classroom for campus-wide courses. A Macintosh laboratory with eighteen workstations supports the teaching needs of communication arts, teacher education and fine arts. Both of these laboratories are available to all students when not being used for instruction. Additionally, a pilot wireless classroom meets the needs of various course disciplines through the use of 30 laptop computers.

The academic computing facilities are devoted solely to the support of classroom instruction and student and faculty research. Academic Computing professional staff—including director; assistant director; and software, hardware and audiovisual support specialists—are available full time for assistance and support. Student Technology Assistants (STAs) also serve as helpdesk staff, faculty liaisons and residential computing assistants.

Main Academic Computing Laboratory Hours*

During the Academic Year (first and second semesters):

Monday through Thursday	8:00 a.m. - midnight
Friday	8:00 a.m. - 10:00 p.m.
Saturday	10:00 a.m. - 5:00 p.m.
Sunday	noon - midnight

During the Summer:

Monday through Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.
Sunday	noon - 10:00 p.m.

Communication Arts Macintosh Laboratory Hours *

During the Academic Year (first and second semesters):

Monday through Thursday	8:00 a.m. - midnight
Friday	8:00 a.m. - 5:00 p.m.
Saturday	10:00 a.m. - 4:00 p.m.
Sunday	noon - midnight

During the Summer:

Monday through Thursday	8:00 a.m. - 5:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	by appointment
Sunday	by appointment

*General use is pre-empted during times of in-class instructional use.

STUDIOS

Art—Large, well-lighted studios in the Eichold Fine Arts Complex are equipped for courses in drawing, painting, ceramics, fabric design, graphics and silkscreen work. The discipline has a large collection of slides for use in art history courses.

Music—Music studios used for teaching vocal and instrumental music are located in the Eichold Fine Arts Complex, which also contains a small recital hall. A 24-rank Wicks organ is available in the College Chapel for students who wish to study organ and sacred music.

Photography—The communication arts department manages a fully equipped lighting studio and wet darkrooms for basic and advanced black and white and color photography. Digital imaging techniques including high quality film scanning are applied in the Macintosh lab.

Television—Television production courses are taught in an on-campus studio equipped with appropriate lighting gear, a master editing suite with linear and non-linear capabilities and studio and portable video cameras.

Student Affairs

VICE PRESIDENT FOR STUDENT AFFAIRS/ DEAN OF STUDENTS

The various offices and programs within the Division of Student Affairs are responsible for promoting the growth of a student-centered community that fosters healthy choices, spiritual maturity, respect for diversity, and personal and social responsibility. This holistic approach to personal formation is realized through various opportunities and activities, all focused on a student's out-of-classroom experience. Under the supervision of the Vice President for Student Affairs/Dean of Students, professional staff act as mentors and guides who challenge and support students as they discover and develop their gifts and talents. To contact the Vice President's Office, call 251-380-3023.

Student Affairs offices are located on the first and second floors of the Campus Center. For those for whom second floor offices are inaccessible, appropriate services will be provided at alternative locations.

RESIDENCE LIFE

The Residence Life program is under the supervision of the Associate Dean of Students (Campus Center, 2nd floor). Residential facilities of the College include five traditional residence halls—Mobile Hall, Walsh Hall, Murray Hall, Toolen Hall, and O'Leary Hall. Viragh Hall, with suite-style living, opened in August 2002 and apartments are available for upperclassmen in the Fairway Apartments. For more information, call 251-380-3028.

All single, traditional-aged students with fewer than 93 credit hours who are not residing with parents or guardians are required to live in College housing. In compliance with College policy, all students residing off-campus are required to maintain current local address and phone number information with the Dean of Students' Office.

STUDENT INVOLVEMENT

As an integral part of the Spring Hill Experience, numerous programs and activities are sponsored through various offices of the Division of Student Affairs. These programs, in addition to the various clubs and organizations either chartered by or registered with the College, are meant to promote community and develop leadership and life skills in our students. Information concerning all aspects of campus life, including housing, the Student Government Association, the Multicultural Student Union, Greek life, clubs and organizations, intramurals, and other opportunities for involvement may be obtained from the current Spring Hill College *Student Handbook*. The *Student Handbook* is a guide for student life and is published for informational purposes only. The handbook is subject to change at any time and is not to be considered a contractual obligation on the part of Spring Hill College. The *Student Handbook* may be obtained from the Student Affairs Office on the first floor of the Campus Center.

LEADERSHIP TRAINING

In addition to the experiential learning that takes place within campus clubs and organizations, the Office of Student Involvement offers a series of workshops and seminars intended to assist students in developing their leadership and communications skills. Participation in these workshops is considered advantageous (and in some cases, required) for students who wish to run for SGA office or apply for positions such as Resident Assistant, Preview Guide, or Freshman Seminar Leader. For more information, please contact the Coordinator for Student Involvement (Campus Center, 2nd floor) at 251-380-3025.

JUDICIAL AFFAIRS AND STANDARDS OF CONDUCT

Spring Hill College is committed to the belief that formation of character is an important part of education. Since living in community calls for mutual respect, discipline and self-control, reasonable rules govern the lives of our students. The rules and regulations of the College, which are officially published in the *Student Handbook*, derive from five general principles, which comprise the College Ethos Statement. These principles – respect of self, respect for others, respect for authority, respect for property, and honesty – shall guide the behavior of all students attending Spring Hill College. All derivative rules and regulations are also found in the *Student Handbook* and are meant to encourage the development of personal responsibility, healthy choices, and maturity. Their enforcement is administered under the supervision of the Vice President for Student Affairs/Dean of Students (Campus Center, 1st floor).

As a private educational institution, Spring Hill College explicitly retains the right to refuse initial admission or readmission to any person whose attendance it deems to be either in conflict with the values espoused by the College or against the best interests of the College. Further, the College reserves the right to suspend, dismiss, or expel at any time a student whose conduct it deems to be a violation of the College's principles, rules, regulations, or decisions, or whose attendance it considers to be against the best interests of the College.

Spring Hill students enroll voluntarily in a college that embodies the Jesuit, Catholic tradition. It is, therefore, expected that they understand and abide by the moral and educational values that this tradition represents. The College respects the integrity and rights of students who hold values different from those it espouses; similarly, these students are expected to respect what the College stands for. If such students find their personal values incompatible with those of the College and, further, are unable to respect those values, they will be expected to seek their education elsewhere.

Standards of conduct, which are to be used as a guide for the student, are found in the *Student Handbook*. These are to be considered general rules of conduct but are by no means all-inclusive. While the enforcement of these rules is normally administered through the campus judicial process under the supervision of Student Affairs staff, such judicial process is for the convenience of the college administration and may be suspended or revoked at any time by the administration without cause or prior notice to any student. The judicial system is to be considered

a process, rather than a “right” of any student or a contractual obligation on the part of Spring Hill College.

All enrolled students, including married and commuting students who reside off campus, are responsible for abiding by all rules, regulations, and the College Ethos Statement as found in the *Student Handbook*.

INTERCOLLEGIATE SPORTS AND RECREATION PROGRAMS

Spring Hill College is a member of the National Association of Intercollegiate Athletics. The NAIA, which was founded in Kansas City, Missouri, in 1937, is the nation’s oldest collegiate athletic association. Spring Hill is a charter member of the NAIA Gulf Coast Athletic Conference.

The Badgers field intercollegiate athletic teams for men and women in basketball, tennis, golf, swimming, cross country, and soccer; for women in softball and volleyball; and for men in baseball. Limited scholarship aid is available for both men and women for most sports

An extensive recreational sports and fitness program is open to all students. This program is housed in the Arthur Outlaw Recreation Center and organized by the Assistant Director for Athletics and Recreation. For additional information, call the Department of Athletics and Recreation (251-380-3485).

THE WELLNESS CENTER

The Wellness Center (Campus Center, 2nd floor) provides integrated health care and psychological education and services as part of the College’s mission to nurture learning for body, mind, and spirit. The Center is staffed by a college health nurse-practitioner and licensed counselors. Referral to the services of a physician is also available to students through the Center. All services are strictly confidential, although parents or guardians are informed of any critical health problems that may require hospitalization. For additional information, call 251-380-2270. For those students for whom the Wellness Center is inaccessible, Wellness Center staff will make alternative arrangements for their services.

The College requires that every student present documentation of immunizations and evidence of health insurance coverage. Before admission or registration, the student and parent/guardian must also sign an emergency medical treatment waiver to ensure prompt emergency treatment when deemed necessary by consulting physicians.

Student Academic Services

Student Academic Services is an academic support office. The services provided are grouped and coordinated as follows: career services, academic advising and academic support services, students in transition services, and the Upward Bound Program.

CAREER SERVICES

Career services offers courses, assessments, programs and individual career counseling for students. A comprehensive program linking students' academic and career planning activities follows a four year paradigm. During the freshman year, students are introduced to the career decision-making process and to available resources as part of the required Freshman Seminar course, SAS 101. Assessments are available on an individual basis. In the sophomore year, students declare or confirm an academic major. Career Development, SAS 201, is a credit course offered to assist students during the career decision-making process. Beginning with the junior year students are encouraged and, in some academic programs, required to do an internship. Career-Related Internships, SAS 301-302, offer students the opportunity to gain work experience for credit. During the senior year, career services offers a variety of workshops and individual assistance relating to students' immediate future. Workshops range from preparing for graduate and professional schools to developing job search strategies and preparing for transitional issues beyond graduation. Additionally, career services coordinates on-campus employer recruitment.

ACADEMIC SUPPORT SERVICES

Student Academic Services coordinates academic advising. In the freshman year students are assigned to academic/seminar advisors trained to work specifically with first semester freshmen. The academic advisor is also the student's Seminar instructor. The Freshman Seminar course, SAS 101, is required of all freshmen. The content of the course is coordinated by Student Academic Services. Beginning with the second semester of freshman year, students may move to academic departments as they declare majors. Students are then served by a departmental advisor until they graduate or change majors.

Student Academic Services also coordinates campus-wide tutoring services in introductory courses. Peer tutors work with groups and individual students.

Student Academic Services coordinates support services to students on academic probation and offers SAS 001, Effective Study Skills, as a credit course generally in the spring and summer.

The Coordinator of Academic Support Services is responsible for services for students with documented and self-disclosed disabilities. For more information on academic accommodations, call 251-380-3470. The office is located on the first floor of the administration building.

STUDENTS IN TRANSITION

Student Academic Services coordinates the pre-enrollment services for all transfer students. All transfer students are required to complete the transfer seminar (SAS 102) designed to facilitate the adjustment to Spring Hill College.

Students who plan to withdraw or leave the College for any reason are assisted by the Coordinator for Students in Transition.

Students who change from full-time to part-time status either voluntarily or involuntarily are required to interview with the coordinator. Student Academic Services makes every effort to provide pro-active services for all students who find themselves in some type of academic/career transition.

For the first semester, all lifelong learning students are advised by the Coordinator of Adult Student Services in the Lifelong Learning Office. After all transcripts and academic records are evaluated by the Registrar's Office and after lifelong learning students have completed one semester of SHC course work, the Coordinator for Students in Transition will review students' academic records. Students with a cumulative GPA of less than a 2.0 will be advised by Student Academic Services advisors for a minimum of one semester. When students earn a cumulative GPA above a 2.0 and have declared a major/program of studies, they will be assigned a departmental academic advisor. Lifelong learning students who are undecided regarding a major/program of studies will be advised in Student Academic Services until they declare a major.

INTERNATIONAL STUDENTS

International student services are coordinated by the Coordinator for Students in Transition. After matriculation, all international students must meet with the coordinator at least once each semester to maintain INS status and comply with the United States Immigration Act.

Campus Ministry

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

The purpose of Campus Ministry is both creative and supportive. It is creative in that it initiates innovative programs and projects which promote among the college community an informed spirit of Christian freedom, formation, and choice in their spiritual, intellectual, and social lives. Campus Ministry is supportive in that it lends encouragement and assistance to already tried and proven undertakings and fully supports the compelling focus of the college. A student board, consisting of coordinators of liturgical, peace and justice, and retreat activities, works closely with the staff of Campus Ministry.

Campus Ministry is privileged to foster an atmosphere of hospitality for the college and to draw the students, faculty, and staff into a unified body so that the entire college community may reach out in meaningful service to the wider Mobile community. Campus Ministry strives to work closely with all agencies of the College, and especially with the Office of Student Affairs, Student Academic Services, the Foley Community Service Center, the Office of Alumni and Parents Programs, and the Mission and Ministry Committee of the College.

Activities sponsored by Campus Ministry include the following:

Liturgies: *Eucharistic Liturgies* are regularly scheduled during the academic year when classes are in session. Mass is offered on weekdays at 7:30 a.m. in the Sodality Chapel and at 12:15 p.m. in St. Joseph's Chapel. Two Masses are scheduled each Sunday at 11 a.m. in St. Joseph's Chapel and at 9 p.m. in St. Ignatius Chapel. Specific prayer requests can be directed to the Office of Campus Ministry and Mass intention cards are available.

In addition, there are liturgies and prayer services with specific themes for occasions involving the entire college community, including the Mass of the Holy Spirit celebrated at the opening of the academic year and a prayer service at the opening of the spring semester.

Reconciliation: A communal reconciliation service with individual confessions is celebrated during Advent and Lent. Private reception of the sacrament is available throughout the academic year by making an appointment through the office.

Retreats and Days of Recollection are available to all members of the college community throughout the year. Awakening retreats, sponsored by the

SHAPE community (student-led) are held each semester. Ignatian silent, directed, and preached retreats are offered each semester. Once each year, the Busy Persons retreat is scheduled for those who desire to make time to retreat in the midst of their daily activities. Small faith-sharing groups (Christian Life Communities) are formed as student interest dictates. Table Talks are held in the fall and during the Lenten season for faculty and staff members during the lunch hour to foster reflection and dialogue concerning our educational mission and vision. The Spiritual Exercises of St. Ignatius of Loyola are offered with one-on-one spiritual direction.

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

Eucharistic Ministers, Lectors, Altar Servers, Musicians, and Ministers of Hospitality are volunteer students, faculty and staff who make a commitment to serve the faith community. In the Fall semester, after proper training and reflection, these ministers are commissioned during a Sunday liturgy. They work closely with the Coordinator of Liturgy and the Liturgy Planning Committee in planning and implementing campus liturgies.

The focus of ***Peace and Justice Programs*** offered through Campus Ministry is the service of faith through the promotion of justice. This is accomplished by calling attention to the plight of the poor and the marginalized by sponsoring activities that aid people locally and globally. Events each year include a Hunger Week consisting of participation in a Hunger Banquet to raise funds for those in need. Campus Ministry encourages the college community to demonstrate “faith doing justice” by sponsoring trips to the annual protest at The School of the Americas in Columbus, Georgia, and through special liturgies and prayer services. Activities vary from year to year, but include contributing to the Dr. Martin Luther King, Jr., Day observance and coordinating the annual celebration of **Christmas on the Hill**, in which the entire Spring Hill community “adopts” refugee families newly relocated to the Mobile area. **Mission Trips**, both domestic and international, are sponsored during Spring Break. Campus Ministry sponsors Immersion Weekends with the Jesuit Volunteer Corps and Street Feeds provide other service opportunities for students.

Student clubs which foster the mission of Campus Ministry are encouraged and supported by the staff of Campus Ministry. Presently, these clubs include the following: the Pro-Life Club, dedicated to raising awareness of the value of life; The Continual Praise Gospel Choir, a non-denominational choir dedicated to praising God through the music of the Gospel tradition; The Troubadours, who plan and stage “The Passion of Christ” each year during Lent; and the SHAPE community, composed of students who have made an Awakening Retreat.

The office of Campus Ministry is located on the second floor of the Campus Center. For further information please call Campus Ministry at 251-380-3495.

General Financial Policy

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

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

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

GENERAL FINANCIAL OBLIGATIONS

The following provisions apply to all programs of the College:

1. All tuition, fees, and required forms are due by registration or as required by our mail-in registration procedures. If tuition, fees, and the required forms are not received by the business office on or before registration day, a student's pre-registration may be cancelled.

Semester pre-bills are based on pre-registered hours. Students who fail to pre-register may not receive a semester pre-bill. Failure to receive a semester pre-bill, however, does **not** exempt students or parents from complying with the College's tuition and fee payment deadline. ***NOTE: It is the student's responsibility to contact the business office regarding Mini I, Mini II, Summer I, Summer II, Summer III and/or Summer IV tuition and fees.***

2. A student will be charged the undergraduate rate whenever academically classified as an undergraduate and the graduate rate whenever academically classified as a graduate student.
3. All checks should be made payable to Spring Hill College and addressed to the Business Office, Spring Hill College, 4000 Dauphin Street, Mobile, AL 36608. Checks drawn on foreign banks are subject to collection fees. Visa, MasterCard, American Express, and Discover are also accepted.
4. All students will be permitted to charge at the bookstore or golf course by presenting his/her SHC student I.D. The privilege to charge at the bookstore or golf course, however, may be restricted if, in the opinion of College authorities, the student's balance becomes excessive or circumstances warrant. Parents or guardians who do not wish for their son/daughter/ward

to have the privilege of charging at the bookstore or golf course must notify the Business Office by registration day using the enrollment agreement.

5. Spring Hill College deferred payment plans must be approved by the Business Office before registration and require a fee. Deferred payments authorized under a veteran's benefit program, formal tuition payment plan, a rehabilitation program, a federal or state financial aid program, or any other deferred payment arrangement do not in any way lessen a student's and/or parent's financial obligation or liability with the College.
6. Until all indebtedness to the College is paid in full, a student could be denied credit for courses, a transcript, an honorable dismissal, a diploma, and permission to register for a new term. **All outstanding balances will be assessed a 1.5 percent per month (18 percent per annum) interest charge, subject to a \$.50 minimum charge.** Should a student's balance become delinquent and the College deem it necessary to place the student's account for collection with another party, the student and/or parent will be responsible for any collection or legal fees incurred as a result thereof.
7. Refunds are only calculated for total withdrawal from an enrollment period. All traditional students must officially withdraw through the Office of Student Academic Services, and all non-traditional and graduate students must officially withdraw through the Office of Lifelong Learning and Graduate Programs. Refunds will be calculated from the date of registration 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% 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%.) The balance of any refund (due to the reduction of charges in accordance with SHC's Refund Policy)—after returning the required amount of the appropriate federal fund(s)—would then be applied to the appropriate institutional aid fund. Should additional funds remain, they will be refunded to the student.

B. Return of Title IV Federal Financial Aid

When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received or is eligible to receive is determined in accordance with federal regulations. If the student has completed 60% or

more of the term, no refund is due. The new 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.

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

All students who receive Title IV SFA monies through the Financial Aid Office and who withdraw should see the Financial Aid 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).

8. The comprehensive fee promotes educational, social and athletic activities on campus during the academic year. These include, but are not limited to, the recreation center, the Wellness Center, the career counseling center, the intramural athletic program, the intercollegiate athletic program, housing programs, The SpringHillian, student life activities, and the yearbook.
9. A Spring Hill College Enrollment Agreement Form and Student Information Form must be signed by all students and parents/guardians, if applicable. This form aids the College in complying with the federal government’s student information regulations and sets forth the student’s financial responsibilities. This form will remain in effect for the student’s entire period of enrollment.
10. Actual program expenses are set forth in the applicable program section of this *Bulletin* and course offering schedule.

Financial Aid

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

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

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

APPLICATION FOR FINANCIAL AID

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

The information submitted by applicants and their parents on the FAFSA is evaluated in accordance with federal guidelines to determine the “family contribution,” or the amount that the student and his or her parents can be reasonably expected to contribute toward the student's educational expenses. In addition to the family income and assets, the number of dependent family members and the number enrolled in college are considered in determining the total family contribution. The “documented need” is determined by subtracting from the costs of a Spring Hill education for one academic year the “family contribution.” The FAFSA will be obtained from most secondary schools. The FAFSA and the Spring Hill Application for Financial Assistance for the upcoming academic year may be obtained by calling the Financial Aid Office at (800) 548-7886 after January 1.

All financial aid recipients must maintain satisfactory academic progress and scholarship recipients must maintain the required cumulative grade point average in order to have their scholarships renewed each year.

FUNDING LEVELS

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

Grade Level Progression

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

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

Scholarships

Entering freshman students are automatically considered for merit scholarships for which they are eligible after they are admitted to the College (February 1 priority deadline). Students selected for scholarship assistance reflect superior academic qualifications and ordinarily possess some special interest and/or leadership abilities. Other merit-based scholarships and grants are awarded in recognition of academic achievements and special abilities.

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

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

Scholarship Policy Statement

Unless otherwise specified, scholarship recipients must be continuously enrolled as full-time students. Each scholarship has a minimum grade point average requirement for renewal. Scholarships shall not exceed nine semesters or the fulfillment of graduation requirements, whichever comes first. Scholarship funds cannot be used for summer enrollment.

Scholarship recipients' grades are reviewed at the end of each academic year. If the student's grade point average is less than required, the student will be granted a one-semester probationary status. The student must then make the required GPA for the fall semester in order for the probationary status to be continued for the spring semester. The student's grades will be evaluated again at the end of the

academic year to determine if he/she is eligible to have his/her probationary status lifted or if the scholarship is to be cancelled. If a predetermined leave of absence is requested in writing from the vice president for academic affairs and approved by the director of financial aid prior to the student's departure, then the continuance of the scholarship will be considered. Students who study abroad for a semester will have their scholarships held. However, they must inform the director of financial aid of their intention to study abroad.

Recipients of all scholarships must file the Spring Hill Application for Financial Assistance each year in order to have their scholarships renewed the following year.

SPECIAL SCHOLARSHIPS

Spring Hill Scholars—Spring Hill offers four \$23,000 scholarships for students who have demonstrated academic excellence, leadership, and service. A separate application is required. Further information may be obtained from the Admission Office of Spring Hill College, (800) 742-6704.

Athletic Scholarships—Basketball, baseball, tennis, soccer, cross country, softball, golf, volleyball, and swimming scholarships are awarded annually by the Athletic Department. Interested students should contact Spring Hill College's Athletic Department at (251) 380-3485.

Army ROTC Scholarships—Spring Hill offers various competitive programs to help finance the educational expense of ROTC recipients. Four-year, three-year, and two-year scholarships are available through the Army ROTC program. Scholarships cover tuition and fees, a book allowance, and \$250 or more per month subsistence allowance. Applications and further information may be obtained from the Military Science Department, (251) 460-6341. Be sure to check on the current limits on the amount of tuition and fees covered. Additional need-based financial assistance may be available to those ROTC scholarship recipients who complete the Free Application for Federal Student Aid (FAFSA) and qualify.

Air Force ROTC Scholarship—These scholarships cover tuition and fees, a reimbursable book allowance, plus a subsistence allowance of \$250 or more per month for the academic year. Four-year and three-year scholarships are available to pre-freshman having applied before December 1 of their senior year in high school. Three-year and two-year scholarships are available to eligible college students in all undergraduate academic majors. Current enrollment in the Air Force ROTC program is not a prerequisite. Students selected to enter the advanced program (AFS 300 and AFS 400) will receive a \$250 or more per month subsistence. This allowance is tax free and is in addition to any other subsistence the student may receive. Applications and further information may be obtained from the Air Force Studies Department, (251) 460-7211. Be sure to check on the current limits on the amount of tuition and fees covered. Additional need-based financial assistance may be available to those ROTC scholarship recipients who complete the Free Application for Federal Student Aid (FAFSA) and qualify.

Matteo Ricci Scholarship—This half-tuition scholarship is awarded competitively to students from third-world nations who desire to study at Spring Hill College. Further information may be obtained from the Admission Office of Spring Hill College, (800) 742-6704.

Donor Scholarships—Additional scholarships funded through the generosity of friends of the College are also available to students who meet specified requirements. Most require financial need and are available primarily to returning students.

All students are considered as part of the review process for financial aid and a separate application is not required.

These include the following scholarships:

William H. Ambrecht Memorial Scholarship
John T. Bauer Scholarship Fund
Dr. & Mrs. C. Adrien Bodet, Jr., Scholarship
Buffett Minority Scholarship Fund
John Burke Entrepreneurial Leadership Scholarship
Class of 1951 Student Athlete Scholarship Fund
Chicago Alumni Scholarship
Crowley Memorial Scholarship Fund
The Marl Marcellus Cummings, Jr., Family Endowed Scholarship
Jeremiah Denton Scholarship Fund
Frederick H. DeVane, M.D., Endowed Scholarship Fund
Joseph Espalla Memorial Scholarship Fund
Gianelloni Memorial Scholarship
The Goizueta Foundation Scholars Fund
Thomas J. Groom Scholarship
Douglas Grymes Memorial Scholarship
Wadih F. Hawie Memorial Tennis Scholarship
Pricewaterhouse Coopers Scholarship
Bettie Hudgens Memorial Scholarship
Bridget Pamela Junen Memorial Scholarship
Blanchard-Karopczyc-Lambeau Memorial Fund
Hooty McCown Memorial Scholarship Fund
The John F. & Janet Broun McMahon Endowed Scholarship
George Merrick & Genevieve Tisdale Memorial Scholarship
J. C. Michael Scholarship Fund
Valary & Howard Morrison Scholarship Fund
The Reverend Franklin J. Murray, S. J., Memorial Scholarship
Dr. & Mrs. Gerry Phillips Baseball Scholarship
John Howell Pugh & Francis Sparague Pugh Scholarship
Christopher L. Reuter Memorial Scholarship
The Rimes Scholarship Fund
Roberts Brothers Scholarship
Harmon F. Roy Family Education Foundation Scholarship
Col. Robert M. Sands C.S.A. Memorial Scholarship Fund
Sanfilippo Scholarship
The Dan, Alice & Tom Sharp Memorial Scholarship Fund
SHC National Alumni Association Scholarship
Rev. Paul S. Tipton Scholarship Fund
The Skip Viragh Endowed Athletic Scholarship
Karen Waddick Memorial Scholarship
Robert B. Wilkins Memorial Scholarship
Judge Michael Zoghby & James DeVaney Memorial Scholarship

Annually Funded Scholarships

Alabama Independent Colleges & Universities Scholarship
American Legion - VFW Scholarship
Lloyd Batre Memorial Scholarship
The Bedsole Scholarship Program
C. Herbert Bell Scholarship
BellSouth Scholarship
Excellence in Chemistry Scholarship
Margaret Reinhart Clark Memorial Scholarship
Reggie Copeland, Sr., Scholarship
Guy C. Crampton Trust Scholarship
The Virginia, Louise & Marguerite D'Ornellas Scholarship Fund
Phyllis Douville Scholarship
Jack Edwards Scholarship
The Mitchell M. Kalifeh, Sr., Memorial Scholarship
Phyllis D. & Franklin P. McDonald Scholarship Fund
St. Louis Alumni Association Scholarship
Seaman's Club of Mobile Scholarship
Lettie Pate Whitehead Foundation Scholarship
John E. Wilson Memorial Scholarship

GRANTS AND LOAN PROGRAMS

Faculty and Employee Grants—Employees and their dependents admitted to the college become eligible to receive tuition grants (up to a maximum of 150 credit hours) after employment. Employees should consult the *Fringe Benefits Manual* for limitations and other details about these scholarships. Dependents of regular part-time employees receive partial grants. This grant is not applicable to noncredit lifelong learning courses or to fees other than tuition. Faculty and staff wishing to utilize this grant should obtain the required form and further information from the Financial Aid Office. A tuition grant is available for graduate course work and is limited to faculty/employees and spouses.

Faculty and Staff Children Exchange Program (FACHEX)—This is a four-year undergraduate tuition remission program for children of full-time faculty, administrators, and staff at twenty-six participating Jesuit universities and colleges. The tuition remission pertains to regular sessions of full-time enrollment. There are no waivers for summer session tuition. Faculty and staff wishing to utilize this program should consult the *Fringe Benefits Manual* for limitations and other details, and should contact the Director of Financial Aid who is Spring Hill's FACHEX coordinator. Since FACHEX positions available are very limited, interested applicants need to apply in the fall of their senior year in high school.

Catholic College Tuition Exchange Program (CCTE)—This is a four-year undergraduate tuition remission program for children of full-time faculty and staff at participating Catholic colleges. This program operates basically the same as the FACHEX program.

Family Grants—A rebate of 10 percent on tuition will be given for each immediate member beyond the first of the same family, provided all are in attendance simultaneously as full-time students and provided the rebate is requested in writing.

Spring Hill College Grants—Awarded based on demonstrated need.

Spring Hill Room Awards—Awarded by the Admissions Office based on merit to help defray the costs of living in the residence halls. The Financial Aid Office awards room awards to resident students based on demonstrated need to help defray the costs of living in the residence halls.

Alabama Student Grant Program (ASGP)

The Alabama Student Grant program is a state student assistance program established August 4, 1978, by the Legislature of the State of Alabama and designed to provide financial assistance to residents of the State of Alabama for undergraduate, nonsectarian, secular education at independent, non-profit, post-secondary institutions of higher learning located within the State of Alabama.

Applications may be obtained from the Financial Aid Office or from the Alabama Commission on Higher Education. Completed applications must be submitted to the Financial Aid Office. Contact the Financial Aid Office for deadline dates. Financial need is not required for this program. New applications are required each academic year.

Alabama Student Assistance Program (ASAP)

The Alabama Student Assistance Program (ASAP) is funded through a combination of federal and state funds and is designed to provide financial assistance to needy Alabama students. Limited funds are made available each year to Spring Hill College. These funds are awarded in accordance with federal and state guidelines to Pell Grant recipients to help meet “demonstrated need” as determined by the needs analysis process previously described.

College Employment Program

The College employs with its own funds a limited number of students each year. Financial need documentation is required to establish eligibility. Additionally, the student must possess the academic or technical skills in demand by the College.

The amount of need may be less than that required to establish priority for the Federal College Work-Study Program. Otherwise, the conditions of employment under the two programs are the same. The student must complete the Free Application for Federal Student Aid (FAFSA) by the March 1st priority deadline in order to be considered for this program.

Federal Assistance

Spring Hill College participates in several of the federal government’s higher education assistance programs. These programs include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study Program, Federal Perkins (NDSL) Student Loans, and the Federal Family Educational Loan Programs (Stafford and PLUS). An applicant for the benefits of these programs must be a citizen or a permanent resident of the United States; must have financial need (except for the Unsubsidized Stafford Loan and the Parent PLUS Loan) as documented by the Free Application for Federal Student Aid (FAFSA); must be accepted for enrollment or enrolled on at least a half-time basis; must be in good academic standing and making satisfactory progress; must be in a degree or

certificate seeking program; and must meet the eligibility requirements of the particular government aid program. A new FAFSA and Spring Hill College Application for Financial Assistance must be filed each year. Students are encouraged to file their FAFSA online at www.fafsa.ed.gov. Spring Hill's federal school code is 001041. Parents and students may sign electronically using their PIN number (see FAFSA website at www.fafsa.ed.gov for more information on obtaining a PIN number).

Any student who is (1) in default on either a Federal Stafford Loan or a Federal Perkins (NDSL) Student Loan, or (2) owes a refund on a Pell or Supplemental Educational Opportunity Grant is not eligible for assistance from any federal or state aid program.

A student may be eligible and still not receive aid from some programs if funds available to the College are inadequate to meet the need of all eligible applicants.

Federal Pell Grants

Federal Pell Grants are gift aid up to \$4,000 per year from the federal government for students of exceptional financial need. Pell Grants must be applied for each year by filing the Free Application for Federal Student Aid (FAFSA). When eligibility is determined, the federal processor mails the student a Student Aid Report. This award is included in the financial aid award letter sent to students.

Federal Supplemental Educational Opportunity Grants (FSEOG)

According to federal regulations, recipients of Supplemental Grants must be Pell Grant recipients who have exceptional need. A limited amount of these funds is made available each year by the federal government to Spring Hill College for needy students.

Federal College Work-Study Programs (FWS)

Awards of part-time employment through the Federal College Work-Study Program are made according to the need of the student, availability of funds, and the institution's financial aid packaging philosophy. New students to the work-study program will interview for available positions at the Job Fair to be held the first week of classes. Student job assignments may be in administrative or faculty offices, laboratories, the library, or residence halls. Each job usually requires six to twelve hours per week. Students are paid the current minimum wage. Student checks are issued bi-weekly by the Business Office for hours actually worked. In July, prior to the beginning of the academic year, students are mailed additional information about work programs.

Federal Perkins (NDSL) Loans

Students who have exceptional financial need are eligible to borrow under the provisions of the Federal Perkins Loan program. If eligible—and if funding is available—this award will be included in the student's financial aid award.

Repayment of this combination of federal and institutional moneys and interest, at 5 percent, begins after a nine-month grace period starting from graduation or withdrawal from the College. Up to ten years may be allowed for the repayment of the loan. Additional information will be made available to all Perkins Loan recipients when the loan is awarded. Since these funds are very limited, the College

will only award these funds to students who have either a freshman or sophomore academic standing.

Federal Stafford Student Loan Program (Subsidized)

The Federal Stafford Student Loan program permits needy students to borrow funds for educational expenses. No interest accrues on these loans, and repayment and interest do not begin until six months after the student is no longer enrolled on at least a half-time basis. Interest on new loans is at a variable rate with a cap of 8.25 percent. Freshman may borrow up to \$2,625, sophomores may borrow up to \$3,500, and juniors and seniors may borrow up to \$5,500 per year. The Federal Stafford Student Loan requires that a separate application be submitted after the signed award letter is received by the Financial Aid Office. The required loan application may be obtained from the participating lender of the student's choice or a form may be requested from the Financial Aid Office. Completed applications are processed by the Financial Aid Office and mailed to the lender for further processing. Processing fees of approximately three (3) percent are deducted by the lender. The funds are disbursed usually by electronic funds transfer and applied to the individual student's school account two or three days after the end of add/drop. First-time borrowers' loan funds are disbursed thirty (30) days after the beginning of their first term at Spring Hill.

Unsubsidized Federal Stafford Student Loan Program

Students who do not qualify on a need basis for the full amount of the Federal Stafford Loan (\$2,625, \$3,500, or \$5,500) may borrow funds through the Unsubsidized Stafford Loan Program up to their full eligibility. This program is the same as the Federal Stafford Student Loan program except that it does not qualify for interest benefits. Interest rates are variable with a cap of 8.25 percent. The interest starts immediately on disbursed Unsubsidized Stafford Loans, and the students may pay the interest while in school or may elect to have the interest accrue. Repayment and deferment terms are the same as the Federal Stafford Student Loan except that interest continues to accrue during all deferment periods. Dependent students whose parent is denied the Parent PLUS Loan are eligible to borrow an additional \$4,000 as a freshman or sophomore, \$5,000 as a junior or senior. Independent students may borrow additional unsubsidized loan funds of up to \$4,000 as a freshman or sophomore and \$5,000 per year as a junior or senior.

Federal Parent Loan for Undergraduate Students Program (PLUS)

Credit-worthy parents may borrow up to the cost of education minus any financial assistance. The Federal PLUS Loan Program has a variable interest rate with a cap of 9 percent. The 2003-04 interest rate for PLUS Loans is 4.22%. Loan proceeds are reduced by 3 percent guarantee and insurance fees charged in accordance with federal regulations. Repayment begins within sixty days after all funds have been disbursed. Since most loans are for fall/spring, the second disbursement would be made in January and repayment would begin in February or March. Payments may be as low as \$50 a month but may be more, based on the amount borrowed. Repayment is over a ten-year period. Contact the Financial Aid Office for more information and a PLUS Master Promissory Note.

ALTERNATIVE FINANCING FOR EDUCATIONAL EXPENSES

In addition to institutional, federal and state financial assistance programs, many participating lenders offer alternative loan programs to assist students in meeting their educational expenses not covered by other financial assistance. Funds are loaned to students with credit-worthy co-signers. Interest begins to accrue at disbursement, and repayment starts after the student is no longer enrolled as at least a half-time student. Please contact the Financial Aid Office for an application and/or more information regarding these alternative loan programs.

Tuition Management Systems—The College has worked with TMS to develop a plan that relieves some of the financial stress the family may encounter as their student enters college. This plan relieves pressures on the student to make lump sum payments to the College by allowing payments to be spread over a ten- or twelve-month period. There is no money to borrow and no interest charge. There is a \$55 annual enrollment fee. Payments normally start in July for the following academic year. For additional information, please contact the Student Accounts Office at (251) 380-2251 or call Tuition Management Systems at (800) 722-4867.

FOREIGN NATIONALS

Spring Hill College does not discriminate in its financial aid policy as to race, color, sex, national or ethnic origin, age or handicap in the case of U.S. citizens, nationals, or permanent residents. However, foreign nationals must rely primarily upon their own resources or the programs of their own governments. Contact the Admissions Office for information on scholarship possibilities.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Federal and state regulations require that students receiving any federal or state financial assistance must meet satisfactory academic progress requirements. All federal and state aid recipients will have their academic progress reviewed at the end of each academic year. Satisfactory progress requires that students meet both the quantitative (number of hours) and qualitative (grade point average) requirements.

Quantitative and Qualitative Requirements

Graduation requirements for undergraduate programs include a minimum of 128 to 139 successfully completed semester hours, depending on major. A student receiving federal, state, and institutional financial assistance at Spring Hill College must meet both the quantitative and qualitative requirements and must complete degree requirements within 150 percent of the normal time required to complete the course of study (four years). Note that in order to complete degree requirements in four years, students need to take fifteen to eighteen hours each semester.

Hours transferred to Spring Hill College and hours enrolled in the summer will be included in the cumulative credit hour total.

Quantitative Requirements

A full-time student must complete:

- 23 credit hours by the end of the first academic year
- 46 credit hours by the end of the second academic year
- 70 credit hours by the end of the third academic year
- 93 credit hours by the end of the fourth academic year
- 116 credit hours by the end of the fifth academic year

Part-time students who normally enroll for six to nine hours per term would have proportionately longer time to complete degree requirements.

Qualitative Requirement

Students receiving federal and/or state financial assistance must maintain at least a 2.0 cumulative grade point average at Spring Hill College to be considered to be maintaining satisfactory progress.

Transfer Students

Students transferring credit hours to Spring Hill College will have these hours evaluated at or as soon after registration as possible to ascertain grade level. The hours earned at Spring Hill College thereafter will be applied to the cumulative hours transferred to determine the number of hours to be used for determining satisfactory progress at the end of each academic year. The transfer student's grade point average at Spring Hill College will be used in determining satisfactory progress at the end of each academic year.

Graduate Students

Graduation requirements for graduate programs include a minimum of thirty to forty-five successfully completed semester hours depending on the program. A graduate student receiving financial assistance at Spring Hill College must:

1. Successfully complete 67 percent of all credit hours enrolled for each academic year; and
2. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale; and
3. Complete an eligible academic program within the maximum credit hours enrolled of 1.5 times the number of credit hours required for the program.

Credit hours enrolled includes those hours for which the student is enrolled on the day after drop/add for each semester, regardless of whether or not the student completes those hours. It also includes courses repeated, course incompletes, failures and withdrawals. Hours transferred to Spring Hill College and hours enrolled in the summer will be included in the cumulative credit hour total.

Financial Aid Probation

Students not meeting satisfactory progress requirements will be notified by the Financial Aid Office of being placed on financial aid probation. Students placed on financial aid probation will be referred to the Office of Student Academic Services for assistance through tutoring or counseling as needed. Financial aid probation will be for one semester. The student who is placed on financial aid probation must complete a minimum of six hours per semester (if a nontraditional student) or twelve

hours per semester (if a traditional student) with at least a 2.0 cumulative grade point average. This will be checked at the end of each semester. Federal, state and institutional assistance will be continued the following semester only if these requirements are met.

Financial Aid Suspension

Any student on financial aid probation who fails to meet the semester requirements will be placed on **financial aid suspension**. A student on financial aid suspension for the first time at Spring Hill College may appeal this decision once in writing. This can be done if the student feels there were mitigating circumstances (extreme illness, death of a family member, etc.). This appeal will be reviewed by the Financial Aid Committee. The student will be notified of the committee's decision. Any student who is granted extended financial aid probation by the committee must meet the semester requirements as outlined for students on financial aid probation. Failure to meet all requirements will mean **financial aid suspension without appeal**.

Any student on financial aid suspension must complete six semester hours with a 2.0 or better G.P.A. before the student can request, in writing, extended financial aid probation.

The student will be notified by the Financial Aid Office that his or her extended financial aid probation status has been approved or disapproved. The student will be given detailed semester requirements for continuation of assistance and the requirements needed to again be considered making satisfactory progress.

Any student granted the status of extended financial aid probation after having been on financial aid suspension must meet the appropriate semester requirements (both hours and the 2.0 cumulative grade point average) in order to have his or her financial aid continued for the following semester. Students on extended financial aid probation (after having been on financial aid suspension) failing to achieve the required semester hours and the 2.0 cumulative G.P.A. will be placed on financial aid suspension without appeal and will not be allowed to receive federal, state or institutional assistance again at Spring Hill College.

Refund Policy

Students who completely withdraw from all courses enrolled at Spring Hill College should start withdrawal procedures in the Office of Student Academic Services. Student refund amounts will be calculated in accordance with the institution's refund policy listed in the EXPENSES section of this *Bulletin*.

All refunds (based on the portion of Title IV funds to the total aid awarded) for students are applied to the assistance they received for the term in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Unsubsidized Federal Direct Stafford Loan
5. Subsidized Federal Direct Stafford Loan
6. Federal Direct PLUS Loan
7. Federal Perkins Loan
8. Federal Pell Grant
9. FSEOG

General Academic Policy

THE COLLEGE YEAR

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

BULLETIN OF RECORD

The *Bulletin* of record under which students will be evaluated for the completion of degree requirements is the *Bulletin of Information* at the time of the student's initial enrollment at Spring Hill College, provided that the student has not failed to register for a period of more than four semesters. Students may choose to submit to the provisions of a more recent *Bulletin* edition, but they may not select a *Bulletin* in effect prior to initial enrollment. When a more recent *Bulletin* is selected, the student must fulfill all the core and major requirements for the degree in the new *Bulletin*. Students desiring a bulletin of record change must consult with the academic advisor, submit a written request (with approval noted by the advisor) to the academic vice president, and receive written confirmation in return that the change has been approved.

Students who change their major must follow the academic program in effect at the time of the change. Students who withdraw from the College or who leave the College without withdrawing and do not return within four semesters must follow the academic program current at the time of their re-entry.

Spring Hill College reserves the right to make changes and reasonable substitutions in the programs and courses contained in the *Bulletin of Information*.

CREDIT HOURS

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

COURSE NUMBERING

The course numbering system employed by the College is designed to assist the student in the selection of courses in the proper sequence. Courses numbered lower than 100 are basic skills courses; those numbered from 100 to 299 are considered lower-division or lower-level courses and are typically studied during freshman and sophomore years; courses numbered from 300 to

499 are upper-division or upper-level courses and are typically taken during junior and senior years; courses numbered 500 and above are graduate courses and are not generally open to undergraduate students.

PREREQUISITES

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

ATTENDANCE

Attendance at all classes and laboratories is required of all students except as noted below.

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

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

EXCESSIVE ABSENCES

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

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

AUDITING

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

GRADING SYSTEM

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

Letter grades are to be interpreted as follows:

- A excellent, with four quality points per credit hour. An A indicates truly outstanding scholarship and an unusual degree of intellectual initiative. When instructors choose to assign an A- grade, 3.7 quality points per credit hour will be assigned.
- B denotes truly superior or well above average attainment with three quality points per credit hour. When instructors choose to assign a B+ grade, 3.3 quality points per credit hour will be assigned. When instructors choose to assign a B- grade, 2.7 quality points per credit hour will be assigned.
- C a basic grade which indicates average or satisfactory work as is done by a majority of students. It indicates an understanding of the essential elements of a course and carries two quality points per credit hour. When instructors choose to assign a C+ grade, 2.3 quality points per credit hour will be assigned. When instructors choose to assign a C- grade, 1.7 quality points per credit hour will be assigned.
- D deficient, but passed, with one quality point per credit hour. When instructors choose to assign a D+ grade, 1.3 quality points per credit

hour will be assigned. When instructors choose to assign a D- grade, 0.7 quality points per credit hour will be assigned.

I not a final grade. It is given only on the request of the student with the approval of and in consultation with the instructor, and when, in the judgment of the instructor, an emergency clearly beyond the student's control prevents the student from completing the final examination or other essential portion of assigned work. Undergraduate students should see the Removal of Incomplete Grades section under General Academic Policies for undergraduate I conversion provisions. For graduate students, see the Removal of Incomplete Grades section under Graduate Program Policies in the *Bulletin* for graduate I conversion provisions.

Au audit.

F failure without right to re-examination.

X signifies that no grade has been submitted by the instructor. It is used ordinarily only at midterm, and is assigned only with the approval of the academic vice president. The student may obtain the reason for the X grade from the instructor.

T graduate only; to be awarded for thesis/capstone work-in-progress.

W withdrawn or registration cancelled; indicates that the student's withdrawal from a course has been approved.

E expired, incomplete grade reverted to E for graduate programs.

NC no credit or non-credit.

WP withdrawn for absences, passing (A, B, C). Does not affect grade point average.

WF withdrawn for absences, failing (D, F). Does not affect grade point average.

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

REMOVAL OF INCOMPLETE GRADES

For undergraduate students, an I is reverted to an F if the missing work is not submitted within two weeks after the beginning of the next semester. For five-year B.A./M.B.A. students with an undergraduate status who are taking graduate and undergraduate courses, the undergraduate policy will apply to both undergraduate and graduate credits. The graduate policy is stated under Graduate Program Policies in the *Bulletin*.

ACADEMIC DISHONESTY AND/OR IMPROPRIETY

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

Specifically, plagiarism—that is, representation of thoughts or passages from another author as one's own work; collusion—that is, collaboration with

another in the preparation of term papers or other written work; cheating—that is, giving or receiving or soliciting information from another student during a test or examination; or using illicit materials in an examination or quiz will not be tolerated. All members of the faculty are expected to make every possible effort to discourage such practices.

1. Any student found guilty of taking or attempting to take an examination or quiz from any room or office in the College without permission will be dismissed from the College.
2. Students and faculty alike must guard against impropriety, especially on examinations. Therefore, both students and faculty should be scrupulously careful to maintain relative silence and avoid distracting others during the course of the examination. Unless a professor stipulates to the contrary, no one will be allowed to enter the examination room with textbooks, notes, or any other material except pen and pencil.
3. Dishonesty in class work is penalized as follows:
 - A. Cheating on tests or examinations or cheating/plagiarizing on papers or major writing assignments will result in a failing grade for the student in the course involved. The student will not be allowed to change his or her status in the course (e.g., withdraw or audit) to avoid the failing grade. The student may then be suspended from the College for the next semester (i.e., the fall or spring term). In case of a second such violation, the student will be dishonorably dismissed from the College.
 - B. The determining of penalties for other acts of academic dishonesty or impropriety (e.g., daily quizzes, short writing assignments) is the responsibility of the professor. A repeat offense of this type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.
4. A professor who determines that **any** violation has taken place must submit a written report to the Vice President for Academic Affairs and the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken (as in 3B above).
5. A student charged with academic dishonesty may appeal to a board established by the academic vice president to hear such appeals. This board will be composed of three students and three faculty members with the academic vice president serving as the chairperson. The students will be appointed by the vice president after consultation with the Student Government president. The faculty members will also be appointed by the academic vice president. In any case of appeal, this board will reach a decision only after consultation with the instructor who has preferred the charges and with the student so charged. In some cases the student's advisor may likewise be consulted. The appeal must be submitted within 48 hours of the time the charge is filed.

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

COURSE REPEATS

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

PASS/FAIL OPTION

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

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

GRADE REPORTS

The Registrar's Office issues fall semester grade reports in October (mid-term) and December (final). Spring semester reports are issued in March and May. Students taking undergraduate courses will receive their mid-semester grade reports via campus mail; those who do not have a campus mail box will receive their grades by mail at their designated home address. A copy is sent to the academic advisor. Final grade reports are mailed to the student's designated home address. A copy of the mid-semester grades will be sent to the parents at the student's specific written request addressed to the registrar. This request must be filed annually by the student in the Registrar's Office within two weeks after the first day of class for the fall semester.

GOOD STANDING AND SATISFACTORY ACADEMIC PROGRESS

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

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

ACADEMIC PROBATION, SUSPENSION AND DISMISSAL

After the end of the fall and the spring semesters, undergraduate students whose cumulative grade point averages have fallen below 2.0 are notified by letter that they have been placed on academic probation and are liable to suspension from the College unless their average is raised to or above 2.0 by the end of the following semester of enrollment. Lifelong Learning students who have completed ten credit hours but not achieved a cumulative grade point average of 2.0 are placed on academic probation.

When a first-time matriculated freshman is placed on academic probation, the initial probationary period may be extended to two semesters if, in the opinion of the Academic Standards Committee, it is reasonable to expect that the student will achieve a 2.0 grade point average while completing at least twelve semester hours of course work each semester. The records of all students, including lifelong learning students, who fail to achieve a 2.0 after the probationary period are reviewed and acted upon by the Academic Standards Committee after the end of the next fall or spring semester.

The Academic Standards Committee has the option to extend probation provided that the student has:

1. earned during the semester of probation at least C grades in each subject;
2. raised the grade point average to within 0.2 of the level required for good standing; or
3. shown, in the judgment of the committee, solid progress toward being able to complete the degree program.

If the student has not met any of the above conditions for extension of probation, the student will be suspended for one semester. Under extraordinary circumstances, the Academic Standards Committee will hear immediate appeals of decisions of academic suspension. When the committee sits to consider appeals of suspension, the appealing student may select a representative from the faculty or Student Academic Services to speak on his/her behalf, but such representative will not vote on the suspension action.

Although the student is eligible to return to Spring Hill after a semester's suspension, an application for readmission is a necessary formality.

Students who are readmitted after suspension are subject to dismissal for academic deficiency if they do not achieve and remain thereafter in good academic standing. They are normally granted two semesters in which to attain good standing. However, students who do not complete twelve credit hours of work with a 2.0 semester grade point average or better in the first semester after readmission are subject to dismissal for academic deficiency at the end of that semester. Students who do not achieve good standing within two semesters after returning from suspension may be granted extended probation under the conditions cited above.

Readmission after dismissal will be permitted only in exceptional cases, after a lapse of one year, and with the approval of the Academic Standards Committee. However, the Academic Standards Committee will hear immediate appeals of decisions of dismissal. When the committee considers dismissal

appeals, the student may select a representative from the faculty or the Student Academic Services Office who will speak on her/his behalf but will not vote.

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

ADDING AND DROPPING COURSES

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

- A. Errors made in the registration process should be corrected in the OFFICE OF THE REGISTRAR the afternoon of the first day of class. Only errors such as wrong course placement or time conflicts will be corrected on this day.
- B. A fee of \$10.00 per course will be charged for changes made after the add/drop period.
- C. Students are cautioned that if the addition of credit hours results in more than eighteen hours in any semester, a course overload charge will be levied at the current rate/hours. Courses dropped after the add/drop period count toward the eighteen hours. A student registering for eighteen hours who drops a course after the add/drop period and adds a course thereafter must pay additional tuition as an overload fee.

Add/Drop Procedure is as follows:

- 1. Obtain request form from the REGISTRAR'S OFFICE.
- 2. Obtain ADVISOR'S written approval.
- 3. Sign the form.
- 4. Return clean, unmarked textbooks to the Bookstore during the add/drop period, along with the signed add/drop slip.
- 5. Personally present the add/drop form to the REGISTRAR'S OFFICE during regular hours of add/drop week.

WITHDRAWAL FROM A COURSE

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

GRADE APPEAL PROCEDURE

Faculty assign grades after thoughtful, careful consideration based on their professional judgment of the student's mastery of the course's body of knowledge and within the course policies specified in the syllabus. However, on rare occasions a student might believe the grade assigned does not accurately reflect course mastery and/or the policies stated in the syllabus.

In such cases, a student may appeal the assigned grade by following a set procedure that begins by discussing grade determination with the course instructor and, failing agreement at this level, leads to involvement of academic administrators. Copies of a document detailing the grade appeal procedure are available at the Academic Affairs Office or the Student Academic Services Office.

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

COURSE LOAD

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

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

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

COMPETENCIES IN WRITING AND ORAL COMMUNICATION

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

Students in all classes, therefore, should expect that errors in spelling, punctuation, and general mechanics will be pointed out. Precision in word

selection, soundness of logic and organization, and even maturity of style shall be the concern of every teacher and the responsibility of every student.

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

Competency in oral communication is also required of all graduates. A student may document such competency by passing an approved public speaking course, a senior seminar, or another course designated as fulfilling the requirement (see individual department requirements).

INDEPENDENT STUDY

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

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

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

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

TUTORIAL COURSES

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

FEES FOR INDEPENDENT STUDY AND TUTORIALS

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

STUDENT CLASSIFICATIONS

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

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

ACADEMIC ADVISING

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

Students are expected to confer with their advisor regularly during the semester. They discuss grade reports and any academic problems which may arise in their course work. It is the duty of the advisors to maintain adequate records, to keep close watch over advisees' progress, to assist them in making prudent judgments, and to recommend measures which will help them successfully complete their academic programs.

Freshman students are assigned an advisor as part of the Freshman Seminar. The advisor will assist the student in making the transition from high school to college and help with the selection of a program of study that matches his/her interests and abilities. By the end of the first semester and when a major has been selected, the student will be assigned an advisor from the selected major.

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

Students who develop serious academic deficiencies during the first two years will be referred to Student Academic Services for special guidance and advising. If a student is judged incapable of success in a chosen major, the department chair will refer the student to Student Academic Services where counselors will work with the student to attempt to develop an alternate course of studies.

HONORS CONVOCATION

Once a year, during the spring semester, a convocation is held for the purpose of giving public recognition to those students whose scholarship has entitled them to honors. In the presence of the faculty and student body,

certificates are awarded to the President's Scholars and to students receiving special recognition for academic or extracurricular achievements.

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

Students who have a cumulative grade point average sufficient to qualify them for the Dean's Roll of Honor (*summa cum laude*, *magna cum laude*, or *cum laude*—see the Graduation with Honors section for details) are listed in the Honors Convocation program. Traditional students must have attended full-time during the immediate past semester and must have no incomplete grades at the time the list is compiled by the Registrar. Those students enrolled from the immediate past semester must also be enrolled for the following spring semester unless they are December graduates or have been granted an academic leave of absence. To be eligible, lifelong learning students must have completed a minimum of fifteen credit hours during the past calendar year, must have been enrolled in the immediate past semester, and must have no incomplete grades at the time the list is compiled by the Registrar. Those students enrolled from the immediate past semester must also be enrolled the following spring semester unless they are December graduates or have been granted an academic leave of absence.

DEAN'S LIST

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

STUDY AT OTHER INSTITUTIONS

After Matriculation at Spring Hill College

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

1. Students entering Spring Hill College without transfer credit may take, with proper permission, a total of up to eighteen semester hours of credit at other institutions after matriculation.
2. Students transferring less than thirty semester hours to Spring Hill at matriculation are limited to twelve semester hours of transfer credit after matriculation.

3. Students transferring between thirty and sixty semester hours to Spring Hill at matriculation may transfer up to nine semester hours of transfer credit after matriculation.
4. Students transferring more than sixty semester hours to Spring Hill at matriculation must complete the remainder of their program of study at Spring Hill College.

Transfer credit limitations do not apply to study-abroad enrollment or to participation in special, approved programs such as the Washington Semester.

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

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

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

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

TRANSCRIPT OF RECORD

Normally transcripts will be issued by the Registrar’s Office upon written request by the student within three working days after clearance from the Business Office. During the busy period of processing final grades, transcripts will be issued within ten working days after final grades are mailed.

Official transcripts bear the seal of the College and are sent from the Registrar’s Office directly to the university or agency; they are not issued to the student. The college may release only its own transcripts and not the transcripts of information supplied by other colleges or testing services.

The fee is \$5.00 per official transcript. The official transcript will be issued upon payment of this fee and upon notification by the Business Office that the student has been cleared of all outstanding financial obligations to the College. These financial obligations include, but are not limited to, tuition and fees, parking fines, room damage fines, and monetary disciplinary sanctions.

NAME CHANGE POLICY

Current or former students who intend to change their name on their permanent record must contact the Registrar's Office. A complete explanation of the policy is available in the Registrar's Office.

SUMMER SESSIONS

Spring Hill College offers a summer program to all qualified students. Each summer, a variety of courses is offered to continuing students, both regular Spring Hill students and students attending other colleges. In addition, the summer program traditionally offers introductory courses in most academic departments. Such offerings are especially attractive to students who want to begin their college careers early at a relaxed yet challenging pace.

The summer schedule consists of the following:

1. One summer session begins about the third week of March, provides teacher education graduate courses and finishes about the third week in June.
2. A second summer session begins about the end of April, finishes the middle of August and provides Organizational Leadership courses.
3. Two mini-sessions, the first beginning in early May and continuing for thirteen class days (the classes usually meet for three hours every day), allow students to take one course in a concentrated, seminar-like arrangement. The first mini-session ends before the first weekend in June so that students can earn three credits and then enroll in a second mini and/or further summer sessions for a total course load equal to a full semester's work or return home in time for a full summer's activity.
4. One six-week session begins in early May, finishes about the third week in June, and provides a variety of evening introductory, advanced, and graduate courses.
5. The second six-week session begins about the third week of June, finishes about the middle of August and provides a variety of day-time and evening introductory, advanced and graduate courses. Three courses may be taken in this session.

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

The Marine Environmental Sciences Consortium and the Central American Studies Program offer additional ways for enriching a student's summer activities.

The tuition for the summer session is substantially less than that of the regular session. Details concerning fees, policies, dates, and courses are available in an annual brochure distributed through the Office of Lifelong Learning and Graduate Programs (251-380-3065).

WITHDRAWAL FROM THE COLLEGE

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

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

A student seeking a medical withdrawal must request in writing such consideration, provide appropriate supportive information, and have the approval of the vice president for academic affairs by the last day of class.

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

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

A student who withdraws on probation remains on probation.

LEAVE OF ABSENCE

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

The student must submit a formal request to the vice president for academic affairs for approval. Leaves for up to one year may be granted. A leave of absence is not granted to a student transferring to another university unless the student is enrolled in approved Study Abroad, other approved semester or year-long programs, or in engineering, physical therapy, or occupational therapy.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

DIRECTORY INFORMATION

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

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

STUDENT RIGHT TO KNOW LAW

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

INSTITUTIONAL EFFECTIVENESS

Spring Hill College is committed to its mission of providing quality education for its students while challenging them to become leaders with a sense of responsibility and social awareness. To assure its continued effectiveness in achieving its mission, the College engages in a process of appraisal and improvement of all aspects of education. Students are surveyed to determine their satisfaction with services, with programs of study, and with course instruction. Graduates are surveyed one year after graduation to determine placement and to gauge satisfaction with career services. Academic programs are assessed by examining the performance of students on national standardized tests, their performance in senior seminar courses, their placement in graduate and professional schools, and their responses and comments on surveys, as well as by systematic review of facilities, staffing, and curricula.

COMMENCEMENT

Commencement exercises are held once per year in May for all students who graduated the previous December and those who are candidates for May or August graduation. August candidates must be within fifteen hours of graduation by the end of spring semester and must show evidence that they will complete their degree requirements by August 31.

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

REQUIREMENTS FOR GRADUATION

Bachelor Degree Programs

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

Course Requirements

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

Quantitative and Qualitative Requirements

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

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

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

Major Requirements

Before the end of the freshman year, each student should select a major. Students are admitted to a major based on their own preferences and the advice of their academic advisor. A quality quotient of at least 2.0 and completion with a grade of C/C- (see departmental policy) or better of each of the prerequisites of the major are required.

Normally, an academic major consists of thirty to thirty-six hours of specialized upper-level courses, of which a maximum of twenty-four and a minimum of eighteen are in one department.

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

In majors which are inter-departmental, such as art-business or environmental chemistry, up to thirty-nine hours may be required and/or there may be no program electives. (See individual majors for a complete specification of requirements.)

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

All courses in the major must be completed with a grade of C/C- (see departmental policy) or better.

Change of Major

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

Double Majors/Concentrations

Applicants for double majors or concentrations must secure the approval of their advisor(s) and both of the involved department chairs and must also notify the Office of Student Academic Services. For majors/concentrations which have common courses or curricula, at least eighteen credit hours must be earned from non-overlapping courses in each of the two major/concentration areas. They must pass comprehensive experiences in both fields. The applicant's designation of a "first" and a "second" major determines which divisional curricular requirements apply.

Second Bachelor's Degree

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

1. Apply to the College prior to commencing study and receive a program evaluation report from the registrar outlining the course work required to complete the degree program. For students holding their first degree from an institution other than Spring Hill, this evaluation will be conducted under the guidelines specified in the transfer admission section of this *Bulletin*;
2. Complete at least thirty-two additional semester hours of study beyond that required for the initial bachelor's degree, with at least eighteen hours of study in the major that do not overlap with previous course work;

3. Fulfill all the requirements for the new major including divisional requirements;
4. Complete or have equivalent courses for the core requirements including philosophy and theology;
5. After matriculation, complete all credits required for the second major in residence at Spring Hill College.

Comprehensive Experience

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

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

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

Residence Requirement

No student will be approved for graduation unless in attendance at Spring Hill College, in good academic standing, and enrolled in a full-time program of at least twelve hours during both semesters of the senior year. A minimum of twenty-four of the last thirty hours, together with fifty percent of the course work required in the major, must be completed at Spring Hill College. Exceptions will be made only by the academic vice president.

Currency of Course Work

Students readmitted to Spring Hill after ten years’ absence are required to complete at least twenty-four hours of additional course work to be granted a degree.

Application for Degree

On or before the first of November preceding the spring commencement, all candidates for a degree must file with their department chairs an application for a degree, together with evidence that they will fulfill all requirements for graduation. The degree audit must be signed by the advisor and student. It is the responsibility of the student to know and satisfy the degree requirements of the academic program.

Graduation with Honors

These general requirements must be obtained for graduation with honors:

Completion of the program with the following minimum grade point averages: 3.9 for *summa cum laude*, 3.7 for *magna cum laude*, and 3.5 for *cum laude*.

Transfer students with a grade point average of 3.5 or better for work done elsewhere may qualify for graduation with honors provided they meet the residence requirement and maintain, for all credit attempted at Spring Hill, at least the required combined average. Transfer students with less than the 3.5 grade point average for work done elsewhere may qualify for graduation with honors provided they have established a minimum of sixty-six semester hours at Spring Hill and provided their combined grade point average for all credit attempted both at Spring Hill and elsewhere is at least the minimum required for honors status.

Optional Minor

Students may elect to pursue minor fields of study in one or two departments. All minors require from eighteen to twenty-four semester hours of course work completed with grades of C/C- (see departmental policy) or better. At least eight hours of the course work must be at the upper-division level. At least half of the courses must be taken at Spring Hill. Specific requirements for minors are listed in the descriptions of programs of study elsewhere in this *Bulletin*.

Associate Degree Programs

Course Requirements

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

Quantitative and Qualitative Requirements

The student must complete a program of core and major studies of not less than sixty-six semester credit hours to qualify for the associate degree.

In addition, the candidate must achieve an overall cumulative quality quotient of 2.0 and a grade point average of C/C- (see departmental policy) or better in the major.

Residence Requirements

No associate-degree-seeking student will be approved for graduation unless in attendance at Spring Hill College, in good academic standing, and enrolled in a full-time program of at least twelve hours during each of the last two semesters in completing the program. Non-traditional students are an exception to this rule. A minimum of thirty-three of the sixty-six hours for the associate degree must be taken at Spring Hill College. A minimum of eighteen of the last thirty hours, together with fifty percent of the course work required in the major, must be completed at Spring Hill College. Exceptions will be made only by the academic vice president.

Currency of Course Work

Students readmitted to Spring Hill after ten years' absence are required to complete at least twenty-four hours of additional course work to be granted a degree.

Application for Degree and Degree Audit

On or before the first of November preceding the spring commencement, all candidates for an associate degree must file with their department chairs an application for a degree, together with evidence that they will fulfill all requirements for graduation. The degree audit must be signed by the advisor, the department chair, and the student. It is the responsibility of the student to know and satisfy the degree requirements of the academic program.

Designation of Honors

Associate-degree-seeking students are eligible for inclusion on the Dean's List and participation in the Honors Convocation; however, no *summa*, *magna* or *cum laude* distinction will be accorded these degree recipients at graduation.

Graduate Degree Programs

Graduation requirements for graduate degree programs are listed in Part IV of this *Bulletin*.

STATUS DESIGNATION AND TUITION RATES FOR STUDENTS IN PROGRAMS COMBINING GRADUATE WITH UNDERGRADUATE STUDY.

This section describes the process through which the student status designation is changed from undergraduate to graduate and the applicable tuition rate for students in combined undergraduate-graduate degree programs. Students in such programs will be assigned a student designation and be charged tuition on the following basis:

1. Students in designated programs who have earned fewer than 128 semester hours of credit will be classified as undergraduate students and be charged the undergraduate tuition rate. They will be eligible for college-sponsored financial aid programs if they qualify under the guidelines of their award.
2. Students accumulating more than 128 semester hours (undergraduate and/or graduate) and classified in fully admitted status in the graduate program (including the equivalent of completing the baccalaureate degree), regardless of whether they have received the undergraduate degree or not, will be classified as graduate students and be charged the prevailing tuition rate for the graduate program beginning with the semester or term immediately following the term in which the 128-hour threshold and graduate classification are reached. Students charged graduate tuition will not be eligible for Spring Hill College-sponsored financial aid programs.

3. The change in the student's status from undergraduate to graduate will indicate that the student has fulfilled the equivalent of the baccalaureate degree, although the baccalaureate degree actually will not be granted until the graduate portion of the program is completed. At that time, both degrees will be simultaneously conferred.
4. When the 128-credit-hour threshold is attained, the change in status from undergraduate to graduate will be recorded officially when the graduate program director and the registrar co-sign a letter to the student indicating both the change in status and the fact that the equivalent of the undergraduate degree has been earned. The program director is responsible for initiating this process. The registrar will notify students who fail to achieve such equivalence upon reaching the 128-hour threshold of the requirements needed to complete the undergraduate major or a general studies degree. The change to graduate status will be delayed until such equivalence is achieved, and the student will be required to take nine or more undergraduate hours each semester until equivalence is obtained.
5. For financial aid purposes, a student will be classified as an undergraduate student whenever academically classified as an undergraduate and as a graduate student when so designated academically. Spring Hill College grants and awards apply only to undergraduate study; once the student makes the transition to payment of graduate tuition, all Spring Hill scholarships and grants are terminated.
6. Joint B.S.-Masters students fully accepted into the graduate program and attaining at least 113 hours toward the undergraduate degree may attend the commencement ceremony with their undergraduate classmates; however, such attendance is voluntary and purely ceremonial since the baccalaureate degree will not be awarded until after the requirements for the undergraduate and graduate degrees are completed. Students wishing to attend graduation on a ceremonial basis must initiate the process by informing the undergraduate advisor of his/her desire to attend the ceremony. The undergraduate advisor is responsible for documenting this request by initiating an application for graduation card and sending it to the registrar, noting the student's desire to voluntarily attend the ceremony. The student will be charged the fee that applies to certificate recipients.

Joint B.S.-Masters students are expected to attend the graduation ceremony upon completion of the master's degree, at which time the baccalaureate and master's degrees simultaneously will be conferred. The full graduation fee for a master's degree recipient will be charged for the official graduation ceremony, whether the student attends or not.

II

Traditional Undergraduate Programs

General and Program Information

Academic Calendar 2003-2004

Fall Semester 2003

August	19	Tuesday	Registration for all students, 8:15 a.m. - 4:30 p.m.
	20	Wednesday	Classes begin, 8:15 a.m. Late registration begins
	21	Thursday	Add/drop begins
	26	Tuesday	Add/drop ends; late registration ends
September	1	Monday	Labor Day, no classes
	2	Tuesday	Classes resume, 8:15 a.m.
	3	Wednesday	Last day to remove I grades from spring and summer 2003
October	9	Thursday	Midterm grades due in Registrar's Office, 2:00 p.m.
	13-14	Mon-Tues	Fall break, no classes
	15	Wednesday	Classes resume, 8:15 a.m.
	21	Tuesday	Course advisement for spring semester 2004 begins
	23	Thursday	Last day to withdraw with non-penalty W
	24	Friday	Early registration for spring 2004 begins
	30	Thursday	Course advisement for spring 2004 ends; Early registration for spring 2004 ends
	31	Friday	Last day for degree application for May 2004 graduation
November	4	Tuesday	Last day to request pass/fail option
	26-28	Wed-Fri	Thanksgiving holiday, no classes
December	1	Monday	Classes resume, 8:15 a.m.
	2	Tuesday	Last day of classes
	3	Wednesday	Study day; final exams begin with evening classes
	4-6	Thurs-Sat	Final examinations continue
	8-9	Mon-Tues	Final examinations continue
	11	Thursday	Final grades due in Registrar's Office by noon
	19	Friday	All degree requirements must be completed for December 20, 2003, conferral of degree
	20	Saturday	Conferral of degrees, no Commencement

Spring Semester 2004

January	7	Wednesday	Registration for all students, 8:15 a.m. - 4:30 p.m.
	8	Thursday	Classes begin, 8:15 a.m. Late registration begins
	9	Friday	Add/drop begins
	14	Wednesday	Late registration ends; add/drop ends
	19	Monday	Martin Luther King's birthday, no classes
	23	Friday	Last day to remove I grades from fall 2003
February	23-25	Mon - Wed	Mardi Gras break, no classes
	26	Thursday	Classes resume, 8:15 a.m.
March	5	Friday	Midterm grades due in Registrar's Office, 2 p.m.
	15	Monday	Course advisement for fall semester 2004 begins Last day to withdraw with non-penalty W
	18	Thursday	Early registration for fall semester 2004 begins
	24	Wednesday	Course advisement for fall semester 2004 ends Early registration for fall semester 2004 ends
	25	Thursday	Last day to request pass/fail option
April	5-12	Mon-Mon	Spring Break (includes Good Friday and Monday after Easter)
	12	Monday	Classes resume, 6:00 p.m.
	20	Tuesday	Honors Convocation (no day classes after 2:30 p.m.; evening classes not affected.)
	28	Wednesday	Last day of classes
	29	Thursday	Study day; final exams begin with evening classes.
	30	Friday	Final examinations continue
May	1	Saturday	Final examinations continue
	3-6	Mon - Thur	Final examinations continue. Exams end Thursday morning, 11 a.m.
	7	Friday	Grades for degree candidates due in Registrar's Office by noon
	8	Saturday	Baccalaureate Mass
	9	Sunday	Commencement
	11	Tuesday	Final grades due in Registrar's Office by noon

Expenses

TUITION, FEES, ROOM AND BOARD FOR TRADITIONAL UNDERGRADUATE PROGRAMS

TUITION AND GENERAL FEES

Application Fee (for new students, non-refundable)	\$ 25.00
Tuition (12-18 semester hours for credit or audit per semester)	8,915.00
Tuition Part-time (per semester hour if less than 12)	668.00
Tuition Overload (per semester hour earned, attempted, or audited in excess of 18)	668.00
Room (per semester for double occupancy)	
Mobile Hall	1,733.00
Murray Hall	1,733.00
O'Leary Hall	1,733.00
Toolen Hall	1,733.00
Walsh Hall	1,733.00
Fairway Apartments	2,342.00
Viragh Hall	2,048.00
Private Room Fee (additional)	275.00
Room confirmation/damage deposit (for resident students, payable by June 1)	150.00
Tuition deposit (Refundable before May 1)	50.00
Meal plans (Mandatory for all residents, per semester):	
19 flex meals per week (\$75 Badger Bucks)	1,701.00
17 flex meals per week (\$75 Badger Bucks)	1,617.00
13 flex meals per week (\$75 Badger Bucks)	1,544.00
10 meals per week (\$75 Badger Bucks)	1,402.00
7 meals per week (\$75 Badger Bucks) (Fairway Apartment Residents only)	908.00
Commuter Plan (50 meals + \$100 Badger Bucks)	400.00
Comprehensive Fee (per semester)	585.00
Comprehensive Fee (per semester hour if less than 12)	38.00

MISCELLANEOUS FEES

Course Change Fee:

After Drop/Add period	\$ 10.00
Late Registration Fee	25.00
Charge for Returned Checks	30.00
Payment Plan Registration Fee (per year)	55.00
Orientation Fee (mandatory for freshmen)	200.00
Orientation Fee (mandatory for transfers)	200.00

Parking Decal (annually for residential students)	60.00
Parking Decal (annually for commuter students)	30.00
Study Abroad Fee	30.00
Commencement Fee (mandatory for all graduating seniors including those graduating in absentia)	175.00
Senior Class Assessment Fee (mandatory for seniors)	35.00
Certificate Fee (joint programs)	90.00
Diploma Replacement Fee	40.00
Health Insurance (minimum 12-month coverage)	284.00

Some courses require lab fees which are indicated on the schedule of classes available at registration.

The College reserves the right to change fees, services, or programs at any time.

FINANCIAL OBLIGATIONS SPECIFIC TO TRADITIONAL UNDERGRADUATE PROGRAMS

1. Students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this *Bulletin*.
2. Tuition, fees, and required forms (i.e., information sheet, proof of insurance coverage, enrollment agreement) are due two to four weeks prior to registration day each semester as indicated on the semester pre-billing. Fees may be paid by check, cash, Visa, MasterCard, American Express, or Discover. Parents should make prior payment or provide the student with the necessary funds to meet the required payments by these dates.
3. Parents desiring to pay education expenses in monthly installments should contact the Business Office of the College or the following company:

Tuition Management Systems
127 John Clarke Road
Newport, RI 02842-5636
Customer Service (1-800-722-4867);
www.afford.com

4. The room confirmation/damage deposit reserves dormitory space for the resident student for the fall semester. Entering students must pay it by the date set by the dean of enrollment management. This deposit is held for returning students and may be refunded upon graduation or withdrawal from the College.
5. Private rooms in all dormitories, when available, are on a first-come basis. There is an additional charge for these accommodations.
6. Full-time students carrying more than 18 hours earned, attempted, or audited, exclusive of military science and certain exempt courses such as SAS 101, must pay an overload fee for each hour over 18. **CAUTION:** Courses dropped after the add/drop period are considered hours attempted and are subject to the course overload fee.

7. Refunds are only calculated for total withdrawal from an enrollment period. All traditional students must officially withdraw through the Office of Student Academic Services. Refunds will be calculated from the date of registration 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 Refund Policy:

Students who withdraw from all classes prior to completion of 60% of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%.) The balance of any refund (due to the reduction of charges in accordance with SHC's Refund Policy)—after returning the required amount to the appropriate federal fund(s)—would then be applied to the appropriate institutional aid fund. Should additional funds remain, they will be refunded to the student.

B. Return of Title IV Federal Financial Aid

When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received or is eligible to receive is determined in accordance with federal regulations. If the student has completed 60% or more of the term, no refund is due. The new 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.

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

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

8. All students must be covered by accident and health insurance. The student must furnish proof of existing coverage or purchase coverage through the approved college plan.

Students not providing proof of coverage on their Health Insurance Form by registration will **automatically be billed for the cost of the College-approved health and accident plan**. No refunds will be made for proof of coverage received after that date.

Before admission and registration, students and parents/guardians, if applicable, must sign an Emergency Medical Treatment Waiver to ensure prompt emergency treatment when deemed necessary by a consulting physician.

9. Tuition and fees represent a substantial investment. As discussed in 7 above, only part (if any) of the total cost of attendance is refunded at withdrawal. This also applies to the student who suffers a serious illness or accident and must withdraw. Therefore, the College makes available on a voluntary basis insurance which assures a refund for withdrawal based on appropriate health issues.

The Tuition Refund Plan is an option for students and parents. It is vital that those who wish to participate return an application form and first semester premium before the College's opening date of classes; those postmarked after the opening date will not be accepted. Applications may be obtained from the Business Office. The spring semester premium will be billed by the College in January. If you have any questions about the coverage please call A.W.G. Dewar, Inc., at (617) 380-8770.

Admission

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

ADMISSION POLICY FOR DEGREE PROGRAMS

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

STUDENTS APPLYING FOR ADMISSION

Students seeking admission should contact the Office of Admission for official application forms, which they should complete and return with a non-refundable application fee. Spring Hill College uses a rolling plan of admission, which means that applications are processed whenever all required materials are received, with notification to the student as soon as a decision is made.

FRESHMAN ADMISSION

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

Application Procedures

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

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

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

Any student wishing to submit an official GED report in lieu of a diploma should also submit transcripts of all high school work previously attempted. An interview is required of all GED applicants. Any student who has been home-schooled for any part of his/her high school education should submit a comprehensive portfolio of the educational experience. The portfolio should include, but is not limited to, a thorough explanation of all course work and how it was graded, a comprehensive reading list, documentation of any program affiliation, and personal assessments provided by both the student and the primary teacher. We welcome the inclusion of any independent research project, community outreach, or unique experience that enriched the home-schooling experience.

All prospective students are encouraged to visit the campus.

Unconditional Admission

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

Provisional Admission

The College Academic Standards Committee may, at its discretion, grant provisional admission to applicants who do not clearly meet all requirements for unconditional admission but who demonstrate the potential to complete a course of study successfully at Spring Hill College.

Applicants admitted provisionally will be required to complete successfully twelve semester hours in the first semester, pass any required developmental course work, and maintain a cumulative GPA of 2.0 in order to have the provisional status removed. Satisfactory fulfillment of any additional conditions is also required for continued enrollment at Spring Hill College.

Some students are required to attend summer school prior to admission to Spring Hill College. Students should have their course choices approved by the Office of Student Academic Services prior to enrolling in any summer program. Satisfactory completion of six hours of course work with a grade of "C" or better is required prior to admission for the fall semester.

TRANSFER ADMISSION

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

Application Procedures

In addition to the application form, essay, and fee, a transfer student must submit:

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

Unconditional Transfer Admission

Unconditional admission will be granted for transfer applicants who have completed twenty or more semester hours of college work, have a cumulative grade point average of at least 2.5 on a 4 point scale, are in good academic standing at the last college or university attended, and receive an appropriately satisfactory recommendation.

Probationary Transfer Admission

If the student does not meet all of the above conditions but has at least a 2.0 cumulative college grade point average, has a satisfactory high school grade point average, and has satisfactory scores on the ACT or SAT, the College Academic Standards Committee may grant unconditional admission or admit the applicant on probation after reviewing the applicant's file.

Transfer Credits

Advanced standing, i.e., the acceptance of credits previously earned, will be granted provided the courses are in areas of study that fall within the regular curricular offerings of the College. No credit will be accepted in which the applicant received a grade of less than C-. Transfer students may submit scores for Advanced Placement examinations and CLEP examinations for consideration for credit under the normal policies for granting such credit at Spring Hill College. Credit granted by another institution for experiential learning will not be accepted as transfer credit by Spring Hill College. Only transfer students meeting the requirements for admission to the Division of Lifelong Learning and actually enrolling in one of the programs offered by this division may pursue, while enrolled at the College, credit based on a portfolio detailing experiential learning. This portfolio must be prepared under the supervision of the dean of lifelong learning and graduate programs.

Credit from an accredited junior or community college is limited to a maximum of sixty-four semester hours or ninety-six quarter hours. The College reserves the right to accept or reject as direct transfer credit those courses taken at a junior or community college that are upper-division courses at Spring Hill College (with course numbers in the 300 to 400 range), although such course work may be considered for general elective credit.

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

No student will be accepted as a candidate for graduation unless in attendance at Spring Hill College, in good academic standing, and enrolled in a full-time program of at least twelve hours during both semesters of the senior year. A minimum of twenty-four of the last thirty hours, together with fifty percent of the course work required in the program of concentration, must be completed at Spring Hill College. Exceptions can be made only by the academic vice president.

INTERNATIONAL STUDENT ADMISSION

An international student is someone who does not have United States citizenship or is not a permanent resident of the United States. Any student who is "in process" to receive U.S. permanent residency (obtain a Green Card) or who may live in the country without appropriate immigration documentation is considered an international student. International students must demonstrate English language proficiency in addition to meeting the requirements for freshman or transfer admission. Proficiency is demonstrated by achieving a score of 550 on the paper-based TOEFL Examination (213 on the computer-based version), 6.5 on the IELTS, C on the Cambridge Examinations (CPE or CAE) or 90 on the Michigan Test (MELAB). Students applying from other English speaking countries are required to submit either an ACT or SAT score.

The following credentials are required for admission consideration as a freshman:

- International application.
- Personal essay.
- Non-refundable US \$35.00 application fee.
- Letter of recommendation from a guidance counselor or an academic instructor.
- Secondary school academic records, both in the original language and certified English translation. The original language records must be official school records—sent directly to Spring Hill College by the school—and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable.
- Proof of English proficiency as indicated above.
- Proof of financial resources showing the student's ability to cover expenses for the first academic year at Spring Hill College. Proof of financial resources includes one of the following:
 1. An affidavit of support and a confidential bank statement from the student's parents, a relative or personal sponsor showing that sufficient funds are available.

2. A sponsorship letter from a government agency, organization, institution or school.

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

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

Additional Information for International Students

- The Office of Admissions will issue the I-20 Form after the student has been admitted and a deposit has been received.
- Students are required to show proof of health insurance. Otherwise, students must purchase Spring Hill College's institutional health insurance. Students must have health insurance information along with the required health and immunization forms on file prior to move-in date.
- Spring Hill College does not award financial aid to international students on the basis of need; however, academic scholarships are available.
- There will be no increase in scholarship or availability for additional aid after arrival on campus (the Matteo Ricci Scholarship is the only exception). It is Spring Hill College's expectation that students should apply to Spring Hill College with the understanding that they will be personally responsible for providing funds to attend the college.

EARLY ADMISSION

High school juniors who have extraordinary academic records may apply for early admission to Spring Hill College. Spring Hill requires the following of applicants for early admission:

- 1) a high school average of 3.5 or above in academic courses;
- 2) a combined score on the SAT of 1120 or higher, or a composite on the ACT of 25 or higher;
- 3) a recommendation from the high school principal;
- 4) a personal interview (including the student's parents or guardian) with the Director of Student Academic Services.

VETERANS

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

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

READMISSION

Students who have been absent from Spring Hill College for a semester or more must make formal application for readmission through the Office of Admission. Together with the application (for which there is no fee), they must submit a transcript of any credits earned at another institution. Lifelong learning students absent from the College for one or more years must make formal application for readmission through the Lifelong Learning Office. See the section on “Lifelong Learning Programs—Admissions Policies” for details.

ADMISSION POLICY FOR NON-DEGREE STUDENTS

All non-degree students should request a special student application from the Undergraduate Office of Admission. This application form, a non-refundable \$25.00 application fee and the appropriate additional information must be submitted to the office. All summer enrollment (degree or non-degree) is administered by the Office of Lifelong Learning.

Transient Students

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

Other Students

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

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

High School Students

High school students who have completed the sophomore or junior year and who can demonstrate an ability to profit from college-level courses may be admitted as special students. Each high school student must obtain written permission from a parent or legal guardian as well as the high school principal (or counselor), and submit an official copy of his/her high school transcript. The appropriate prerequisite academic background will be necessary to enroll in a particular course. (Selected area high school students are exempt from the normal admission requirements when they receive permission from their school to take approved courses.) Credit for courses successfully completed will be held in escrow and applied toward a degree from Spring Hill College or transferred to the institution in which the student may subsequently enroll as a regular student.

RESERVATION DEPOSITS

Upon receiving notice of their acceptance, all applicants who will reside on campus are required to forward a room confirmation deposit of \$150. This deposit will serve as the applicant's damage deposit when he/she begins residence at the College. Additionally, all full-time students are required to pay a \$50 tuition deposit. Those deposits are to be paid by the National Candidates Reply Date and are refundable until May 1 for students entering the fall semester.

All new students are expected to live on campus unless they reside with their parents and live in reasonable commuting distance of the college. Housing contracts, health and immunization forms, and proof of health insurance coverage must be on file in the Office of Student Affairs before a student moves on campus. Failure to comply with these requirements may result in a student's dismissal from the residence halls and inability to register for the next semester until all requirements are met.

REGISTRATION PROCEDURES

Registration for each term will take place according to the academic calendar published in this *Bulletin* and in the Schedule of Classes from the Registrar's Office. To make the registration process more convenient for new students, a mail registration procedure is offered during the summer for new incoming freshman and transfer students. New freshman and transfer students are encouraged to register by mail. Materials for mail registration will be sent upon receipt of deposit. On-campus registration is available to new students who do not finalize their registration by mail.

Early registration for returning students for the next semester occurs midway through the semester. All continuing students are expected to register for the subsequent semester during the designated early registration period. Prior to each early registration period, students will receive a Schedule of Classes and registration instructions from the Registrar's Office. Students not registering during the early registration period will register the day before classes begin for the next semester. No student shall be allowed to early register or enroll for the next term unless all required admission records have been received by the College prior to registration for the next term.

Students must consult with their advisor prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* will be assessed a late registration fee. Billing statements are mailed to students after early registration ends. Payment must be submitted to the Business Office by the day before classes begin in the new semester. Failure to make payment by the specified date will result in cancellation of the early registration and will necessitate re-registering during the late registration period. The final schedule is issued to the student by the registrar upon notification of clearance by the Business Office that all bills have been paid. Questions regarding registration procedures should be addressed to the Registrar's Office.

ADVANCED STANDING

The term "advanced standing" means not only placement of a student in courses appropriate to his or her ability, but also acceptance of credits previously earned or the awarding of credit in departments in which the student has demonstrated an acceptable level of competence. Students can qualify for advanced standing by means of the general or subject examinations of the College Level Examination Program (CLEP), the subject examinations of the Advanced Placement Program (APP), or from the examinations given in conjunction with the International Baccalaureate (IB) program.

ADVANCED PLACEMENT

Students whose academic preparation in high school is beyond that normally expected for admission at the freshman level may qualify for advanced placement. The term "advanced placement" means that the student is placed in courses advanced beyond those normally required of an entering student and which are at a level appropriate to the student's ability. Advanced placement is usually based on results of the Advanced Placement Program (APP) of CEEB, and other national tests, as well as Spring Hill's own institutional tests.

The following chart outlines the minimum acceptable scores and the applicable course substitutions for the corresponding AP examinations.

Advanced Placement (AP) Credit Policy

Exam Title	Minimum Grade	SHC Equivalent	Semester Hours
Studio art—drawing portfolio	3	ART Core	3
Studio art—general portfolio	3	ART Core	3
History of Art	3	ART Core	3
Biology	3	Science Core	3
Chemistry	3	Science Core	3
Computer Science A	4	CIS 221	3
Computer Science AB	4	CIS 221, 322	6
Economics—Microeconomics	3	ECO 102	3
Economics—Macroeconomics	3	ECO 101	3
English—Language and Composition	4	ENG 121	3
English—Literature and Composition	4	ENG 121	3
French Language	4	FRE 101, 102	6
	3	FRE 101	3
French Literature	4	FRE 101, 102	6
	3	FRE 101	3
German language	4	GER 101, 102	6
	3	GER 101	3
Government and Politics—Comparative	3	POL 151	3
Government and Politics	3	POL 112	3
History—European	4	HIS 102	3
History—United States	4	HIS 104	3
Latin-Vergil	4	LAT 101, 102	6
	3	LAT 101	3
Latin—Latin Literature	4	LAT 101, 102	6
	3	LAT 101	3
Mathematics—Calculus AB	4	MTH 121	4
	3**	MTH 121	4
Music Theory	3	MUS 221	3
Physics B	3	Science Core	3
Physics C (Mechanics)	3	Science Core	3
Physics C (Electricity and Magnetism)	3	Science Core	3
Psychology	3	PSY 101	3
Spanish—Language	4	SPA 101, 102	6
	3	SPA 101	3
Spanish Literature	4	SPA 101, 102	6
	3	SPA 101	3
Statistics	3	BUS 263	3

** In calculus, four hours credit is awarded. Students who score a three on the calculus AP test will be awarded credit, but may, in individual cases, be required to complete MTH 121 before placement in MTH 122.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Subject examination scores will be accepted as follows:

- a) General examination scores will be accepted for up to thirty semester hours of academic credit, with scores of 500 or above being accepted automatically.

- b) Subject examination scores will be accepted for credit in specific subjects corresponding to semester or full-year courses. Scores of 50 or above are accepted.

The following chart outlines the basic acceptance guidelines for CLEP examinations:

CLEP General Examinations

<u>CLEP General Exam</u>	Minimum <u>Score</u>	SHC <u>Equivalent</u>	Semester <u>Hours</u>
English Composition	50	General Elective	3
English Comp with Essay	50	General Elective	3
Humanities	50	ART	3
Natural Sciences	50	Science Course	3
Social Sciences & History	50	General Elective	3

CLEP Subject Examinations

<u>CLEP Subject Exam</u>	Minimum <u>Score</u>	SHC <u>Equivalent</u>	Semester <u>Hours</u>
Accounting, Principles of	50	ACC 201	3
Algebra, College	50	MTH 010	3
Algebra/Trigonometry, College	50	MTH 111	3
American Government	50	POL 112	3
American Literature	50	ENG 24X	3
Analyzing & Interpreting Lit	50	ENG 24X	3
Business Law, Introductory	50	BUS 301	3
Calculus with Elementary Func	50	MTH 121 & 122	8
Educational Psycho, Intro to	50	General Elective	3
English Literature	50	ENG 24X	3
French Language, College-Level	50	FRE 101-102	6
Freshman College Composition	50	ENG 121	3
General Biology	50	BIO General Elective	3
General Chemistry	50	CHM 111 & 113 or General Science	3-4
German Language, College-Level	50	GER 101 & 102	6
History of U.S. I	65	HIS 103	3
History of U.S. II	65	HIS 104	3
Human Growth & Development	50	PSY 304	3
Information Systems	50	CIS 381	3
Macroeconomics, Principles of	50	ECO 101	3
Management, Principles of	50	MGT 301	3
Marketing, Principles of	50	MKT 311	3
Microeconomics, Principles of	50	ECO 102	3
Psychology, Introductory	50	PSY 101	3
Sociology, Introductory	50	SOC 101	3
Spanish Language, College-Level	50	SPA 101,102	6
Western Civilization I	65	HIS 101	3
Western Civilization II	65	HIS 102	3

INTERNATIONAL BACCALAUREATE (IB)

Credit will be awarded on a course-by-course basis as approved by the department. Scores of 5 or better on the higher-level examinations will be considered for credit. For a complete listing of credits awarded for IB courses, please contact the Registrar's Office.

Traditional Undergraduate Programs of Study

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

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

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

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

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

A “W” after the course title in the course description indicates a writing-enriched course that can be used in partial fulfillment of the core curriculum writing proficiency requirement. A “D” after the course title indicates a course that can be used for fulfillment of the core diversity requirement.

SPRING HILL COLLEGE CORE CURRICULUM—BACHELOR DEGREE PROGRAMS

Spring Hill College is a Jesuit, Catholic, liberal arts college. The core curriculum is a central expression of its educational philosophy. It introduces students to a breadth of knowledge and skills and perspectives, laying the foundation for a lifetime of learning. The core curriculum also helps prepare students for their chosen majors or professional programs—and at the same time broadens the way they will

approach their specialties. And it gives students from *all* disciplines a sense of shared purpose as an integrated community of learning.

The core curriculum is organized around a basic principle—one that expresses our mission as a College:

EDUCATION FOR THE COMMON GOOD OF THE GLOBAL HUMAN COMMUNITY.

This principle reflects the Jesuit philosophy that faith, reason, and justice are linked inextricably. The College pursues this by cultivating an overlapping set of skills, competencies, and bodies of knowledge in the core curriculum.

- (1) We foster **active engagement in learning**, challenging students to:
 - think critically, write persuasively, and speak effectively;
 - explore the classics of Western literature and thought;
 - grasp how the sciences and their methods analyze the natural world;
 - savor the beauty of the arts and the challenging vision of artists;
 - encounter the rich diversity of the world's cultures;
 - prepare for excellence in their chosen professions.
- (2) We foster **commitment to human rights**, challenging students to:
 - understand the way political, economic, and social factors impact both human civilization and the global environment;
 - experience at a practical and personal level the challenges to human dignity and justice;
 - commit themselves to values that foster human dignity.
- (3) We foster **faith, both its personal and social dimensions**, challenging students to:
 - grapple with ultimate questions and reflect on issues of transcendence;
 - understand the Catholic tradition, its history, its teachings and its way of life;
 - appreciate and respect the other religious traditions of the world;
 - become responsible leaders in service to others.

All degree candidates at Spring Hill College are required to study the core curriculum specified below, regardless of concentration or specialization. The core curriculum for bachelor-seeking students involves 60 semester hours of study distributed as follows:

English: 12 Semester Hours*

The first goal of the core curriculum is to challenge students to think critically, write persuasively, and speak effectively; the second is to explore the classics of Western literature and thought. To assist in fulfilling these goals, the Department of English offers core courses that emphasize excellence in writing and provide a coherent sequence of the best literature of the past and present, thus challenging students to new ways of reading and thinking. Courses in cultural diversity encourage students to commit themselves to values that foster human dignity.

Students take ENG 121/190 and ENG 123/290 in their first year. These courses focus on writing instruction in conjunction with classical, modern, and contemporary literature. Upon completion of these courses, students take two sophomore level courses from the following choices: Introduction to Fiction, Introduction to Drama, Introduction to Non-fiction, and Introduction to Poetry. A cultural diversity course may be substituted for one of the above: Asian Literature, Hispanic-American Literature, African-American Literature, or Women Writers.

*ENG 121 and 123 are graded A, B, C, or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. Once students matriculate, they may not take a freshman-level English course at another institution. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

History: 6 Semester Hours

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

All students take HIS 101 Western Civilization to 1648. For their second history core course, students may choose either HIS 102 Western Civilization since 1648 or HIS 104 The United States since 1876.

Philosophy: 9 Semester Hours

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

Students take PHL 101 Introductory Logic as the introductory course. Then they take one lower level course selected from PHL 210 Ethics, PHL 220 Philosophy of Human Nature, or PHL 225 Philosophy of Religion, and any lower or upper level course. These electives focus on ethics, human nature, aesthetics, logic, metaphysics, and epistemology.

Theology: 9 Semester Hours

Theology is, according to the traditional definition, “faith seeking understanding.” Being religious is a central dimension of the human person and a central fact

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

Students take THL 101 Western Religious Heritage as the introduction to the theological study of the Christian tradition of faith. Thereafter they may choose any two theology courses at the 200 or 300 level.

Foreign Languages: 0-6 Semester Hours**

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

After a foreign language assessment, students are placed at the appropriate level of language study. Hours needed are based on the results of this assessment.

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

1. A satisfactory score on the foreign language proficiency/placement test at the low intermediate level (201).
2. The successful completion of one course at the low intermediate level (201).
3. The successful completion of one elementary course and one course at the low intermediate level (102-201) in the same language.
4. The successful completion of the two courses at the elementary level (101-102) in the same language. (SPA 105-106 will fulfill this requirement for nontraditional students only).

Social Sciences: 6 Semester Hours

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

Students elect these six hours from two different subject areas in the social sciences—economics, political science, psychology, or sociology.

Mathematics: 3 Semester Hours

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

Based on placement criteria and a student's declared major (if any), the student is placed into one of the following: MTH 111 Precalculus, MTH 113 Contemporary Mathematics, MTH 121 Calculus I, MTH 122 Calculus II, or MTH 140 Calculus with Business Applications.

Laboratory Science: 3 Semester Hours

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

Students select from any 200 or below science course in biology, chemistry, or physics.

Computer Information Systems/Mathematics/Science: 3 Semester Hours

The study of computer science provides students with necessary knowledge, skills, and abilities to stay abreast of developments in all fields of endeavor in a rapidly changing world. Students are expected to be able to embark on a lifelong learning experience after graduation. They must therefore possess the talents necessary to continue their quest for understanding of social, economic, political, cultural, attitudinal, and behavioral issues as they emerge. The skillful use of computers is essential to this quest for continual learning. The rationales for the study of science and mathematics are stated above.

Students take any course in one of the three areas.

Fine Arts: 3 Semester Hours

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

Students select three hours from visual arts, music, dance, or theater.

CROSS-CURRICULAR REQUIREMENTS

Cultural Diversity

As a condition for being awarded the baccalaureate degree, students must pass a cultural diversity course. A cultural diversity course (designed D) is defined for this purpose as one that focuses on a culture outside of Europe and the English-speaking world (e.g., Middle Eastern Politics or Latin American History), has a multi-cultural topic (e.g., World Religions), or explores themes relating to a non-dominant group in American society (e.g., African-American Literature, Women's Studies, or Poverty in America).

Writing Across the Curriculum

As a condition for being awarded the baccalaureate degree, students must pass at least three writing-enriched courses (designated W) beyond the required four English courses (two in freshman composition and two in 200-level English). At least one W course must be in the major.

ENGLISH PROFICIENCY

All students entering the College for the first time must provide test scores or take tests to demonstrate English proficiency. Students who do not demonstrate competency in the use of English will be required to take assigned reading and/or writing instruction. (Consult the Interdisciplinary and Other Programs section of this *Bulletin* for further discussion of the Basic Skills Development program.)

MATHEMATICS PROFICIENCY

Students whose academic records do not demonstrate competency in mathematics will be required to take MTH 010 during their first academic year at the College if they plan to take precalculus (MTH 111). (Consult the Interdisciplinary and Other Programs section of this *Bulletin* for further discussion of the Basic Skills Development program.)

INSTRUCTION IN THE USE OF INFORMATION TECHNOLOGY

Understanding how to access information is of ever increasing importance in modern life. To assure that Spring Hill College students have a comprehensive understanding of computer-accessed information sources, a three-tiered program is offered. During orientation weekend freshman students visit the Thomas Byrne Memorial Library to be introduced to layout, service options, and the computer information sources available. Building on this introduction, students in the second English class receive bibliographic instruction from the library staff in preparing the required research paper. In addition, each major program designates a course that includes a unit in bibliographic instruction, which focuses on information gathering strategies for professionals in that academic area.

GENERAL REQUIREMENTS FOR TRANSFER STUDENTS

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

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

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

ASSOCIATE DEGREE PROGRAMS

CORE CURRICULUM

The core curriculum for associate-degree-seeking students involves thirty-three semester hours of study distributed as follows:

English: 6 semester hours

English 121 and 123. ENG 121 and 123 are graded A, B, C, or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123.

Philosophy: 6 semester hours

First course: PHL 101. Second course: a lower-level course selected from 210, 220 or 225.

Theology: 6 semester hours

THL 101 followed by any 200- or 300-level course with prerequisites fulfilled.

History: 3 semester hours

HIS 101 or another course with approval of the chair of the history department.

Social Science: 3 semester hours

Any social science course as long as the course has no prerequisite or the student has satisfied the prerequisite for it. The three hours must be taken from one of the subject areas in the social sciences—economics, political science, psychology and sociology. For students in the A.S. in Business or Information Systems, this course may not be in economics.

Mathematics/Sciences/Computer Science: 6 semester hours

Any two courses in computer science, mathematics, or science (biology, chemistry or physics) with no more than three semester hours selected from one grouping. For students in the A.S. in Business or Computer Information Systems programs, MTH 111 and one science course (with laboratory) are required. In addition, prerequisites must be observed when making the selections.

Fine Arts: 3 semester hours

Completion of three credit hours selected from visual arts, music, dance, or theater.

PROFICIENCY REQUIREMENTS

The proficiency requirements in reading, English, and mathematics listed above for the bachelor degree programs also apply to associate degree programs.

CORE CURRICULUM REQUIREMENTS FOR TRANSFER STUDENTS

In addition to meeting the residency requirements for transfer students, such students shall be required to take one philosophy or one theology course for each semester, or equivalent, of enrollment in the associate degree program, as evenly distributed between the two departments as possible.

Division of Business

DIVISION CHAIR: Cort B. Schlichting, Ph.D.

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

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

REQUIREMENTS

Students in all B.S. degree programs in the Division of Business must complete a set of lower-division requirements, a set of upper-division requirements, and an area of concentration. All concentrations except the joint B.S.-M.B.A. with accounting electives have the same lower- and upper-level core body of knowledge requirements. (See the section of this *Bulletin* on the joint B.S.-M.B.A. with accounting electives for details on that program.) For all B.S. degree concentrations the common set of required courses is:

Bachelor of Science in Business Administration

LOWER-DIVISION

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

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 301	Business Law I	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
CIS 381 ¹	Information Systems	3
BUS 320	International Business	3
BUS 499	Business Strategy and Policy (comprehensive experience)	3

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

Social Sciences:

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

Mathematics:

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

Comprehensive Experience:

All Spring Hill College students are required to have some synthesizing experience in their major field. To fulfill this requirement, all undergraduate business students take BUS 499 Business Strategy and Policy for their comprehensive experience. Those students working on their joint B.S.-M.B.A. with accounting electives will take BUS 599 Business Strategy and Policy for their comprehensive experience.

Senior Examination:

All business majors must satisfactorily complete a national business exam during their senior year (standard for passing to be set by the faculty). Students with unsatisfactory grades on this exam, which is part of the comprehensive experience for each student, may be required to repeat foundation classes or to undertake additional study on key topics. Those students working on their joint B.S.-M.B.A. with accounting electives must also earn a passing score on the national Masters in Business Administration (MBA) exam (standard for passing set by the faculty), which is given as an integral part of the capstone course for the MBA program, BUS 599 Business Strategy and Policy.

Grade Requirements:

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

Writing Enhanced Courses:

Students can expect extensive writing assignments in essentially all upper-division business courses and in some lower-division business courses. Assignments will be evaluated not only on subject content but on grammar and style as well. Two courses are specifically designated as “Writing Enhanced” (designated by “W” after the course title in the course description list) in accordance with the College’s Writing Across the Curriculum initiative. These courses are BUS 210 Business Communication and BUS 499 Business Strategy and Policy.

Oral Communication Competency:

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

ACCOUNTING (ACC)

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

In most states, however, the four-year accounting degree will not give the student adequate hours to be eligible to take examinations leading to the designation “Certified Public Accountant” (CPA). Under guidelines of the American Institute of Certified Public Accountants (AICPA), most states, including Alabama, require students to pursue a 150-hour degree program to sit for CPA examinations. Under the four-year accounting degree option, students desiring CPA status will need to return to school to complete the AICPA 150-hour requirement. (See section entitled “Joint B.S.-M.B.A. with Accounting Electives.”)

Four-Year Accounting Degree

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

Minor in Accounting

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

JOINT B.S.-M.B.A. WITH ACCOUNTING ELECTIVES

In response to the AICPA guidelines, Spring Hill College has developed a unique five-year program (154 hrs.) for students wishing a career in public accounting, who want the flexibility of obtaining an M.B.A. degree. This program is for those exceptional students who are willing to take the Graduate Management Admissions Test (GMAT) before the spring semester of their junior year, and who can meet the admission standards of the M.B.A. program. Students pursuing this option must work closely with the graduate business advisor and their undergraduate advisor to ensure that all foundation classes for the M.B.A. are completed before the beginning of their senior year. Students in this program should be prepared to take night classes their senior and fifth years.

This exceptional program enables the student to graduate after five years with two degrees awarded at graduation: a B.S. in Business Administration with a concentration in public accounting and a Masters of Business Administration degree with accounting electives. The total program involves a minimum of 154 semester hours. The undergraduate core requirements are unchanged, except for two variations: BUS 530, Business Ethics, can be used to help satisfy the undergraduate core requirement in philosophy; and BUS 320, International Business, is not required. (The international component of the five-year program is satisfied through completion of ACC 402 Multinational Accounting.)

Admission into Spring Hill College as an undergraduate does not guarantee admission into the B.S.-M.B.A. program. A student must have junior standing to apply for this program. Unconditional admission requires a minimum 3.00 grade point average at the close of the semester before application, an acceptable GMAT score, and 1000 points based on the formula (undergraduate GPA x 200 + GMAT score). While a conditional entry status may be possible for students who come close to the admission standard but do not reach it, students should not count on entry through this means. Once accepted into the program, students must meet all graduate requirements for their graduate-level studies. See the graduate portion of this *Bulletin* for details on admission categories. Also see the section of this *Bulletin* concerning fees for tuition charges in the fourth and fifth year of this joint program. The undergraduate business curriculum, including both the general business core and the specialized accounting classes, will consist of the following lower- and upper-division courses:

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
CIS 115	Applications in Computer Information Systems	3
ACC 201 & 202	Principles of Accounting I and II	6
BUS 210	Business Communication	3
BUS 263	Business Statistics	3
MTH 140 <i>or</i> 121	Business Calculus or Calculus I	3-4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 301	Business Law I	3
FIN 301	Financial Management	3
ACC 381	Information Systems	3
ACC 331	Management Cost Analysis	3

UNDERGRADUATE CONCENTRATION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 302	Business Law II	3
ECO 321	Money and the Financial System	3
ACC 301 & 302	Intermediate Accounting I and II	6
ACC 351	Federal Income Tax	3
ACC 401	Advanced Financial Accounting	3
ACC 402	Multinational Accounting	3
ACC 481	Auditing	3

In addition to the undergraduate curriculum, students must take the following set of graduate courses:

GRADUATE COURSES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 505 ¹	Management and Marketing Foundation	3
BUS 520	Organization Behavior	3
BUS 530 ²	Business Ethics and Social Responsibility	3
BUS 531	Legal Environment of Business	3
BUS 540	Quantitative Business Analysis	3
BUS 550	Managerial Economics	3
BUS 560	Management of Financial Resources	3
BUS 570	Marketing Management	3
BUS 599	Business Strategy and Policy (comprehensive experience)	3
ACC 530	Accounting for Management Control	3
ACC 542	Not-For-Profit Accounting	3
ACC 551	Advanced Federal Taxation	3
ACC 581	Advanced Auditing	3

¹Students may substitute MGT 301 and MKT 311 for BUS 505 at their election.

²BUS 530 can be used to help satisfy the undergraduate core philosophy requirement.

LOWER-DIVISION COURSES

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

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

UPPER-DIVISION COURSES

ACC 301-302. Intermediate Accounting I-II (6) A study of more advanced principles of accounting. Includes corrections of statements and analysis of financial and operating statements. Prerequisite: ACC 202.

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

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

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

ACC 401. Advanced Financial Accounting (3) Advanced topics in financial accounting including partnerships, business combinations (basic), fund accounting (basic), futures contracts (basic), post-retirement benefits, post-employment benefits, troubled debt restructurings, SEC accounting, and financial instruments. Prerequisite: ACC 302.

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

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

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

GRADUATE COURSES

(Prerequisites: admission into the graduate program)

ACC 530. Accounting for Management Control (3) This course is intended to provide a comprehensive overview of how accounting systems—particularly cost accounting systems—allow the manager to exercise control over the operation of the business firm. Prerequisite: ACC 201 and ACC 202.

ACC 542. Not-For-Profit Accounting (3) Theory and practice of government and not-for-profit organization accounting. Emphasis is on local government units, hospitals, and colleges and universities. The special topics of SEC reporting and personal financial statements are also studied. Prerequisite: ACC 401 or its equivalent.

ACC 551. Advanced Federal Taxation (3) A study of the income tax implications of corporate and partnership formation, operation and liquidation. Specially taxed corporations, including S corporations, personal service corporations, foreign sales corporations, and personal holding companies will be surveyed. Income taxation of estates and trusts will also be introduced, as will federal wealth transfer taxation. Prerequisite: ACC 351 or its equivalent.

ACC 581. Advanced Auditing (3) Studies in the practice of auditing. A case approach is used to illustrate the selection and application of specific auditing procedures including statistical sampling and other analytical tools. Auditor's liability will be discussed. Prerequisite: ACC 481 or its equivalent.

BUSINESS ADMINISTRATION (BUS)

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

LOWER-DIVISION COURSES

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

BUS 263. Business Statistics (3) An analysis of organizing and summarizing data, probability concepts, probability distributions, statistical inference (estimation and hypothesis testing), Chi-square analysis, regression, and non-parametric analysis. Prerequisite: MTH 111 and CIS 115.

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

UPPER-DIVISION COURSES

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

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

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

BUS 399. Special Topics in Business Administration (1-3) Readings, research, and reports in various fields of business administration. Prerequisite: permission of instructor.

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

COMPUTER INFORMATION SYSTEMS (CIS)

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

Computer Information Systems

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 115	Applications in Computer Information Systems (part of Business Division Core)	3
CIS 221	Problem Solving I—Programs & Algorithms	3
CIS 223	Problem Solving I—Programs & Algorithms Laboratory	1
CIS 381	Information Systems (part of Business Division Core)	3
CIS 382	Database Management Systems	3
CIS 484	Systems Analysis and Design	3
<i>and any 3 of the courses below:</i>		9
CIS 322	Problem Solving II—File Processing and Data Structures (3)	
CIS 403	Systems Organization (3)	
CIS 470	e-Commerce (3)	
CIS 471	Data Driven Web Site Development (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

Minor in Computer Information Systems

<u>Course</u>	<u>Title</u>	<u>Hours</u>
<i>Choose from:</i>		3-4
CIS 115 <i>or</i>	Applications in Computer Information Systems (3)	
CIS 221 <i>and</i>	Problem Solving I—Programs & Algorithms (3)	
CIS 223 ¹	Problems Solving I—Programs & Algorithms Laboratory (1)	
MGT 301 <i>or</i>	Management Principles	3
CIS 322	Problem Solving II—File Processing and Data Structures	
CIS 381	Information Systems	3
CIS 484	Systems Analysis and Design	3

¹CIS 223 required only in conjunction with CIS 221.

<i>and any two of the following courses:</i>		6
CIS 382	Database Management Systems (3)	
CIS 403	Systems Organization (3)	
CIS 470	e-Commerce (3)	
CIS 471	Data Driven Web Site Development (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

LOWER-DIVISION COURSES

CIS 115. Applications in Computer Information Systems (3) An introduction to the application of computers to the solution of a myriad of business and non-business problems. Emphasis is placed on Excel spreadsheet solutions. Word processing with MS Word, use of Internet Explorer, Power Point presentations, and web design using Front Page are also integral components of the course. Ethical issues in computer applications are addressed.

CIS 215. Intermediate Computer Applications (3) A second level course requiring advanced projects in Front Page web design, Power Point presentations, and Quicken. All software will be analyzed in depth and substantial lab work will be required. Prerequisite: CIS 115. Waiver of prerequisite based on competency test.

CIS 221. Problem Solving I—Programs and Algorithms (3) An introduction to the design and implementation of algorithmic solutions to problems using an object-oriented programming language. Problem solving methods include: modularity, reliability, testing strategies, documentation standards, encapsulation, and abstraction. Must be taken in conjunction with CIS 223. Prerequisite: MTH 111.

CIS 223. Problem Solving I—Programs and Algorithms Laboratory (1) Exercises and programs designed to demonstrate and supplement the topics in CIS 221 and to give the student experience using the C++ language. Taken only in conjunction with CIS 221.

UPPER-DIVISION COURSES

CIS 322. Problem Solving II—File Processing and Data Structures (3) The course introduces the student to object oriented programming and complex data structures in a language such as Visual Basic, C++, or C#. Topics include event-driven programming, advanced data structures, and problem solving techniques for complex programming in one of the languages listed above. Prerequisite: CIS 221 and CIS 223.

CIS 381. Information Systems (3) An intensive study of the effective application of computers in the data management functions of businesses. Hardware, software, and basic systems analysis techniques will be covered. Database projects in Microsoft Access database software, and investigation of e-commerce techniques and sites will constitute an integral part of the course. Prerequisite: CIS 115.

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

CIS 403. Systems Organization (3) An introduction to computer system architecture, including instruction set, design, basic computer circuits, and the operating system interface. Hands-on hardware laboratory experiences will also be undertaken. Prerequisites: CIS 322 or consent of the instructor.

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

CIS 471. Data Driven Web Site Development (3) A course designed to introduce the student to web site development incorporating data technology. Microsoft Access will be the database vehicle utilized to create Data Access Pages for data presentation and data capture. Reporting, Web Server Installation, Web Page Publication, and additional web-enabled database technologies will be examined. Substantial lab work will be expected. Prerequisite: CIS 381.

CIS 484. Systems Analysis and Design (3) Designated as the senior integrating course within the CIS concentration. Students will be expected to have completed most of their CIS requirements prior to taking this course. The course will involve a study of the methods of analysis, design, and implementation of computer-based information systems. Design of files, user interface, database operation, and the organizational structure of a system will be emphasized. A major project involving all the primary components of CIS will be a significant portion of the course. Prerequisites: CIS 381 and senior status.

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

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

FINANCE AND ECONOMICS (FIN AND ECO)

The objective of the concentration in finance and economics is to provide the student with a thorough understanding of undergraduate-level economic theory and policy and how economics relates to the financial environment of business. Specific knowledge is taught in optimal decision-making, fiscal and monetary policies, managerial finance, international trade and finance, investments, real estate, and risk. Students completing the finance and economics concentration can reasonably expect to continue their study at the graduate level or to pursue a career in financial, commercial, or manufacturing firms.

Finance and Economics

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ECO 301	Intermediate Microeconomics	3
ECO 321	Money and the Financial System	3
FIN 401	Advanced Financial Management	3
Two additional upper-division ECO or FIN electives		6

Minor in Economics

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
BUS 263 ¹	Business Statistics	3
ECO 301	Intermediate Microeconomics	3
ECO 321	Money and the Financial System	3
Two additional ECO courses 3xx or 4xx		6

¹Students may substitute PSY 263, Statistics for the Social Sciences, or MTH 465, Probability and Statistics.

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

LOWER-DIVISION (ECO) COURSES

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

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

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

UPPER-DIVISION (ECO) COURSES

ECO 301. Intermediate Microeconomics (3) Advanced analysis of microeconomic theory. Topics include theory of the firm, price theory, marginal analysis, and introduction to game theory. Prerequisite: ECO 101 and 102.

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

ECO 434. International Economics (3) The in-depth analysis of the theory of trade, tariffs and other trade policies, and factor movements will comprise the bulk of the course. Some discussion on the balance of payments will complete the course. Prerequisite: ECO 101 and 102.

ECO 449. International Political Economy (3) (W) A seminar which combines material from political science, economics, and general business studies. Potential topics include: public policy toward multinational corporations, current trade legislative proposals, international organizations, and historical thought about

international political economy. Cross-listed with POL 449. Prerequisites: Senior standing and at least six semester hours of international course work. (Writing enhanced course.)

ECO 453. Economic Development (3) Introduction to the theories of economic development and growth. Major issues in the less developed countries. Current problems and alternative policies in development economics. Prerequisites: ECO 101 and 102.

UPPER-DIVISION (FIN) COURSES

FIN 300. Personal Finance (3) Application of basic finance concepts to critical consumer issues such as budgeting, housing decisions (i.e., “rent or buy,” tax implications, mortgages), banking options, insurance, investing, retirement planning, consumer credit, and automobile “lease versus purchase” decisions. Business administration majors may not count this course as part of the upper-division business course requirements.

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

FIN 316. Investments (3) The course will examine such investment alternatives as stocks, bonds, options, and various specialized investment alternatives. The importance of both fundamental and technical analysis will be explored. There will be a strong emphasis on evaluating appropriate risk-return trade-offs and the implications of modern portfolio theory. Prerequisite: FIN 301 or permission of instructor.

FIN 401. Advanced Financial Management (3) Application of analytical tools and theory to financial decision-making in the firm. Topics include expanded study of material in FIN 301 Financial Management and other special topics such as mergers and international finance. Student practice in applications is accomplished through case studies using microcomputer spreadsheet analysis and/or computer simulation programs. Prerequisites: FIN 301 and CIS 115.

FIN 435. International Finance (3) A study of international capital and foreign exchange markets which examines the effects of the international business environment on the firm’s financial decisions. Students will also study balance of payments, forward exchange, determination of short and long term foreign exchange rates and the impact of government policy. Prerequisite: ECO 101 and 102, and FIN 301.

INTERNATIONAL BUSINESS

The objective of the international business concentration is to provide the student with a sound background in business administration combined with specialized courses in international business, economics, and political science. The program is designed to prepare students for employment in business firms that operate internationally or for graduate studies in international business and/or relations. Students are encouraged to take a history course with an international

orientation as a core requirement. Many students choose to take a career development internship with an international focus.

International Business

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 151 <i>or</i>	Introduction to European Politics	
POL 161 ¹	Comparing Nations and Cultures	3
Language 201 and 202	Intermediate Foreign Language	6
POL 3xx <i>or</i> 4xx	Approved POL class with international focus	3
<i>Choose three of the following (nine semester hours)²</i>		9
POL 367 <i>or</i>	Middle Eastern Politics (3)	
ECO 434 <i>or</i>	International Economics (3)	
FIN 435 <i>or</i>	International Finance (3)	
ECO 453 <i>or</i>	Economic Development (3)	
POL 447 <i>or</i>	Problems in International Politics (3)	
ECO/POL 449	International Political Economy (3)	

¹Either class can be used to partially fulfill the College’s social science core requirement.

²At least two of these courses must be taken in the Division of Business.

MANAGEMENT (MGT)

The objective of the management concentration is to provide the student with a thorough understanding of the various aspects of modern management. Specific knowledge is taught in the areas of human resources management, production management, organizational theory and behavior, labor relations, and business strategy. Students completing the management program can reasonably expect to find employment in a business firm where they will apply and expand the skills developed in the classroom or to continue study at the graduate level.

Management

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MGT 320 <i>or</i>	Organizational Theory and Behavior	
PSY 330	Industrial/Organizational Psychology	3
MGT 380	Production and Operations Management	3
MGT 421	Human Resources Management	3
Two MGT electives, or other related upper-division courses upon approval of the division chair		6

UPPER-DIVISION COURSES

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

MGT 320. Organizational Theory and Behavior (3) This course presents to the student the fundamentals of organizational theory and behavior. Special emphasis will be given to showing development of organizational theory through the classical, neoclassical, and modern periods. Also emphasized is the understanding of individual and group behavior as it applies to the problems faced by managers in both line and staff positions in the business organization. Prerequisites: PSY 101 and MGT 301.

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

MGT 380. Production and Operations Management (3) An introduction to the field of production and operations management. Emphasis is placed on in-depth investigation into specific problems of scheduling, inventory control, and quality control. Prerequisites: BUS 264 and MGT 301.

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

MGT 423. Labor Relations (3) An intensive survey of wage and employment theory, organization and behavior of the labor movement in the U.S., and the impact of this movement on business structure; overview of the collective bargaining process and contract negotiations. Prerequisite: MGT 301.

MARKETING (MKT)

The objective of the marketing concentration is to provide the student with a thorough understanding of the marketing function in modern business. Specific knowledge is taught in consumer behavior, marketing research, promotional strategies, logistics, and marketing policy. Students completing the marketing program can reasonably expect to find employment in a business firm utilizing their marketing skills or to continue their education at the graduate level.

Marketing

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MKT 331	Consumer Behavior	3
MGT 380	Production and Operations Management	3
MKT 422	Marketing Research	3
MKT 450	Marketing Management	3
Any one of the following:		3
Other MKT elective, CMM 361 or CMM 364		

Minor in Marketing

Course	Title	Hours
CIS 115	Applications in Computer Information Systems	3
BUS 263 <i>or</i>	Business Statistics <i>or</i>	
PSY 263	Statistics for Social Sciences	3
MKT 311	Marketing Principles	3
MKT 331	Consumer Behavior	3
MKT 422	Marketing Research	3
One additional MKT course 3xx or 4xx		3

UPPER-DIVISION COURSES

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

MKT 331. Consumer Behavior (3) A study of the theory and research in the behavioral sciences which have direct application to marketing behavior. Prerequisite: MKT 311.

MKT 355. Personal Selling (3) A study designed to prepare students for professional selling careers by examining the personal development, techniques and strategies, and interactions with prospective customers of professional salespersons. Prerequisite: MKT 311.

MKT 358. Retail Management (3) An analysis of retailing functions including location, display, merchandise planning and control, promotional planning, and retail mix development. Prerequisite: MKT 311.

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

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

MKT 450. Marketing Management (3) Strategies and techniques in marketing management. As the senior integrating course within marketing, this course requires the student to apply material from throughout the marketing curriculum to contemporary marketing problems. Emphasis is on decision making in the areas of product, pricing, distribution, and promotional strategies. Prerequisites: At least two courses from among MGT 380, MKT 422, and MKT 443.

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

BUSINESS AND INFORMATION SYSTEMS

Programs leading to the Associate of Science degree in Business and in Information Systems are available to traditional undergraduate students. These programs are designed to meet the needs of students seeking a two-year program involving substantial study in the liberal arts while developing basic competencies in either business studies or information systems.

Those desiring to study in these programs must gain admission to the College with the intention of studying for the two-year degree only; that is, students seeking the four-year bachelors degree in a business-related subject may not take the associate degree as an intermediate step in earning the four-year degree.

For a description of the requirements for the Associate Degree in Business or in Information Systems, consult the Lifelong Learning section of this *Bulletin* for details.

MINOR IN BUSINESS ADMINISTRATION

As a service to students majoring in programs other than those offered by the Division of Business, a comprehensive business administration minor is offered. The objective of this minor is to assist the student in preparation for entering a career in the business world even though the student has chosen to major in a subject area outside business. The minor curriculum is designed to provide knowledge in each of the functional areas of business administration. In addition, the minor is designed to include the prerequisite courses normally required for admission to most Master of Business Administration (M.B.A.) programs.

Minor in Business Administration

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

JOINT B.S.-M.B.A. OR B.A.-M.B.A.

This is a five-year program for exceptional students wishing to combine an undergraduate major in a discipline other than business with an M.B.A. degree. Undergraduate business majors are not eligible to participate in this program. (There is a five-year program for accounting majors.) Students desiring to participate in this program must take the Graduate Management Admission Test (GMAT) before their junior year, must interview with the Graduate Business Program Director, and must

meet the unconditional admission standards of the M.B.A. program. Admission decisions will be made before January of the junior year. All of the graduate classes will be offered at night only, and summer work may be necessary between the fourth and fifth year. Students admitted to the program must work closely with the Graduate Business Program Director to ensure that all foundation classes for the M.B.A. are completed before the middle of the junior year. This can best be accomplished by fulfilling the mathematical requirement plus pursuing a business minor early in the academic program.

Admission into Spring Hill College as an undergraduate does not guarantee admission into this program. Unconditional admission requires a minimum 3.00 grade point average at the close of the semester before application, an acceptable score on the GMAT, and 1,000 points based on the following formula: undergraduate GPA x 200 + GMAT score. While conditional entry status may be possible for students who come close to the admission standard but do not reach it, students should not count on entry through this means. Once accepted into the program, students must meet all graduate requirements. See the graduate portion of this *Bulletin* for details. Also see the section of this *Bulletin* concerning fees for tuition charges in the fourth and fifth years of this joint program.

Students must meet all undergraduate core and non-business major requirements. General elective requirements will be met by taking undergraduate business foundation courses.

UNDERGRADUATE BUSINESS FOUNDATION CLASSES:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ECO 101 ¹	Principles of Macroeconomics	3
ECO 102 ¹	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I and II	6
CIS 115 ¹	Applications in Computer Information Systems	3
BUS 263	Business Statistics	3
MTH 111 ¹	Precalculus	3
MTH 140	Business Calculus (MTH 121 may be taken instead of MTH 140)	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3

GRADUATE CORE COURSES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ACC 530	Accounting for Management Control	3
BUS 520	Organization Behavior	3
BUS 530 ¹	Business Ethics and Social Responsibility	3
BUS 540	Quantitative Business Analysis	3
BUS 550	Managerial Economics	3
BUS 560	Management of Financial Resources	3
BUS 570	Marketing Management	3
BUS 599	Business Strategy and Policy (Capstone)	3
Four Graduate Elective Courses		12

¹ If CIS 115, MTH 111, ECO 101 or ECO 102, and BUS 530 are used to satisfy undergraduate core, additional undergraduate hours would total 22. Many concentrations provide for more than 22 hours of free electives.

To complete the program, semester hours of credit must total at least 154, with at least 36 hours at the graduate level.

Division of Communication, Fine and Performing Arts

DIVISION CHAIR: Thomas J. Loehr, M.F.A.

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

COMMUNICATION ARTS (CMM)

DEPARTMENT CHAIR: Thomas J. Loehr, M.F.A.

Just as the entire college seeks to provide a broad framework of study for educating the whole person, so on a similar scale is the Communication Arts Department designed to familiarize students with the broad spectrum of media in our society today. The program in Communication Arts seeks to provide students with a firm basis for future employment or graduate study in a variety of media forms. Through skills development, critical thinking, research and a strong historical perspective, students are exposed to a broad media curriculum, from which each chooses one of three areas in which to concentrate: Integrated Communication (containing advertising and public relations); Journalism; and Electronic Media. Skills development in these media is paramount. These skills begin on the critical and analytical level as students learn how and what people communicate—first, through oral and non-verbal methods, then through mediated forms in a variety of contexts. Students then begin to implement their own ideas within each concentration's parameters, especially in the primary area of writing. The manner of writing is both unique to the area of concentration and common to all as a most important skill to be developed. An awareness of the aesthetic principles informing each area is also important and is stressed throughout the curriculum. In our modern world the computer has integrated the application of these various skills and as such is a major component and tool within each concentration.

Through internships and campus media work, students can apply professional skills and document their aptitudes for media careers. While or after completing core curriculum requirements, students concentrate their communication arts study on a media field along with supporting studies in other communication areas. Because specialized communication skills are useful in all career fields, students may wish to pursue a double major.

Under the new grading procedure in which point values are given for plus and minus grades, a student will still be able to pass a given course within his/her major of Communication Arts with a C-. However, by the end of the senior year, all majors must have reached a minimum cumulative GPA of 2.0, both overall and within the major, in order to graduate.

Lower-Division Requirements: A total of 21 lower-division hours are required (7 courses).

Lower-division courses are designed to provide students with introductory level familiarity with mass communication systems, basic oral and writing competencies across the communications spectrum, and the prerequisites for an upper-division concentration in one of the three major areas listed above: Integrated Communication, Electronic Media, and Journalism.

In the first year freshmen take CMM 145 Introduction to Mass Communication, an overview of the media, of social issues in relation to the media, and of the department itself. They also take CMM 150 Introduction to Public Speaking which exposes them to the basic speaking styles and formats, including Power Point presentations, in modern communication industries.

In the sophomore year, students take additional lower-division skills courses, with CMM 251 Introduction to Media Writing and CMM 260 Visual Communication required of all Communication Arts majors. In addition they will take three more sophomore-level courses as outlined in the paradigms below, depending on their choice of concentration.

At the end of the sophomore year each student will write and submit an essay requesting admittance into a particular concentration. The essay will be read by the faculty member over that particular concentration and he/she will make recommendations to the chair regarding that student's suitability, especially in relation to his/her writing abilities.

Upper Division Requirements: A total of 18 – 24 credit hours in CMM 300- or 400-level courses are required (6-8 courses). Also 6 – 12 credit hours of program electives outside the department are required.

On the upper-division level all Communication Arts majors are required to take the following three courses: CMM 324 Media Law and Professional Ethics, CMM 370 Theory of Mass Communication, and CMM 495 Senior Seminar. The Seminar is the synthesizing experience for Communication Arts majors. An additional 12 – 18 hours of upper-division electives are required to complete the B.A. degree in Communication Arts. The 6 – 12 hours of program electives—upper-division courses outside the department—should support the student's concentration. They would be determined in consultation with the student's advisor. Refer to the individual concentration paradigms below for more detailed procedures, requirements, and recommendations.

Majors in communication arts must earn a grade of C- or better in all CMM courses and program requirements. A course in which a student earns a grade below C- must be repeated.

Bachelor of Arts in Communication Arts

LOWER-DIVISION CMM CORE:

12 Semester Hours (Required for all Communication Arts majors)

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Mass Communication	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 260	Visual Communication	3

UPPER-DIVISION CMM CORE

9 Semester Hours (Required of all Communication Arts majors)

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 370	Theory of Mass Communication	3
CMM 495	Senior Seminar	3

Concentration Paradigms

Integrated Communication (CAIC)

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Mass Communication	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 260	Visual Communication	3
CMM 265	Mass Communication Research	3
CMM 280	Electronic Editing	3
CMM 2xx	CMM 200-level elective	3

UPPER-DIVISION REQUIREMENTS

CMM 320	Introduction to Integrated Communication	3
CMM 324	Media Law and Professional Ethics	3
CMM 364	Advertising Media	3
CMM 365	Writing for Integrated Communication	3
CMM 366	Creative Strategies	3
CMM 370	Theory of Mass Communication	3
CMM 462	Integrated Communication Case Studies	3
CMM 495	Senior Seminar	3
MKT 311	Marketing Principles (required program elective)	3

Electronic Media (CAEM)

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Mass Communication	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 253	Introduction to Electronic Media Production	3
CMM 254	Introduction to Photography	3
CMM 260	Visual Communication	3
<i>plus any one other CMM lower-level elective</i>		3
Recommended:		
CMM 280	Electronic Editing	3

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 325	Television Aesthetics and Criticism	3
CMM 331	Writing for Television	3
CMM 370	Theory of Mass Communication	3
CMM 429 <i>or</i>	Electronic Field Production <i>or</i>	
CMM 430	Electronic Post Production	3
CMM 495	Senior Seminar	3
<i>plus any one or two of the following courses:</i>		3 - 6
CMM 321	Broadcast Journalism (3)	
CMM 338	Advanced Photography (3)	
CMM 371	Media History (3)	
CMM 415	Photojournalism (3)	
CMM 490	Communication Arts Practicum (if qualified; credit to be determined)	

Journalism (CAJR)

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Mass Communication	3
CMM 150	Introduction to Public Speaking	3
CMM 242	Feature Writing	3
CMM 251	Introduction to Media Writing	3
CMM 254	Introduction to Photography	3
CMM 260	Visual Communication	3
CMM 280	Electronic Editing	3

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 343	Newswriting and Reporting	3
CMM 400	SpringHillian I	3
CMM 446	Editorial & Column Writing	3
CMM 495	Senior Seminar	3
<i>plus any three of the following courses:</i>		9
CMM 321	Broadcast Journalism (3)	
CMM 361	Media Management (3)	
CMM 371	Media History (3)	
CMM 401	SpringHillian II (3)	
CMM 415	Photojournalism (recommended) (3)	
CMM 490	Communication Arts Practicum (if qualified; credit to be determined)	

Minor in Communication Arts

The minor in Communication Arts requires a total of twenty-four hours.

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Mass Communication	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
<i>plus one other CMM course</i>		3

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 370	Theory of Mass Communication	3
<i>plus two other 300- or 400-level courses</i>		6
<i>(chosen in consultation with a communication arts faculty advisor)</i>		

LOWER-DIVISION COURSES

CMM 145. Introduction to Mass Communication (3) Theoretical and descriptive survey of the processes and institutions of mass communication in modern society. Historical, political, economic, and aesthetic perspectives are addressed.

CMM 150. Introduction to Public Speaking (3) Instruction in principles of oral communication and practical application of those principles; principles of being an audience and their application in critique.

CMM 242. Feature Writing (3) (W) A course designed to teach students the basics of writing newspaper feature stories and magazine articles. Developing, researching, and organizing stories; practice in the techniques of article writing. Students will be required to market their work for publication, although actual publication is not a requirement of the course. Prerequisite: CMM 251.

CMM 251. Introduction to Media Writing (3) (W) A survey of writing formats, techniques, and styles for a number of media: newspapers, magazines, broadcasting, advertising, and public relations. Prerequisite: CMM 145.

CMM 253. Introduction to Electronic Media Production (3) Basic history, aesthetics, techniques and appropriate equipment in the production of audio and visual material in a variety of media contexts: advertisements & PSAs, documentary forms, journalistic stories and short narrative fiction. Emphasis on the understanding of basic elements and procedures—through practical application—in pre-production, production and post-production stages within the above categories.

CMM 254. Introduction to Photography (3) This course will examine, on a basic level, the nature and importance of the photographic medium today. This will be accomplished primarily in photo assignments covering a variety of basic techniques using: 35mm color slides; black and white, with developing and enlarging; and digital image making and manipulation on the computer. Also offered as ART 254.**

CMM 260. Visual Communication (3) This course is designed to develop analytical and critical skills in the “reading” of visual imagery. Subject matter covers all visual areas with emphasis on imagery in various art and illustration formats, photography, film, television, and the world wide web. Helping students become visually literate is the primary goal.

CMM 265. Mass Communication Research (3) Survey of qualitative and quantitative research methods for mass media.

CMM 280. Electronic Editing (3) A course involving the preparation and production of illustrations and copy for publication in print media and for electronic formats such as web pages. Prerequisite: CMM 251 or permission of instructor.

**CMM 254 may be used to fulfill core requirements in fine arts by students who are not communication arts majors. Communication arts majors must take a fine arts course in addition to courses taken as part of the major.

UPPER-DIVISION COURSES

CMM 320. Introduction to Integrated Communication (3) Emphasizes a strategy of total communications to target publics through integrating the elements of advertising and public relations. Prerequisite: CMM 145.

CMM 321. Broadcast Journalism (3) A course in radio and television news emphasizing writing, production and presentation of broadcast news programs, documentaries, and live reports. Prerequisites: CMM 251 and CMM 253.

CMM 324. Media Law and Professional Ethics (3) (W) A course in the laws, regulations, and codes which affect mass media. Development of a professional standard of conduct. Prerequisites: Completion of departmental lower-division requirements for communication arts majors; instructor’s permission for others. (Same course as WRI 324.)

CMM 325. Television Aesthetics and Criticism (3) (W) Critical analysis of broadcast television texts. Approaches to visual narrative, TV conventions, and the evolution of program forms will be discussed, as well as their commercial contexts and functions. Prerequisite: CMM 145 or instructor’s permission.

CMM 331. Writing for Television (3) (W) A practical course in the art of dramatic and documentary writing for television. Students create a story and develop a teleplay. Writing techniques and approach. (Same course as WRI 331.) Prerequisite: CMM 253.

CMM 338. Advanced Photography (3) In this course we will explore advanced camera and printing techniques in traditional black and white and color photography and in digital imaging within the contexts of commercial and fine arts approaches. Small, medium and large formats will be employed. Prerequisite: CMM/ART 254.

CMM 343. Newswriting and Reporting (3) (W) An advanced course for students majoring in journalism, this course takes up where Introduction to Media Writing leaves off, offering in-depth instruction in such areas as court reporting, business reporting, beat reporting, and local government reporting. Prerequisite: CMM 251.

CMM 361. Media Management (3) The purpose of this course is to familiarize upper-level communications students with the business side of the media, including industry structure, media economics, the unique characteristics of the media product, the media market, and the context for problems and decision-making a manager in the media field is likely to face. Broadcast, print, cable, and advertising industries are included. Prerequisite: CMM 145 or permission of instructor.

CMM 364. Advertising Media (3) Comparative analysis of mass media as advertising channels appropriate to the advertising message and the target audience. Considerations and techniques in planning, buying, and scheduling advertising time and space in the mass media. Prerequisite: MKT 311 or permission of instructor.

CMM 365. Writing for Integrated Communication (3) (W) Writing practices designed to develop professional writing skills expected of beginning public relations and integrated communication practitioners. Emphasis on writing for specific audiences and media. (Same course as WRI 365.) Prerequisites: CMM 145, 251 and 320.

CMM 366. Creative Strategies (3) A copywriting course for integrated communications in which students learn the mechanics of devising creative strategies to achieve goals for advertising, marketing and public relations objectives. Writing copy in all media — print, radio/television, outdoor/transit, direct marketing and the internet — with the appropriate research for each will be examined and practiced. Prerequisites: CMM 251 and CMM 364, or instructor's permission.

CMM 370. Theory of Mass Communication (3) This course will examine and evaluate the major theories of mass communication through selected readings. Research skills learned in CMM 265 will be applied in critical responses to the various theories of both old and new media. Prerequisites: completion of departmental lower-division requirements for communication arts majors or instructor's permission.

CMM 371. Media History (3) A variable topics course devoted to an area of media history: print and broadcast journalism, broadcasting and advertising, etc. Prerequisite: CMM 145.

CMM 375. Gender Communication (3) This course examines the relationship between gender and communication. It includes discussion of verbal and nonverbal communication patterns of males and females.

CMM 400. SpringHillian I (3) (W) Production of the weekly campus newspaper. Opportunities in newswriting, review and column writing, photography, advertising, editorial writing, on-line publishing and design. Prerequisite: CMM 251 or instructor's permission.

CMM 401. SpringHillian II (3) (W) Production of the weekly campus newspaper. Opportunities in newswriting, review and column writing, photography, advertising, editorial writing, on-line publishing and design. Prerequisite: CMM 400 or instructor's permission.

CMM 415. Photojournalism (3) An advanced course in producing photojournalistic and documentary images using either 35mm—both color and black and white—or digital formats. Final image production will be primarily in the digital domain through negative scanning for direct placement into magazines or newspapers. Prerequisite: CMM/ART 254.

CMM 429. Electronic Field Production (3) The planning, scripting and production stages in single-camera video forms: documentary and public relations videos; commercials and promotional announcements; short dramatic fiction. Emphasis on knowledge of and effective control over: directing techniques, composition, lighting, and location audio recording. Prerequisite: CMM 253.

CMM 430. Electronic Post Production (3) Advanced linear and non-linear (digital) editing techniques in video. Course follows CMM 429 and includes: on- and off-line editing; graphics, both still and animated; computer image manipulation and post production audio techniques. Prerequisites: CMM 253 and 429 or instructor's permission.

CMM 446. Editorial and Column Writing (3) (W) Background and practice in the writing of editorials for various media; review writing, column writing, satirical writing. Review and application of persuasive techniques. Prerequisite: CMM 251 or consent of instructor.

CMM 462. Integrated Communication Case Studies (3) A study of current and potential public relations problems, with application of principles to a variety of cases. Public relations campaign development and strategies are emphasized. Prerequisites: CMM 150, 251, and 320.

CMM 489. Independent Study (1-3) Individualized study or research with a faculty supervisor on topics not covered in scheduled courses. A substantial paper or project should result. Topics and all other requirements must be agreed upon in writing before student begins independent study. Prerequisite: Instructor's permission.

CMM 490. Communication Arts Practicum (credit to be determined) Internship with local media companies, including radio and television stations, newspapers, advertising agencies, and audio-visual centers. Prerequisites: 2.5 GPA and permission of the internship director.

CMM 495. Senior Seminar (3) (W) Designed to provide communication arts seniors with a capstone experience to synthesize their undergraduate programs and build towards career or graduate study plans through a major research or applied project. Offered fall and spring for communication arts seniors only. Prerequisite: CMM 370.

CMM 499. Special Studies (3) A course in one of several specialized areas. The content of the course will vary to suit the needs of the students and interests of the faculty.

FINE AND PERFORMING ARTS (ART, MUS, THR)

DEPARTMENT CHAIR: Stephen F. Campbell, S.J.

The arts are systems of communication that teach us about human interaction and creativity in problem solving. They challenge our perceptions and teach us to sense and interpret the world around us, and they bring us pleasure.

Students may choose from a variety of courses in art, music, dance and drama. Appreciation and performance-based classes reveal how personal expression can both reflect and change the culture from which it springs, develop creative approaches to problem solving, communicate in profound and exciting ways, and help us all learn what it is to be fully human and alive.

Students majoring in Fine Arts programs at Spring Hill have four options: Studio Art, Art Therapy, Art Business, and Graphic Design which open up a variety of career options. Because our programs are pre-professional in nature, some choose to attend graduate school as a first step. Our graduates include professional artists represented in galleries and private collections here and abroad. Some have become art therapists or use art therapy in combination with other counseling methodologies. Some work in galleries or museums. Our graduates have also illustrated books and worked in advertising/graphic design. Other career options include becoming arts managers, working with individual artists and art organizations, and working in other art-related fields, such as interior design.

CORE CURRICULUM: FINE ARTS

All courses labeled ART, ARH and MUS may be directed toward fulfillment of the core curriculum requirement of 3 credit hours of course work in fine arts. THR courses in performance (THR 148, 149, 248, 249, 250, 340, 341, 493, and 494) may be applied toward the core requirement.

FINE ARTS MAJORS

Requirements

In addition to the college core curriculum requirements, students in all bachelor degree programs in fine arts must complete lower-division course work that includes ART 101 Two-Dimensional Design, ART 102 Drawing I, ART 202 Drawing II, and nine hours of lower-division course work. Upper-division course work, including program electives, consists of thirty to thirty-six hours at the 300 level or above as specified below for each curriculum.

The comprehensive experience (ART 491 Senior Seminar) may be fulfilled as an internship or senior exhibit.

Oral competency is required of all fine arts majors. A student may document such competency by passing CMM 150, THR 250, or demonstrating competency.

STUDIO ART

This is a traditional curriculum for art students. Students selecting this major may choose to become practicing artists/designers or to pursue a graduate education in a studio area.

Bachelor of Arts in Studio Art

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design*	3
ART 102	Drawing I	3
ART 202	Drawing II	3
ART 1xx or 2xx	Fine Art Electives	9

* Fulfills core requirement for fine arts majors.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 3xx or 4xx	Fine Art Electives	18
ART 491	Senior Seminar	3
<u>Program Electives:</u>		
ARH 310	Prehistoric to Renaissance Art	3
ARH 311	Renaissance to Modern Art	3
ARH 312	Modern Art	3

Minor in Studio Art

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design	3
ART 102	Drawing I	3
ART 1xx - 2xx	Lower-division visual arts electives	6
ART 3xx - 4xx	Upper-division visual arts electives	9

ART-BUSINESS

This major is designed for those students wishing to acquire business skills as well as art skills. It is geared to those who may wish to pursue a career in arts management, manage a community arts program or foundation, run an art-related business, or be better prepared to deal with the business aspects of selling their own work. The comprehensive experience, ART 491, may be fulfilled with a senior exhibit or an internship, at the discretion of the department.

Bachelor of Arts in Art-Business

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design*	3
ART 102	Drawing I	3
ART 202	Drawing II	3
ACC 201	Principles of Accounting I	3
ART 1xx or 2xx	Fine Art Electives	9
CIS 115	Applications in Computer Information Systems**	3

*Fulfills core requirements for fine arts majors

**Fulfills MTH/SCI/CIS core requirement

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ARH 310	Prehistoric to Renaissance Art	3
ARH 311	Renaissance to Modern Art	3
ARH 312	Modern Art	3
ART 3xx or 4xx	Fine Art Electives	9
MKT 311	Marketing Principles	3
MGT 301	Management Principles	3
ART 491	Senior Seminar	3
Choose any three:		9

BUS 301	Business Law I (3)
MKT 443	Promotional Strategy (3)
MGT 351	Entrepreneurship (3)
ACC 202	Principles of Accounting II (3)
BUS 499	Business Strategy and Policy (3)

ART THERAPY

The curriculum in art therapy combines course work in fine arts and psychology to provide the foundation for graduate work necessary for a career in this field (normally the ATR). Art therapists work with diverse client groups dealing with such issues as eating disorders, emotional problems, abuse, addictions and terminal illness, or with the aged, or blind/deaf/autistic children. PSY 446 Internship serves as the comprehensive experience for this major.

Bachelor of Arts in Art Therapy

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design*	3
ART 102	Drawing I	3
ART 202	Drawing II	3
PSY 101	General Psychology	3
ART 1xx or 2xx	Fine Art Electives	9

*Fulfills core requirement for fine arts majors

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ARH 310	Prehistoric to Renaissance Art	3
ARH 311	Renaissance to Modern Art	3
ARH 312	Modern Art	3
ART 3xx or 4xx	Fine Art Electives	6
PSY 304	Developmental Psychology	3
PSY 325	Abnormal Psychology	3
PSY 342	Introduction to Creative Arts Therapy	3
PSY 445	Approaches to Psychotherapy and Counseling	3
PSY 446	Internship in Psychology	3
Choose any two:		6
PSY 263	Statistics for the Social Sciences (3)	
PSY 320	Personality Theories (3)	
PSY 340	Humanistic Psychology (3)	

GRAPHIC DESIGN**Bachelor of Arts in Graphic Design**

The graphic design major offers comprehensive training in traditional and computer-aided graphic design in the context of a broad liberal arts curriculum. More career based than the studio art program, the graphic design program maintains the integrity of liberal arts values, while providing each student a unique perspective and the skills necessary to compete in a demanding market.

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design*	3
ART 102	Drawing I	3
ART 202	Drawing II	3
ART 208	Introduction to Computer Graphics	3
ART 220	Graphic Design I	3
CMM 145	Introduction to Mass Communication	3
CMM 280	Electronic Editing	3
Choose any two:		6
ART 205	Silk-Screen Printing (3)	
ART 206	Painting I (3)	
ART 209	Three-Dimensional Design (3)	
ART 254	Introduction to Photography (3)	
CMM 260	Visual Communication (3)	

*Fulfills core requirement for fine arts majors.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ARH 310 <i>or</i>	Prehistoric to Renaissance Art <i>or</i>	
ARH 311	Renaissance to Modern Art	3
ARH 312	Modern Art	3
ART 320	Graphic Design II	3
ART 420	Graphic Design III	3
ART 491	Senior Seminar	3
CMM 490	Communication Arts Practicum, (if qualified; credit to be determined)	
Choose any two:		6
ART 302	Illustration Techniques (3)	
ART 306	Painting II (3)	
ART 308	Advanced Computer Graphics (3)	
ART 406	Painting III (3)	
Choose any four:		12
CMM 324	Media Law and Professional Ethics (3)	
CMM 325	Television Aesthetics and Criticism (3)	
CMM 338	Advanced Photography (3)	
CMM 364	Advertising Media (3)	
CMM 366	Creative Strategies (3)	
CMM 430	Electronic Post Production (3)	

Minor in Graphic Design

The minor program in graphic design requires 18-24 semester hours of coursework. At least 8 hours must be at the upper-division level.

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Two-Dimensional Design*	3
ART 102	Drawing I	3
ART 208	Introduction to Computer Graphics	3
 <u>Course</u>	 <u>Title</u>	 <u>Hours</u>
ART 220	Graphic Design I	3
ART 320	Graphic Design II	3
ART 420	Graphic Design III	3
 Program Electives:		
ART or ARH 1xx/2xx/3xx/4xx		6
CMM 1xx/2xx/3xx/4xx		3

*Fulfills fine arts core requirements.

VISUAL ART: LOWER-DIVISION COURSES

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

ART 102. Drawing I (3) Fundamental approaches to drawing techniques in various media.

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

ART 202. Drawing II (3) A continuation of Drawing I, with special attention paid to drawing the figure and to color drawing. Prerequisite: ART 102.

ART 204. Textile Printing (3) An introduction to silk screening on fabric using various stencil and registration techniques.

ART 205. Silk Screen Printing (3) Introduction to the medium of serigraphy on paper with an emphasis on exploring various techniques. Prerequisites: ART 101 and 102 or permission of the instructor.

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

ART 208. Introduction to Computer Graphics (3) An introduction to the use of the Macintosh computer to generate images for advertising and fine art applications. The use of Adobe Illustrator, Adobe Photoshop and Painter programs will be stressed.

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

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

ART 254. Introduction to Photography (3) Same course as CMM 254.

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

VISUAL ART: UPPER-DIVISION COURSES

ART 302. Illustration Techniques (3) An introduction to the art and discipline of illustration, creating visual images that communicate ideas and information.

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

ART 304. Textile Printing II (3) An extension of Textile Printing I involving further exploration of stencil and registration techniques for silk screening textiles. Prerequisite: ART 204.

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

ART 307. Introduction to Printmaking (3) Exploration of printmaking techniques with emphasis on intaglio processes. Prerequisite: ART 101 or 102.

ART 308. Advanced Computer Graphics (3) A continued exploration of digital imaging with a focus on the completion of complex portfolio-ready artwork. Particular emphasis is given to the use of both painting and drawing type computer programs. Prerequisite: ART 208.

ART 320. Graphic Design II (3) The use of more advanced tools, visualization media and techniques will be explored, with an emphasis on portfolio development. Prerequisites: ART 101 and ART 301.

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

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

ART 404. Textile Printing III (3) An extension of Textile Printing II. Prerequisite: ART 304.

ART 406. Painting III (3) A course which stresses independent development and execution of visual ideas in paint media. Prerequisites: ART 306 and permission of instructor.

ART 407. Advanced Printmaking (3) Skills in intaglio printing will be developed and non-traditional methods of printmaking will be explored. The course includes research in the history of printmaking. Prerequisite: ART 307.

ART 416. Painting IV (3) An extension of Painting III. Prerequisites: ART 406 and permission of the instructor.

ART 420. Graphic Design III (3) This course focuses on the refinement of graphic design skills, collaborative processes, portfolio development, presentation skills and professional practices. Prerequisites: ART 101 and 320.

ART 491. Senior Seminar (3) (W) Comprehensive experience. Studio art majors will complete work and plan and execute a senior exhibit. Art/business majors may have a senior exhibit or complete an internship at the discretion of the department.

ART 499. Special Topics (1-3) Work in a special area of studio art. Hours and credit to be arranged by the department chair.

ART HISTORY/APPRECIATION: LOWER-DIVISION COURSES

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

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

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

ART HISTORY/APPRECIATION: UPPER-DIVISION COURSES

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

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

ARH 312. Modern Art (3) (W) An investigation of major movements in visual art of the twentieth century. (Bibliographic instruction course) Prerequisite: ART 310 or 311.

ARH 499. Special Topics (1-3) Work in a special area of art history or research. Hours and credit to be arranged by the department chair.

MUSIC (MUS)

MUS 201-202. Guitar Performance (2 each) An introduction to guitar performance. A workshop/ensemble focused on the fundamental elements of musical notation, performance and the history of music for the guitar.

MUS 210-211. Freshman Chorale I-II (1 each) Vocal ensemble focused on preparation of choral music from the Renaissance to contemporary periods for performance in concert.

MUS 212-213. Sophomore Chorale I-II (1 each)

MUS 214-215. Junior Chorale I-II (1 each)

MUS 216-217. Senior Chorale I-II (1 each)

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

MUS 299. Special Topics (1-3) Special topics in Music History, Musicology, and research.

MUS 499. Special Topics (1-3) Special topics in Music History, Musicology, and research.

NON-CREDIT APPLIED MUSIC COURSES

Non-credit, private study in keyboard or voice is available (separate payment required for such study). Contact the divisional office (334-380-3855) for more information. Additional non-credit courses in applied music may be offered through the Division of Lifelong Learning (251-380-3065).

THEATER (THR)

PROGRAM CONTACT: Stephen F. Campbell, S.J.

The major in theater provides an opportunity to integrate the study of dramatic literature with acting, interpretation, playwriting, directing, or design. It is shaped by an acknowledgment of dramatic texts as designed for performance and theater as an integrative art. The major seeks to lead students into a fuller appreciation and understanding of the genre of drama by insuring a balance of historical, literary, and theatrical approaches to drama. It offers students enough flexibility to pursue special interests within the field. All program majors must work out a long-range plan of study with the program director.

The major in theater requires three (3-hour) lower-division courses in the field: THR 245, THR 250, and ENG 242; eight (3-hour) upper-division courses in the field which must include: THR 481 and 482 Theater History and Literature I and II; ENG/THR 465 or 485; THR 350, 490 or THR/WRI 492; a Senior Synthesis Project (THR 498); three upper-division theater electives; and two (3-hour) upper-division courses in related fields (program electives).

Bachelor of Arts in Theater

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THR 245	Theater Production	3
THR 250	Acting I	3
ENG 242	Introduction to Drama and Theater*	3
Recommended:		
THR 148	Ballet I	2
THR 149	Ballet II	2
SOC 256	Cultural Anthropology	3
ART 101/102/204/206		3
ART 202	Drawing II	3

*Fulfills one of four English core courses.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
Required:		
THR 481	Theater History and Literature I	3
THR 482	Theater History and Literature II	3
THR 498	Senior Synthesis Project	3
Choose One:		
ENG/THR 465	Modern Drama (3)	3
ENG/THR 485	Shakespeare (3)	
Choose One:		
THR 350	Acting II (3)	3
THR 490	Theory and Practice of Play Directing (3)	
THR/WRI 492	Playwriting (3)	
Choose Three:		
ENG/THR 4xx	Theater Electives	9
THR 3xx/4xx		
<u>Recommended Program Electives:</u>		
Choose Two:		
ENG 402	Literary Theory and Criticism	6
ART 220	Graphic Design I	
ARH 310	Prehistoric to Renaissance Art	
ARH 311	Renaissance to Modern Art	
PHL 360	Philosophy of Art	

Minor in Theater

The minor program in theater consists of English courses taken to fulfill core requirements plus twelve upper-division hours in courses labeled THR.

THEATER: LOWER-DIVISION COURSES

THR 148. Ballet I (2) Fundamental principles of classical ballet: stance, placing, balance, basic positions, steps and combinations. Emphasis on musicality, accuracy and strength. A kinesthetic approach to acquiring the ballet technique will be used.

THR 149. Ballet II (2) Students with previous ballet experience will gain further knowledge, technical ability and strength as they master the more intricate combinations of dance steps. Quality of movement, musicality and artistry will be stressed.

THR 245. Theater Production (1-3; credit depends on amount of work contracted with instructor: 30 hours study/work = 1 credit hour) A student may concentrate on one or more areas of theater production (lighting, costuming, scenery, properties, make-up, music/sound, acting, directing) in formal academic study and/or practical work on a production. Assignments will be arranged with the instructor. (May be repeated but for no more than six credit hours.) (Does not fulfill core requirement.)

THR 248. Ballet III (2) Intermediate and advanced ballet technique will be taught emphasizing advanced theories of movement and musicality. Basic modern dance and choreography will also be included. Prerequisites: Ballet I and II or proven equal dance experience.

THR 249. Ballet IV (2) Advanced ballet technique and modern dance with an emphasis on kinesiology, musicality and performance in choreography. Students will create and participate in choreographic works while continuing to learn the supporting aspects of dance and dance history. Prerequisite: Ballet III or proven dance experience.

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

UPPER-DIVISION COURSES

THR 340. Advanced Ballet I (2) Advanced ballet technique and modern dance with an emphasis on kinesiology, musicality and performance in choreography. Participation in Spring Dance Concert required. Prerequisite: THR 249 or proven dance experience.

THR 341. Advanced Ballet II (2) A continuation of THR 340: advanced ballet technique and modern dance with an emphasis on kinesiology, musicality and performance in choreography. Participation in Spring Dance Concert required. Prerequisite: THR 340 or proven dance experience.

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

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

THR 481. Theater History and Literature I (3) (W) A study of theater (literature, playhouse, performance conventions) of the ancient Greek and Roman worlds, the Middle Ages, and the Renaissance. (Bibliographic instruction course) Prerequisite: ENG 242.

THR 482. Theater History and Literature II (3) (W) A study of the theater (literature, playhouse, performance conventions) from the seventeenth to the twentieth century. Prerequisite: ENG 242.

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

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

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

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

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

THR 495. Special Studies (3) The course will concentrate on one of the following: acting, set design, costume design or lighting. Prerequisites: English core requirements.

THR 497. Theater Internship (3-6) A supervised, professional work experience. Prerequisites: English core requirements and the permission of the program director.

THR 498. Senior Synthesis Project (3) (W) The study of a chosen area of theater (e.g., history/criticism, performance theory, design theory), through analysis and independent critical research, which results in written documentation and public presentation(s) in the form of a lecture/recital appropriate to the area of focus. Required of all seniors in the drama program and intended principally for them. Prerequisite: Senior standing or permission of instructor.

Division of Languages and Literature

DIVISION CHAIR: Michael F. Kaffer Ph.D.

Through courses in languages, literature, and writing, the Division of Languages and Literature aims at professional preparation and development of the person as a creative and imaginative being. Toward that end we seek to foster a sense of the past, an awareness of great ideas, and an openness to new ways of reading and thinking.

Students may major in English, writing, Hispanic Studies, or interdisciplinary humanities (See Interdisciplinary Humanities in the Interdisciplinary Programs section of this *Bulletin*). Secondary education students may follow a concentration in French or Spanish as well as English or writing.

ENGLISH (ENG)

DEPARTMENT CHAIR: Michael F. Kaffer, Ph.D.

English Core Curriculum (Required of All Students)

Reading and writing are central to the core curriculum of Spring Hill College. Therefore, the lower-division courses in English stress reflective reading and writing. Reading literature gives aesthetic pleasure and leads to a more mature understanding of self and human problems. The student's ability to present these perceptions clearly through writing is the major goal of the Department of English, the final test of the student's abilities to communicate effectively.

Requirements

A series of four courses totaling twelve hours must be completed by students as part of the core curriculum. Students will fulfill this requirement by completing ENG 121 and ENG 123, or ENG 190 and ENG 290, and any two sophomore level courses (ENG 240, ENG 241, ENG 242, ENG 243, ENG 244, ENG 245, ENG 246, ENG 247, ENG 295—see exceptions for ENG 244, 245, 246, 247, 295). Students must have successfully completed ENG 121 and 123 before taking the sophomore courses. Once students matriculate, they may not take a freshman-level English course at another institution. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

Advanced Placement Program of CEEB

The English Department awards credit for examinations of the Advanced Placement Program of CEEB as follows: Language and Composition: scores of 4 or 5 are granted three semester hours of credit to replace ENG 121. Literature and Composition: scores of 4 or 5 are awarded three semester hours of credit to replace ENG 121. A maximum of three semester hours of advanced credit will be applied

to English core requirements. Any excess credit hours may be applied to meet general elective credit. All entering first-time students must take ENG 123 Composition II (and Introduction to Modern Literature), irrespective of advanced credit.

Internship Program

Students majoring in English or writing are encouraged to complete an internship during their junior or senior years. The Internship Program awards college credit for work experience gained through the program. Interested students may arrange through the chair of English or the Office of Career Services to work for a semester with a local firm and thereby gain knowledge and professional experience in a chosen field of work. The student will normally work from eight to ten hours a week for three academic credits. Internships taken for English or writing credit will be assigned to a faculty member in the English Department who will supervise, evaluate, and assign a grade for the work. An alternative internship, graded on a pass/fail basis, is available through SDV 301. The internship program is an excellent opportunity for the student to make the transition between the academic world and the world of work.

LOWER-DIVISION COURSES

ENG 011. English Grammar and Composition (3) A review of scribal, syntactic, and grammatical skills, concentrating on the sentence, on the combining of sentences into clear and unified paragraphs, and of paragraphs into short essays. Testing out or successful completion of this course is prerequisite for the required core curriculum courses in English. This course does not satisfy a core requirement in English. Grading: The first time the student takes this course the grading system is A, B, C, NC. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course.

ENG 121. Composition I (and Introduction to Literature) (3) Analytical skills are developed and exercised. Instruction and practice in writing six to eight essays that are correct, clear, and effective communications. The course surveys the development of literature from the Greeks to the French Revolution with concentration on representative major works. Grading: The first time the student takes this course the grading system is A, B, C, NC. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course. No prerequisite, except where ENG 011 is required.

ENG 123. Composition II (and Introduction to Modern Literature) (3) Writing assignments expand on the analytical skills developed in ENG 121 and develop critical and research skills directed toward the writing of a research paper. Students learn how to use the library, engage in research, handle sources, and synthesize materials. They write at least three short papers or one major paper in which they analyze and criticize literary works and employ secondary critical sources. Successful completion of the research component is necessary to receive credit for the course. The course examines representative figures from the nineteenth and twentieth centuries and includes fiction, drama, and poetry. Grading: The first

time the student takes this course the grading system is A, B, C, NC. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course. Prerequisite: ENG 121 or equivalent.

ENG 190. Honors Composition and Literature I (3) A survey, at an advanced level, of the development of Western thought and literature from the Classical Period to the eighteenth century. Prerequisite: Honors standing/permission.

ENG 240. Introduction to Poetry (3) (W) An introduction to the genre and study of representative poems. Prerequisite: ENG 123.

ENG 241. Introduction to Fiction (3) (W) An introduction to the genre and study of representative short stories and novels. Prerequisite: ENG 123.

ENG 242. Introduction to Drama and Theater (3) (W) An introduction to the genre and study of representative plays. Prerequisite: ENG 123.

ENG 243. Introduction to Non-Fiction Prose (3) (W) An introduction to the genre and study of representative works of non-fiction prose. Prerequisite: ENG 123.

ENG 290. Honors Composition and Literature II (3) A continuation of ENG 190. A survey, at an advanced level, of major works of British and American literature from the nineteenth century to the present. Prerequisite: Honors standing/permission.

The following courses in multi-cultural literature and special topics in literature are offered as part of the College's program for cultural diversity. These courses can be taken to satisfy the College's diversity requirement. One of these courses may be used to satisfy three credits of the core curriculum requirement in English.

ENG 244. Asian Literature (3) (D,W) An introduction to the poetry, fiction, and drama of Asian countries. Prerequisite: ENG 123.

ENG 245. Introduction to African-American Literature (3) (D,W) An introduction to fiction, non-fiction, poetry, and drama of African-American writers of the nineteenth and twentieth centuries. Prerequisite: ENG 123.

ENG 246. Introduction to Hispanic-American Literature (3) (D,W) An introduction to contemporary fiction, poetry, and drama of Hispanic writers from Spanish America and the United States. Prerequisite: ENG 123.

ENG 247. Women Writers (3) (D,W) The course examines women authors who influenced their contemporaries and subsequent writers. Authors could include Jane Austen, Mary Shelley, Charlotte Bronte, and Joyce Carol Oates. Prerequisite: ENG 123.

ENG 295. Special Topics (3) (W) Studies in specialized areas. The content of the course will vary to suit the interest of students and faculty. Prerequisite: ENG 123.

ENGLISH

The general purposes of the major in English are (1) to increase the student's mastery of written communication; (2) to give him/her cultural literacy through exposure to the great writers of western literature, especially British and American;

(3) to develop abilities to interpret written expression independently through skills of critical analysis; (4) to heighten abilities for research and evaluation of conflicting interpretations; and (5) to synthesize and judge excellence with confidence and independence.

The major requires eight upper-division courses in the field and two courses in related fields (program electives). Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem. When advising students about course selection, advisors will take career plans into consideration. An English major can be used as preparation for graduate, medical, or law school, or for such careers as journalism, public relations, and advertising.

Bachelor of Arts in English

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240/241/242/243 ¹		6

¹All students may substitute a multi-cultural course (ENG 244-247) or ENG 295 for one of these courses. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

English majors must demonstrate competency in speech. This requirement may be fulfilled with CMM 150 or through a certified proof of the competency certified by the chair of English.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 308/309	Surveys of British Literature	6
ENG 318/319	Surveys of American Literature	6
ENG 3xx - 4xx	English Electives	15*
ENG 498	Senior Synthesis Seminar	3
	Program Electives	6

* Students may take one upper-division WRI or one approved THR course for three of these hours.

Minor in English

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240/241/242/243 ¹		6

¹All students may substitute a multi-cultural course (ENG 244-247) or ENG 295 for one of these courses. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

UPPER-DIVISION

ENG 3xx - 4xx	English Electives	12
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UPPER-DIVISION COURSES

ENG 308. British Literature to 1798 (3) (W) A survey of British literature from the beginning until the start of the Romantic period. Prerequisites: English core requirements. Prerequisites: English core.

ENG 309. British Literature from 1798 to the present. (3) (W) A survey of British literature from the Romantics to the present. Prerequisites: English core.

ENG 318. American Literature to 1865. (3) (W) A survey of American literature from the colonial period to the Civil War. Prerequisites: English core.

ENG 319. American Literature from 1865 to the present. (3) (W) A survey of American literature from the start of realism to the present. Prerequisites: English core.

ENG 402. Literary Theory and Criticism (3) (W) Principles and application of literary theories; surveys literary theory from Plato to the present. (Same course as WRI 402.) Prerequisites: English core requirements.

ENG 426. Modern European Literature (3) (W) A study of the major continental writers of the nineteenth and twentieth centuries. Prerequisites: English core requirements.

ENG 435. Postmodern Poetry and Poetics (3) (W) A study of major poets and major poetic theory of the postmodern period. The poets will be limited to those who write in English. Actual poets covered will vary according to instructor preference. Prerequisites: English core requirements.

ENG 440. The American Novel (3) (W) A study of the development of the American novel from its beginnings in the nineteenth century to the present. Prerequisites: English core requirements.

ENG 445. American Drama (3) (W) A study of the development of American drama from its beginnings to the present. Prerequisites: English core requirements.

ENG 450. The British Novel before 1900 (3) (W) A study of the development of the British novel through the late nineteenth century. Prerequisites: English core requirements.

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

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

- ENG 491. The English Language (3) (W)** An introduction to the history and development of the English language combined with a consideration of related topics: grammar, dialects, linguistics. (Same course as WRI 491.) Prerequisites: English core requirements.
- ENG 492. Special Topics in American Literature (1-3) (W)** A study in a specialized area of American Literature. Prerequisites: English core requirements.
- ENG 493. Special Topics in British Literature (1-3) (W)** A study in a specialized area of British Literature. Prerequisites: English core requirements.
- ENG 494. Special Topics in World Literature (1-3) (W)** A study in a specialized area of World Literature. Prerequisites: English core requirements.
- ENG 495. Special Studies (1-3) (W)** A study in a specialized area. The content of the course will vary to suit the needs of the students and the interests of the faculty. Prerequisites: English core requirements.
- ENG 497. Internship (3-6) (W)** A supervised, professional work experience. Prerequisite: Permission of the chair of English.
- ENG 498. Senior Synthesis Seminar (3) (W)** The study of a chosen literary genre, theme, author, or work through analysis, independent critical research, and a survey of its literary and cultural contexts. Required of all senior English majors and intended principally for them. Prerequisite: Senior standing or permission.

WRITING (WRI)

PROGRAM CONTACT: Michael F. Kaffer, Ph.D.

The major in writing is particularly valuable to students planning careers in business, science, commerce, publishing, writing, law, education, and public life. Courses offered for this degree combine creative writing, professional writing, and advanced courses in composition, literary criticism, and the history of the language. The courses afford students the opportunity to broaden their career opportunities by developing skills and competencies that are useful in professional life.

Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem.

Bachelor of Arts in Writing

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240/241/242/243 ¹		6
WRI 275	Intermediate Writing (recommended)	(3)

¹All students may substitute a multi-cultural course (ENG 244-247) or ENG 295 for one of these courses. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

Writing majors must demonstrate competency in speech. This requirement may be fulfilled with CMM 150 or through a certified proof of the competency administered by the chair of English.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
WRI 401/402/491		3
WRI 475/477		3
WRI Electives		15*
WRI 498	Synthesis Seminar	3
	Program Electives	6

* Students may take one upper-division ENG or THR course for three of these hours.

Minor in Writing

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
ENG 240/241/242/243 ¹		6
WRI 275	Intermediate Writing (recommended)	(3)

¹All students may substitute a multi-cultural course (ENG 244-247) or ENG 295 for one of these courses. Students with an A or a B in all previous English courses may elect an upper-division course for the last three hours of this requirement.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
WRI	Writing Electives	12

LOWER-DIVISION COURSE

WRI 275. Intermediate Writing (3) (W) Appreciation, analysis and practice of good prose style, with emphasis on language, logic, and rhetorical modes and techniques. Will not satisfy English core requirements. Prerequisite: ENG 123. Recommended for writing majors and minors.

UPPER-DIVISION COURSES

WRI 324. Media Law and Professional Ethics (3) (W) A course in the laws, regulations, and codes which affect mass media. Development of a professional standard of conduct. Prerequisites: Completion of departmental lower-division requirements for communication arts majors; instructor's permission for others. (Same course as CMM 324.)

WRI 331. Writing for Electronic Media (3) (W) A practical course in the art of dramatic and documentary writing for television. Students create a story and develop a teleplay. Students will learn to write in both script formats—down the

page and split page—in a variety of assignments. (Same course as CMM 331.)

Prerequisite: CMM 253 or instructor's permission.

WRI 365. Writing for Integrated Communication (3) (W) Writing practices designed to develop professional writing skills expected of beginning PR and integrated communication practitioners. Emphasis on writing for specific audiences and media. (Same course as CMM 365.) Prerequisites: English core requirements.

WRI 401. Classical Rhetoric (3) (W) A study of and practice with the traditional forms and theories of rhetoric from both ancient and modern times. Prerequisites: English core requirements.

WRI 402. Literary Theory and Criticism (3) (W) Same course as ENG 402. Prerequisites: English core requirements.

WRI 418. Advanced Writing (3) (W) A rigorous study of expository and persuasive writing. Prerequisites: English core requirements.

WRI 451. Creative Writing: Fiction (3) (W) A study of the craft of fiction writing, emphasizing the short story and the various literary techniques it encompasses. Prerequisites: English core requirements.

WRI 452. Creative Writing: Poetry (3) (W) A study of the craft of poetry writing, emphasizing the forms and techniques of the genre. Prerequisites: English core requirements.

WRI 475. Writing for Publication (3) (W) A course in the writing of feature articles which might be sold to magazines or newspapers; in the practice of different forms and techniques of such features; in the process of researching, revising, and marketing an article. Prerequisites: English core requirements.

WRI 477. Special Topics in Print Culture (3) (W) Study in specialized areas. The content of the course will vary to suit the interests of students and faculty. Possible topics include literacy, history of books, the social life of books, book arts, publishing, new media. Prerequisites: English core requirements.

WRI 491. The English Language (3) (W) An introduction to the history and development of the English language combined with a consideration of related topics: grammar, dialects, linguistics. (Same course as ENG 491.) Prerequisites: English core requirements.

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

WRI 495. Special Studies in Writing (3) (W) A course in one of the several specialized areas. The content of the course will be varied to suit the needs of the students and the interests of the faculty. Prerequisites: English core requirements, plus six upper-division hours in courses labeled WRI.

WRI 497. Writing Internship (3-6) (W) A supervised, professional work experience. Prerequisites: English core requirements and the permission of the chair of English.

WRI 498. Synthesis Seminar (3) (W) A study in the field of rhetoric/writing or the production of a significant creative work. Required for senior writing majors and intended principally for them. Prerequisites: English core requirements, WRI 275 (recommended), and at least eighteen hours of upper-level WRI courses.

FOREIGN LANGUAGES

DEPARTMENT CHAIR: Charles L. Kargleder, Ph.D.

FRENCH - SPANISH - OTHER LANGUAGES

The objectives of the Department of Foreign Languages are to provide students with the opportunity (1) to develop communicative skills in a foreign language and (2) to broaden their aesthetic and intellectual awareness through the study of a foreign literature and culture. The first objective is achieved by means of lower-division courses that may serve as part of the core curriculum. The second objective is attained through the department's upper-division courses, which introduce students to great world writers who have made significant contributions to their particular culture.

The department offers a major program in Hispanic Studies and minor programs in French and Spanish. The department seeks to graduate majors and minors with advanced proficiency in the spoken and written language and a thorough knowledge of its culture(s). The department also strives to provide its students with the analytical, critical, and communicative skills that are fundamental to educated persons. The department seeks as well to give its students a basis for careers in foreign language education, graduate and professional education, and fields requiring foreign language and culture skills.

In addition to Hispanic Studies students may study two foreign languages at the advanced level for an interdisciplinary humanities major, with an emphasis on romance languages. Students may also combine one foreign language with studies from one or two other departments (See Interdisciplinary and Other Programs). Students in secondary education may choose French or Spanish as a concentration.

Minor programs are available in French and Spanish. The minor may be beneficial for areas such as international studies, international business, political science, and history.

Students may study courses on several foreign cultures in English. These courses fit as valuable program electives for many major programs. Tutorials and regularly scheduled classes are offered in languages other than those listed below according to student interest and faculty availability.

Requirements

The program in Hispanic Studies requires thirty (30) semester hours of upper-division courses. Seven to eight courses must be in the Spanish language at the 300-400 level. These courses must include SPA 301 Advanced Spanish Composition, SPA 303 Advanced Spanish Conversation, SPA 310-311 Survey of Spanish Literature I-II, SPA 312-313 Survey of Spanish-American Literature I-II.

Six to nine hours of program electives must be completed from outside the department. Students are encouraged to complement their language study with courses in areas such as international economics and political relations, fine arts, history and culture of Spain and/or Latin America, world literature not of the target language, and language teaching methodology.

All Hispanic Studies majors are required to complete successfully (grade of C or above): a) SPA 450 Senior Seminar, and b) a written and oral departmental examination in the Spanish language.

Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem.

Hispanic Studies majors may fulfill the speech competency requirement with CMM 150, THR 250, 350, 494, or through certified proof of competency approved by the chair of Foreign Languages.

Study abroad is strongly recommended for Hispanic Studies majors, who may transfer up to three (3) courses into their major.

Hispanic Studies majors are encouraged to complete at least six (6) hours in a second foreign language.

The minor program in French or Spanish consists of eighteen (18) hours of course work, at least nine (9) of which must be at the upper-division level.

Bachelor of Arts in Hispanic Studies

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPA 101-102 (103-104)	Elementary Spanish	6*
SPA 107-108**	Spanish for Medical Personnel I-II	6
SPA 201-202 (203-204)	Intermediate Spanish	6*

* Depends on previous studies

**Enrollment is restricted to nursing and biohealth majors.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPA 301	Advanced Spanish Composition	3
SPA 303	Advanced Spanish Conversation	3
SPA 310-311	Survey of Spanish Literature I - II	6
SPA 312-313	Survey of Spanish-American Literature I - II	6
SPA 450	Senior Seminar	3
3xx-4xx	Program Electives	9-6

Minor in French or Spanish

LOWER-DIVISION COURSES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
FRE or SPA 101-102	Elementary French or Spanish	6*
FRE or SPA 201-202	Intermediate French or Spanish	6*

UPPER-DIVISION COURSES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
FRE or SPA 301-402	Electives	9 - 18*

*Depends on previous studies.

CERTIFICATE IN FOREIGN LANGUAGE PROFICIENCY

The purpose of the certificate in French or Spanish language proficiency is to verify that the student has achieved sufficient mastery of the language to use it as an auxiliary skill in future employment or personal endeavors.

The requirements for the certificate in French or Spanish proficiency are four courses beyond the intermediate level (a grade of C or better is required in these courses) and an oral and written examination after completion of course work (a grade of Pass is required). The certificate may also be granted by means of an oral and written examination to those students who have demonstrated satisfactorily to the chair of Foreign Languages that their previous studies or background are adequate for them to take the examination without benefit of course work at Spring Hill College. A grade of Pass is required on the examination.

CULTURE COURSES (LAN)

LAN 301-302. The French Heritage I-II (6) A study of the French culture with special emphasis on its literature. LAN 301 will cover the Middle Ages through the eighteenth century. LAN 302 will cover the nineteenth and twentieth centuries. Lectures and readings in English.

LAN 303-304. The Spanish Heritage I-II (6) A study of Spanish culture with special emphasis on its literature. LAN 303 will cover the Middle Ages through the seventeenth century. LAN 304 will cover the eighteenth century to the present day. Lectures and readings in English.

LAN 305. The Latin American Heritage (3) (D) A study of various Latin American cultures from their origins to the present day. Lectures and readings in English.

LAN 306-307. The Italian Heritage I-II (6) A study of Italian culture with special emphasis on its literature. LAN 306 will cover the origins of Italian literature to the seventeenth century. LAN 307 will include the seventeenth century to the modern period. Lectures and readings in English.

FRENCH (FRE)**LOWER-DIVISION COURSES**

FRE 101-102. Elementary French I-II (6) An introduction to French grammar, suitable reading exercises, and elementary composition. Grading A, B, C, No Credit.

FRE 201-202. Intermediate French I-II (6) Review of French grammar; reading of prose of moderate difficulty; written composition. Prerequisites: FRE 101-102 or their equivalents.

FRE 205. Readings in French (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: FRE 101-102 or their equivalents.

UPPER-DIVISION COURSES

FRE 301-302. Advanced French Grammar I-II (6) A study of advanced grammar, reading, and composition. Expansion of oral skills. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 303-304. Advanced French Conversation I-II (6) Continued development of oral skills; themes of current interest are presented for discussion. This course is designed for those who desire a more practical and intensive approach to the oral language. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 381. Selected Studies (3) A course devoted to topics of interest to students and faculty. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 401-402. Independent Study (credit to be assigned) Individual research on a particular aspect of French language or literature. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

SPANISH (SPA)**LOWER-DIVISION COURSES**

SPA 101-102. Elementary Spanish I-II (6) An introduction to Spanish grammar, suitable reading exercises, and elementary composition. Grading: A, B, C, No Credit.

SPA 103-104. Intensive Cultural Spanish I-II (6) This intensive course—taught in Mexico or Central America—is designed to introduce students to the basic vocabulary and syntax of modern Spanish. Classes and lab activities are conducted in the language. Emphasis is on immediate usage of Spanish in the students' daily activities.

SPA 105-106. Elementary Conversational Spanish I-II (6) These courses are designed to teach the basic structures of Spanish within a limited, but highly practical, vocabulary which students will use in everyday, functional situations. These courses will be offered primarily for Lifelong Learning students. Unlike other introductory courses, these courses are based on the Foreign Service Institute's methods of oral drill. Emphasis will be on the student's absorption of the patterns, pronunciation, and expressions heard in real conversations, and the oral performance of those skills. FSI texts and tapes will be used. These courses will also familiarize students with the culture and customs of Spanish-speaking peoples in Spain, Spanish America and the United States. Students may not mix SPA 101-102 and SPA 105-106 sequences without permission of the department chair and the instructor. Grading: A, B, C, No Credit.

SPA 107-108. Spanish for Medical Personnel I-II (6) These courses are designed to teach the basic structure of Spanish with a focus on pragmatic, health care language use. Enrollment is restricted to nursing and biohealth majors. These courses may not be mixed with any other introductory Spanish courses without the permission of the department chair. Grading: A, B, C, No Credit.

SPA 201-202. Intermediate Spanish I-II (6) Review of grammar, the reading of prose of moderate difficulty, written and oral work. Prerequisites: SPA 101-102 or their equivalents.

SPA 203-204. Intensive Cultural Spanish III-IV (6) This intensive course—taught in Mexico or Central America—is designed to develop the students’ oral and written skills. Classes and lab activities are conducted entirely in Spanish. Emphasis is on vocabulary expansion and immediate usage of the language in the students’ daily activities. Elementary Spanish is strongly recommended.

SPA 205. Readings in Spanish (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: SPA 101-102 or their equivalents.

UPPER-DIVISION COURSES

SPA 301. Advanced Spanish Composition (3) (W) A study of advanced grammar, reading and composition; expansion of oral skills. Extensive written practice in Spanish using literary and/or periodical texts as points of departure for discussion and models of style. Prerequisites: SPA 201-202 or their equivalents. Course taught in Spanish.

SPA 303. Advanced Spanish Conversation (3) Continued development of oral skills; themes of current interest are presented for discussion. Exercises designed to provide the student with a working knowledge of conversational Spanish. Prerequisites: SPA 201-202 or their equivalents. Course taught in Spanish.

SPA 310. Survey of Spanish Literature I (3) This course offers literary reading from Spain, beginning with the Poem of the Cid through the end of the Golden Age/Baroque Period. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 311. Survey of Spanish Literature II (3) Literary readings from the eighteenth, nineteenth, and twentieth centuries in Spain are examined in this course. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 312. Survey of Spanish-American Literature I (3) This course is a survey of Spanish-American literature from the Discovery to the Romantic movement. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 313. Survey of Spanish-American Literature II (3) A survey of Spanish-American literature from the latter part of the nineteenth century to the present, including realism, naturalism, modernism, and post-modernism. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 381. Selected Studies (3) A course of the literature and culture of a particular region, culture, genre in Peninsular Spanish or Spanish-American literature. Repeatable when subject varies. Prerequisites: SPA 201-202. Course taught in Spanish.

SPA 401. Independent Study (credit to be assigned) Individual research on a particular aspect of Spanish language and literature. Prerequisites: SPA 201-202 or their equivalents. Course taught in Spanish.

SPA 450. Senior Seminar (3) The study of a chosen literary genre, theme, author, or work in either Spanish Peninsular or Spanish-American literature. Required of all senior Hispanic Studies majors and intended principally for them. Prerequisite: Senior standing or permission. Course taught in Spanish.

OTHER LANGUAGES

From time to time, depending on student interest and instructor availability, the department will offer courses in German, Latin, and Greek.

101-102. Elementary I-II (6) An introduction to grammar, oral and written exercises; suitable readings. Grading: A, B, C, No Credit.

201-202. Intermediate I-II (6) Review of grammar; reading of prose of moderate difficulty; oral and written work. Prerequisites: 101-102 or their equivalents.

205. Readings (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: 101-102 or their equivalents.

381. Selected Studies (3) A course devoted to topics of interest to students and faculty. Prerequisites: 201-202 or their equivalents. Course taught in the language.

401-402. Independent Study (credit to be assigned) Individual research on a particular aspect of the language or literature. Prerequisites: 201-202 or their equivalents. Course taught in the language.

Division of Nursing

DIVISION CHAIR: Carol M. Harrison, M.S.N., Ed.D.

The philosophy of the faculty of the Spring Hill College Division of Nursing supports the mission of the College. The mission of the Division of Nursing is to provide quality baccalaureate nursing education in a Jesuit liberal arts environment. Through its professional nursing courses the division prepares its students to become critical thinkers and conscientious, caring health care professionals who are committed to excellence and responsibility in service to others.

The nursing program is approved by the Alabama Board of Nursing and is accredited by the Commission on Collegiate Nursing Education. After a student completes requirements for the Bachelor of Science in Nursing Degree, the graduate is eligible to apply for the National Council Licensure Examination to become a registered nurse (RN) and for licensure to practice in either Alabama or elsewhere in the United States.

ADMISSION

The nursing curriculum consists of two phases: pre-professional and professional. The pre-professional phase is open to all students declaring nursing as their major and consists of the courses included in the first four semesters of the program. Admission to the professional phase, which begins the first semester of the junior year, involves the fulfillment of specific requirements and a separate application reviewed by the nursing faculty. Students must apply for admission to the professional phase during the semester in which they are completing their pre-professional and prerequisite courses. Enrollment is limited and the admission process is selective and competitive. Current Spring Hill College students will receive priority for admission placement.

Minimum criteria for admission to the professional phase:

1. Achieve a minimum cumulative grade point average of 2.5 in all prerequisite courses and a minimum 2.5 Spring Hill College average. When the number of qualified applicants exceeds the number that can be accommodated in the clinical courses, students are admitted according to GPA ranking.
2. Minimum composite American College Test (ACT) score of 19.
3. Students admitted to the Professional Component on probation will be dismissed from the nursing program if one (1) D+ or lower is received in a nursing course.
4. Submit a complete and accurate nursing professional program application.
5. Successfully complete an admission interview and/or written paper.
6. Achieve a minimum of C- in BIO 131, 132, 133, 134, 136 138; MTH 111, 113 or 121; CHM 101; PSY 101, 304, 325; NUR 100, 201, and 202.

7. Achieve a passing composite percentage on the Entrance Exam.
8. Complete any remedial work recommended by the faculty advisor.
9. Submit health records required by the Division of Nursing including physical examination, immunizations, and drug testing.

CONTINUATION IN THE PROFESSIONAL PROGRAM

In order to continue in the professional phase of the nursing curriculum, students must comply with the following:

1. Achieve a passing grade (76%) in both theory and clinical portions of nursing courses.
2. Achieve a passing score on all competency exams.
3. Achieve a minimum of C- in all nursing courses; however, the minimum overall cumulative grade point average must still be 2.5. Students receiving a D+ or lower in a nursing course may repeat it one time. A second D+ or lower in any nursing course will result in dismissal from the program. A grade of F in any nursing course will result in a review by the nursing faculty and **will likely** result in dismissal from the nursing program, but not necessarily from the College. Any student admitted to the nursing program on probation will be dismissed from the nursing program if he/she receives a D+ or lower in any nursing course.
4. Have an updated annual physical examination, including required immunizations.
5. Maintain a minimum of 2.5 cumulative grade point average.
6. Pass competency exams in content areas related to course (e.g., Adult, Maternal-Child, Pediatrics, Psychiatric-Mental Health) prior to the next semester.
7. Submit proof of CPR certification annually.

Spring Hill nursing students must comply with legal, moral, and legislative standards required for licensure to practice as a registered nurse and be familiar with the Alabama law regulating practice of registered nursing and the Alabama Board of Nursing Administrative Code. If a student does not comply with the standards, he/she will be dismissed from the program. Students must be familiar with the Alabama Board of Nursing's regulations on the review of candidates for eligibility for initial licensure. Application to write the examination may be denied and graduation from Spring Hill College does not guarantee that the student will be eligible to take the NCLEX.

The division reserves the right to request withdrawal of a student from the program or nursing courses, but not the College, because of unsatisfactory performance in the theory or clinical components of the program and/or for inappropriate behavior. Students must satisfy the requirements of conduct, scholastic achievement, and aptitude for nursing. Students dismissed for reasons of conduct or aptitude shall be accorded due process review, if requested, by a review committee made up of nursing and non-nursing faculty. Appeals of decisions made by the review committee may be made to the academic vice president. Dismissal from the nursing program for failure to meet the scholastic requirements of the program may

be appealed to the Academic Standards Committee. Such dismissal does not normally, although it may, involve suspension or dismissal from the College under the general academic policies for these measures.

GRADUATION

In order to qualify for graduation in nursing, students must meet, in addition to the general graduation requirements of the College, the following criteria:

1. Pass nursing comprehensive examinations and oral and written requirements.
2. Initiate plans for licensure prior to graduation.

REQUIREMENTS

The sixty-semester-hour college core curriculum serves as the foundation for the specialized nursing curriculum. In addition to the core curriculum, 15 additional hours are required in science and psychology. Sixty-two hours are required in the nursing major for a total of 137 hours required for graduation. Students must adhere to the program curriculum sequence.

Computer-based applications are integrated throughout the program. Writing and speech are inherent components of the majority of nursing courses, and written and oral competency requirements are fulfilled in Senior Seminars I and II. Students must achieve a passing grade on the nursing comprehensive examinations administered during the senior year.

Bachelor of Science in Nursing

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 101	Introduction to Sociology	3
BIO 131-132	Anatomy & Physiology I & II	6
BIO 133-134	Anatomy & Physiology Laboratory I & II	2
NUR 100	Introduction to Professional Nursing and Health	2
PSY 101	General Psychology	3
PSY 304	Developmental Psychology	3
CHM 101	Chemistry and Life Processes	3
NUR 201	Normal and Therapeutic Nutrition	2
BIO 136 & 138	Microbiology and Laboratory	4
PSY 325	Abnormal Psychology	3
NUR 202	Pharmacology	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 300	Foundations of Nursing Care	3
NUR 301	Health Assessment	2
NUR 310	Community Mental Health	6
NUR 320	Childbearing Family	6
NUR 330	Adult Health I	6
NUR 410	Adult Health II	6
NUR 411	Child/Adolescent Health	6
NUR 420	Community as Client	6
NUR 430	Senior Seminar I	3
NUR 440	Practicum: Hospital	5
NUR 445	Critical Care	3
NUR 460	Senior Seminar II	3

LOWER-DIVISION COURSES**(Nursing Core)**

NUR 100. Introduction to Professional Nursing and Health (2) The course explores career opportunities in professional nursing. The process of moving toward optimal health through positive changes and life-style behaviors is addressed. No prerequisite.

NUR 201. Normal and Therapeutic Nutrition (2) The study of the human body's physiological response to normal nutrition throughout the lifespan. The course further emphasizes nursing care of the patient with health promoting guidelines and patient diet therapy for various system disorders. No prerequisite.

NUR 202. Pharmacology (3) Introduction to basic concepts of pharmacology: drug classification, routes of administration, standards, legislation and nursing responsibilities. Mathematics for dosages and solutions and developing drug administration skills is also addressed. Prerequisites: NUR 100 and 201.

UPPER-DIVISION COURSES**(Prerequisites for all courses: Completion of the Nursing Core)**

The following courses are to be taken sequentially according to the curriculum guideline.

NUR 300. Foundations of Nursing Care (3) Assessment of physical, developmental, psychosocial, cultural and spiritual dimensions of the client across the lifespan. Psychomotor skills are introduced that address comfort, personal hygiene and safety. Prerequisites: NUR 100, 201, and 202.

NUR 301. Health Assessment (2) Focuses on the nursing assessment of the whole person and includes physical, psychological, sociocultural, and spiritual assessment. The emphasis is on the development of skills in obtaining a health history and performing a health examination. Prerequisites: NUR 100, 201, and 202.

NUR 310. Community Mental Health (6) Focuses on the family as the unit of nursing care, especially on those experiencing alterations in mental health through

the life cycle, and those from various cultural and ethnic backgrounds. Prerequisite: NUR 330.

NUR 320. Childbearing Family (6) Focuses on health promotion and maintenance to the pregnant woman and her family in a variety of settings. Prerequisite: NUR 310.

NUR 330. Adult Health I (6) Application of the nursing process to meet the bio-psycho-social needs of the client in relation to age, developmental stage, cultural orientation, resources and environment. Students examine the pathophysiological changes experienced by clients in a variety of settings. Prerequisites: NUR 300 and 301.

NUR 410. Adult Health II (6) Students examine the pathophysiological and psychosocial changes in clients in acute care and rehabilitation settings. Students enhance their psychomotor, community and leadership skills while collaborating with other health care workers and with families. Prerequisite: NUR 411.

NUR 411. Child and Adolescent Health (6) The utilization of developmental theory and nursing process in providing care to children, adolescents and their families. Altered states of health are examined as they affect normal growth and development. Prerequisite: NUR 420.

NUR 420. Community as Client (6) Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent in planning and implementing a project designed to meet an identified group health need. Prerequisite: NUR 320.

NUR 430. Senior Seminar I (3) (W) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change and management; they explore issues of access, availability, utilization, quality of health and the role of health care workers in providing leadership toward resolutions. Prerequisite: NUR 320.

NUR 440. Practicum: Hospital (5) Working with a preceptor in a hospital setting, the student will actively participate in the management of nursing care for individuals, with an emphasis on clinical practice from a theoretical, holistic and wellness oriented perspective. Prerequisite: NUR 410.

NUR 445. Critical Care (3) The course offers a continuing learning experience designed to further the students' ability in the application of the nursing process. The emphasis is placed on the assessment and care of patients with complex, life-threatening illnesses. Building on nursing concepts and the liberal arts and sciences, students examine the pathophysiological changes experienced by patients in the acute care setting. The role of the nurse as a caregiver and as a member of the health care team is emphasized. Prerequisite: NUR 410.

NUR 460. Senior Seminar II (3) Decision-making, collaboration and the management of change, of power and of conflict are emphasized. The course addresses professional accountability and critical thinking in analyzing contemporary issues; it also focuses on professional development, leadership styles and nursing and management philosophies. Prerequisite: NUR 430.

NUR 499. Special Topics (1-3) A course of individual study or research. Admission by approval of department chair. Hours and credits to be arranged by faculty facilitator.

Division of Philosophy and Theology

DIVISION CHAIR: Christopher J. Viscardi, S.J.

The Division of Philosophy and Theology is aimed not only at professional preparation but also at development of the person: a sense of the past, an awareness of great ideas, and critical reflection on ultimate reality.

PHILOSOPHY (PHL)

DEPARTMENT CHAIR: Mark L. Starr, Ph.D.

Philosophy is a systematic reflection on the basic questions which have excited human curiosity and are the object of profound concern: where we come from, what we ought to do, what we may hope for, who we really are. As such, the study of philosophy leads students to a healthy critique of personal and social beliefs, prejudices, and presuppositions by confronting the diversity of views which is so conspicuous in the history of philosophy, thereby preparing them to develop their choices in a pluralistic society.

Moreover, as philosophy is value-oriented, it complements those departments which in this regard are necessarily “neutral.” Like literature and art, but in a unique manner, it is capable of developing in a person a more sensitive, more appreciative attitude toward life. By its breadth, it can compensate for the specialization which is more and more required by the needs of our scientific age. In fact, inasmuch as philosophy takes all human experience for its province, it can easily constitute the integrating principle in a student’s entire intellectual life.

For students who desire to make philosophy their life work, the undergraduate curriculum offered here can be the first major step toward acquiring competence in philosophy necessary for those who would teach it or, through research and sustained reflection, seek to push forward the frontiers of human understanding. For most students, however, philosophy is profitable inasmuch as it can give valuable background and support for specialized work in various fields such as law, history, literature, theology, as well as the social and the natural sciences. In fact, students who have no intention of making a career of philosophy may very well choose to major in it as a good foundation for any career, and above all, as an excellent preparation for a richer, more human existence. Such students may prefer to double major in philosophy and some other field. A double major is quite practical, and the departments concerned will work out the details in such a way as not to overburden the students who accept this challenge. In any event, students may deepen their understanding of the great questions and augment their powers of reflection by electing one or more courses in philosophy over and above the general requirements of nine semester hours.

Requirements

To meet the College core requirement of nine semester hours in philosophy, courses should be taken in the following sequence: First course: PHL 101. Second course: any other lower-division course, PHL 210, 220, 233, or 225. Third course: any lower- or upper-division philosophy course. Choices of core courses are to reflect breadth, but students are encouraged to select a third course that reflects their interests.

Transfer students with a six-hour philosophy requirement usually take PHL 101 and any other philosophy course.

Philosophy majors must take the following philosophy courses: four lower-level courses (including PHL 101 and PHL 210, 220, and 225); and a maximum of eight or a minimum of seven upper-level courses (including PHL 498 Senior Seminar, which fulfills the comprehensive requirement). In addition, they must successfully complete six to nine hours of program electives outside of the department. To fulfill the speech competency requirement, majors may complete one of the following courses—CMM 150, or THR 250, 350, 494—or otherwise demonstrate and document speech competency.

Bachelor of Arts in Philosophy

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PHL 101	Introductory Logic	3
PHL 210, 220, 225	Philosophy Requirements	9
CMM 150 <i>or</i> THR 250/350/494 <i>or</i> Certified Speech Competency		3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PHL 301	Intermediate Logic	3
PHL 341/342	History of Ancient/Medieval Philosophy	3
PHL 343/344	History of Modern/Contemporary Philosophy	3
PHL 310/316/320/322/ 325/330/331/332/333/ 336/350/360/470/473	(choose two)	6
PHL 3xx/4xx	Philosophy Electives	3-6
PHL 498	Senior Seminar	3
3xx-4xx	Program Electives	9-6

Minor in Philosophy

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PHL 101	Introductory Logic	3
PHL 2xx	Philosophy Electives	6

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PHL 341-344	History of Philosophy Series (choose one)	3
PHL 3xx/4xx ¹	Philosophy Electives	6

¹PHL 498 Senior Seminar (strongly recommended)

GENERAL PREREQUISITE FOR ALL COURSES

PHL 101. Introductory Logic (3) This course provides sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth tables, and method of deduction for sentential logic. Possible additional topics include: classical syllogistic logic, Venn diagrams for predicate logic, issues of logic embedded in language.

or

PHL 190. Honors Philosophy I: Logic (3) This is an accelerated course in investigating sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth tables, and natural deduction proof methods for sentential logic. Possible additional topics for this honors course may include: predicate logic; modal logic; issues in the philosophy of logic; mathematics and language; the application of the techniques of logic to the analysis of difficult philosophical problems.

Prerequisite: Honors Standing.

LOWER-DIVISION COURSES

PHL 210. Ethics (3) A study of values and the nature of morality, natural and positive law, and conscience. The ethical frameworks studied are applied to contemporary moral problems. Prerequisite: PHL 101.

PHL 220. Philosophy of Human Nature (3) A study of human nature and thought, including such topics as freedom, society, and immortality. Prerequisite: PHL 101.

PHL 225. Philosophy of Religion (3) A philosophical reflection on the question of the existence of God, divine nature, and God's relationship to the world. Prerequisite: PHL 101. Students who wish to take this course on the upper-division level should register for PHL 325.

PHL 233. Environmental Ethics (3) A multidisciplinary approach to the following questions: The competing paradigms of environmental science; historical roots of the environmental predicament, animal rights, preservation of species, obligations to future generations, population issues, pollution issues, regulatory issues and the ideal of a sustainable society. Students who have taken PHL 333 may not enroll in PHL 233 and vice-versa. Prerequisite: PHL 101; corequisite: BIO 110 (or designated semester).

PHL 290. Honors Philosophy II (3) (W) This is an accelerated course introducing the student to one of three possible core areas of philosophy: Ethics (cf. PHL 210), Philosophy of Human Nature (cf. PHL 220), or Philosophy of Religion (cf. PHL 225). Prerequisite PHL 101 and Honors Standing.

UPPER-DIVISION COURSES

General prerequisites: PHL 101 and one lower-division course.

PHL 301. Intermediate Logic (3) Review of the sentential calculus. The study of quantified predicate logic. (Bibliographic instruction course) Prerequisites: PHL 101.

PHL 310. Advanced Ethics (3) (W) An intensive consideration of some major problems in ethics or an in-depth study of some figure(s) in the history of ethics. Prerequisites: PHL 101 and a lower-division course.

PHL 316. American Philosophy (3) Major American philosophers, with a stress on selected problems. Prerequisites: PHL 101 and a lower-division course.

PHL 320. Existentialism (3) (W) A study of the Existentialist movement, its roots and contemporary development. Special attention will be given to Kierkegaard, Sartre, and Marcel. Prerequisites: PHL 101 and a lower-division course.

PHL 322. Philosophy and Gender (3) (D,W) A philosophical investigation of the nature of sex and gender in society. Issues may include the nature of difference, equality, justice and knowledge. Prerequisites: PHL 101 and a lower-division course.

PHL 325. Advanced Philosophy of Religion (3) (W) An in-depth examination of the central metaphysical and epistemological issues concerning religious belief. Topics may include classic arguments for the existence of God, the problem of evil, the nature of faith and its relationship to rational criteria, the nature of religious language. Students who have taken PHL 225 may not enroll in PHL 325. Prerequisites: PHL 101 and a lower-division course.

PHL 330. Bioethics (3) (W) The consideration and application of moral principles to the problems and conduct of medical professionals. Topics include professional relationships, management of medical information, reproductive technologies, abortion, end-of-life decisions, AIDS, human genetics, and justice in the distribution of health care. Preference is given to pre-medical students. Prerequisites: PHL 101 and a lower-division course.

PHL 331. Philosophical Issues in Death and Dying (3) (W) An examination of major ethical theories and conceptions of human nature as they apply to the issues of euthanasia, suicide, the rights of the dying patient, the meaning of life, and human destiny. Prerequisites: PHL 101 and a lower-division course.

PHL 332. Business Ethics (3) (W) An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management. Prerequisites: PHL 101 and a lower-division course.

PHL 333. Advanced Environmental Ethics (3) (W) An in-depth examination of the issues covered in PHL 233 plus an additional 10-page critical essay on one of the following: a piece of nature writing for English majors, an environmental audit case for business or science majors, a public policy case for economics and social science majors, etc. Students who have taken PHL 233 may not enroll in PHL 333 and vice-versa. Prerequisite: PHL 101 and one PHL 2xx or higher.

PHL 336. Ethical Theory (3) A study of classical and contemporary ethical theories. Topics may include ethical relativism, ethical egoism, utilitarianism, deontology, virtue ethics, feminism, moral realism, natural rights and justice. Prerequisites: PHL 101 and a lower-division course.

PHL 341. History of Ancient Philosophy (3) (W) A study of the history of Western philosophy from its origins through the fourth century B.C., emphasizing the Presocratics, Socrates, Plato, and Aristotle. Prerequisites: PHL 101 and a lower-division course.

PHL 342. History of Medieval Philosophy (3) (W) A survey of philosophy from the end of the classical world (Augustine) through the fourteenth century (William of Ockham). The emphasis is on themes or problems in metaphysics and epistemology. Prerequisites: PHL 101 and a lower-division course.

PHL 343. History of Modern Philosophy (3) (W) An examination of the central questions of philosophy from the sixteenth to the nineteenth centuries (e.g., the nature of knowledge, the place of humans in nature, moral and political obligation) as discussed by Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, Rousseau, Kant, and Hegel. Prerequisites: PHL 101 and a lower-division course.

PHL 344. History of Contemporary Philosophy (3) (W) A study of the major problems of twentieth century philosophy (intentionality, meaning, reference, and interpretation) as discussed by the main figures in the phenomenological or analytic tradition (e.g., Frege, Husserl, Russell, Carnap, Heidegger, Merleau-Ponty, Wittgenstein, Searle, Derrida). Prerequisites: PHL 101 and a lower-division course.

PHL 350. Philosophy of Law (3) (W) An examination of the nature of law and morality, liberty, justice, equality, and punishment. Contemporary social issues such as the right to privacy, obscenity and pornography, capital punishment, equality between the sexes are also discussed. Prerequisites: PHL 101 and a lower-division course.

PHL 360. Philosophy of Art (3) An inductive study of aesthetic experience, leading to an analysis of beauty in nature, art in general, and each of the major arts. Reflections on art and life. Prerequisites: PHL 101 and a lower-division course.

PHL 381-382. Western Political Philosophy I, II (3,3) Same course as POL 381-382, (see Political Science for course description). Either the first or the second part of this course may be taken for three hours credit in philosophy. Prerequisites: PHL 101 and a lower-division course.

PHL 390 Honors Philosophy III (3) This course consists of any upper-division philosophy course for honors students that is approved by the department chair and the director of the honors program.

PHL 398. Special Topics (3) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower-division course/PHL 290.

PHL 401. Philosophy of Education (3) (W) A study of philosophical problems concerning aims, methods, and organization in education. Same course as EDU 401. Prerequisites: PHL 101 and a lower-division course.

PHL 440. Major System or Movement (3) (W) Intensive examination of one major systematic philosopher, movement or school, e.g., Plato, Aristotle, Aquinas, Locke, Hume, Kant, Hegel, Husserl, Whitehead Wittgenstein; empiricism, continental rationalism, logical positivism, linguistic analysis. Prerequisites: PHL 101 and a lower-division course.

PHL 470. Contemporary Epistemology (3) Views on meaning and knowledge, including belief, justification and truth. (Readings: Carnap, Gettier, Kripke, Lewis, Nozick, Quine and Wittgenstein.) Prerequisites: PHL 101 and a lower-division course.

PHL 473. Philosophy of Mind (3) (W) A study of philosophical theories concerning the nature of the mind and its relation to the body. Among the theories considered are dualism, behaviorism, physicalism, and functionalism. Prerequisites: PHL 101 and a lower-division course.

PHL 498. Senior Seminar (3) (W) The content of the seminar will rotate each year among the following areas: philosophical anthropology, ethical theory, metaphysics, epistemology, philosophy of God. Prerequisite: philosophy major; non-majors with consent of the instructor.

THEOLOGY (THL)

DEPARTMENT CHAIR: Christopher J. Viscardi, S.J.

Spring Hill College, as an institution of higher learning, draws its ultimate inspiration from its commitment to religious values. In the language of the Jesuit tradition, the College is committed to “the service of faith and the promotion of justice” which grows out of the Christian gospel. With the view that faith is not simply one isolated area of human experience and reflection but, rather, is the expression of a life vision from which all thought and action flow, the College considers a critical reflection on faith an integral part of its curriculum.

The fundamental rationale of the theology core requirement is to introduce students to serious, critical reflection on questions of ultimate meaning and transcendence. Courses range from the study of world religions and the human experience of faith to an exploration of sacraments, liturgy, and sacred scriptures. Students, regardless of religious affiliation, are challenged to a deeper understanding of their own religious experience and the religious heritage of Western civilization.

For students interested in a broader understanding of theological questions or in preparation for some form of church ministry, there are several special programs: a minor in theology, a major or double major, and a major with a concentration in a particular area of ministry: youth, liturgical, social or catechetical (religious education). Special programs for adult students offer a certificate in theological studies, a lay-ministry certificate (see the Lifelong Learning part of this *Bulletin* for the T.I.P.S. program), as well as the graduate theology degrees and certificates (see Graduate section of *Bulletin*). In addition to regular course offerings, a complete introduction to Catholic faith and practice is offered by the RCIA program, sponsored jointly with Campus Ministry.

Requirements

General College core requirements for all students, regardless of religious affiliation, include nine semester hours in theology. Transfer students are required to take three semester hours in theology for each year at Spring Hill College, with a minimum of six and a maximum of nine semester hours. After completion of THL 101/190, a student may take any two courses from the 200 or 300 level.

Theology majors must successfully complete a minimum of thirty hours in theology, including the following courses: THL 101/190 and three other elective courses from the 200- or 300-level, and at least six courses at the 300-400 level. Those with their first major in theology must also complete an additional course in history and twelve hours in program electives (upper-division courses, only one of which may be in theology). To fulfill the speech competency requirement, majors may complete one of the following courses—CMM 150 or THR 250, 350, 494, or otherwise demonstrate and document speech competency. Each year a particular course will be designated as the “bibliographic instruction” course. At least one of these courses is required of every major.

A **concentration in ministry** may also be pursued within the theology major. In addition to completing all requirements for the major, the following ministry courses are taken in place of Program Electives: four courses (8 hours credit) in one of the specialized ministries of the Toolen Institute for Parish Services (see Toolen Institute for Parish Services in the Lifelong Learning section of the *Bulletin*) and two supervised internships (4 hours credit), including experience in social outreach, liturgy and retreats, and a parish practicum. The internships are taken after completion of sixty hours credit and require a 2.5 cumulative GPA in the major. The research paper for the comprehensive experience will also be related in some significant way to the chosen area of ministry.

Comprehensive Experience: In place of a senior seminar course, theology majors complete a senior project, culminating in a major research paper (20-30 pages long) in the senior year, either in conjunction with a course or as a 3-credit independent study. It will be read by two faculty (the project director and a secondary reader) and presented by the student in a public forum.

Teacher education majors who plan to teach in Catholic schools, whether in the Archdiocese of Mobile or elsewhere, will be able to complete many of the courses leading to the “catechist certification,” which is required by the Catholic school system in most areas, by choosing their theology core courses as follows: THL 101/190 (freshman year), any Scripture course (sophomore/junior), THL 242 Catholicism (sophomore/junior), THL 421 Religious Education (junior/senior). In addition, several states recognize philosophy or theology courses to qualify teacher education majors for an endorsement in religious studies.

All courses are identified by a letter indicating which area(s) of theology they fall under: B (Biblical), H (Historical), M (Moral), P (Pastoral), S (Systematic).

Lower-division courses are distinguished from upper-division either by content (broader, survey approach) or by depth of treatment (more basic, introductory level). Upper-division courses will be more specialized and/or more demanding. Unless otherwise noted in the course description, the only prerequisite for all courses is THL 101/190.

Bachelor of Arts in Theology¹

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 101/190	Western Religious Heritage	3
THL 2xx/3xx	Theology Electives	9
HIS	History Elective	3
CMM 150 <i>or</i>		
THR 250/350/494 <i>or</i>	Certified Speech Competency	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 3xx/4xx	Theology Electives	18
(or any THL 5xx taken for undergraduate credit)		
3xx/4xx	Program Electives ²	12

¹A minimum of 30 credits (or a maximum of 33) must be courses in theology (either upper- or lower-division), selected from the following categories: 2 Biblical, 2 Moral, 2 Historical, 1 Systematic, 1 Pastoral.

²Selected in consultation with advisor, ordinarily from humanities or social sciences. For ministry concentration, 8 credits from MIN 3xx and 4 credits from MIN 390 (See ministry courses in the Lifelong Learning section of the *Bulletin*.)

Minor in Theology¹

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 101/190	Western Religious Heritage	3
THL 2xx/3xx	Theology Electives	9

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 3xx/4xx	Theology Electives	9
(or any THL 5xx taken for undergraduate credit)		

¹The 21 credits must include courses (either upper- or lower-division) in the following categories: 1 Biblical, 1 Moral, 1 Historical, 1 Systematic.

GENERAL PREREQUISITE FOR ALL COURSES

THL 101. Western Religious Heritage (3) An introduction to the theological study of the Christian tradition of faith. The course is divided into two components: biblical and doctrinal. Both components will investigate the historical development and contemporary understandings of these two fundamental expressions of Christianity.

or

THL 190. Honors Theology I: Western Religious Heritage (3) An introduction to the theological study of the Christian tradition designed especially for Honors students. The course has two components: the study of Scripture in the light of

contemporary biblical scholarship; and the study of leading figures and turning points in the history of doctrine.

BASIC CORE: LOWER-DIVISION COURSES

THL 103. Introductory Topics in Theology (3) An introduction to critical reflection on faith, through a focus on some particular theme, issue or problem in one of the areas of theological study (biblical, historical, moral, pastoral, systematic). The narrow focus of this course does not require and does not replace THL 101/190.

THL 221. Ritual & Worship (3) P/H A study of Christian worship and its central role in the life of the Church through an historical analysis of sacred time, church architecture, ritual structures, and popular piety. Prerequisite: THL 101.

THL 231. Old Testament Survey (3) B An introduction to modern scriptural studies and methodology in the context of a survey of the Old Testament. Prerequisite: THL 101.

THL 232. Formation of the Gospels (3) (W) B An introduction to the historical-critical study of the Gospels comparing and contrasting the Gospels of Matthew, Mark, and Luke in their origins, styles, and major themes. Prerequisite: THL 101.

THL 241. Sin and Forgiveness (3) S/M/P An investigation of the Christian vision of the fullness of human life, of how this is broken by sin (both personal and social), and of the ways in which reconciliation can be achieved. Prerequisite: THL 101.

THL 242. Catholicism (3) S/H An overview of the major areas of Catholic teaching and practice: spirituality, Christology, church, sacraments, biblical interpretation, ethics. This course surveys both the historical roots of the Catholic tradition and the views of contemporary theologians. Prerequisite: THL 101.

THL 261. World Religions (3) (D) H A survey course covering the major world religions, such as Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Prerequisite: THL 101.

BASIC CORE: UPPER-DIVISION COURSES

THL 321. Worship as Ethics (3) (W) P/M This course draws on liturgical texts, classical authors, and modern writers to develop a liturgically based understanding of the Christian moral life and to apply that understanding to selected ethical issues. Prerequisite: THL 101.

THL 331. Prophets (3) (W) B A study of the major prophets of the Old Testament that will examine the historical context, literary style, and theological themes of each. Prerequisite: THL 101.

THL 332. Gospel & Letters of John (3) (W) B An analysis of the structure and purpose of John's Gospel and Letters, their formation and literary problems. An examination of the distinctive Johannine community. Prerequisite: THL 101.

THL 333. Letters of Paul (3) (W) B A study of the life and writings of St. Paul with an emphasis on his major theological insights (sin, freedom, faith, and union in Christ) and the pastoral motivation for his letters. Prerequisite: THL 101.

THL 342. Vatican II (3) (W) S/H A study of the path-breaking work of the Second Vatican Council, called the most significant religious event of the 20th century, and its impact on contemporary Christianity, both Catholic and ecumenical. Prerequisite: THL 101.

THL 343. Sacraments (3) S/H A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II. Prerequisite: THL 101.

THL 344. Christology (3) S/H An investigation into the theology of the personal identity of Jesus Christ. A critical analysis will focus selectively on the New Testament data, the trinitarian and Christological formulations of dogma, as well as some of the principal modern historical and theological interpretations. Prerequisite: THL 101.

THL 345. Religion & Culture (3) (D,W) S A study of religious faith as a central fact of history and world culture through a reflective interpretation of major literary, historical, and theological documents. Prerequisite: THL 101.

THL 350. Catholic Social Thought (3) (D,W) M Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as POL 383. Prerequisite: THL 101.

THL 351. Contemporary Moral Issues (3) M Basic themes in Christian ethics, e.g., morality as response to God's call in and through Jesus, development of conscience, formation of values, authority and freedom, development of norms and principles. Application of Christian value system to contemporary moral issues both personal and social. Prerequisite: THL 101.

THL 352. Peace and Justice Issues (3) M A Christian approach to the basic ethical demands arising from being a citizen in the human family: the responsibility of nations and individuals to pursue, protect or establish peace; the imperative to seek justice in social and political structures. Current issues, e.g., war and peace, economic systems, environmental concern. Prerequisite: THL 101.

THL 353. Human Sexuality & Marriage (3) M A Christian understanding of human sexuality and the ethical imperative for personal responsibility and integrity in behavior; issues of pre-marital sex and homosexuality. Catholic theology of marriage as sacrament, issues of divorce and remarriage, impediments, requirements for marriage. Prerequisite: THL 101.

THL 363. American Religious History (3) (W) H A study of the principal developments of religious experience and religious thought in the history of America, along with consideration of their impact on American culture. Prerequisite: THL 101.

THL 390. Honors Theology II: Major Themes (3) (W) An advanced seminar on a particular topic in religious studies (e.g., Catholicism, Christology, Gospels, Religion & Culture, World Religions), designed especially for Honors students.

SPECIALIZED/ELECTIVE: UPPER-DIVISION COURSES

The following are sometimes taught as separate, independent courses, but most often are used to designate courses from the graduate program which are taken for undergraduate credit (with appropriate adjustments in assignments and expectations).

THL 421. Religious Education (3) P A study of both the theory and practice of religious education. This course is designed for educators who will work either in Catholic schools or in parish programs. Prerequisite: THL 101.

THL 425. Special Topics in Pastoral Theology (3) P This course will focus on a particular aspect of the theology of Church or ministry, including liturgical and catechetical topics. The course presumes familiarity with basic liturgical and pastoral theology. Prerequisite: THL 101.

THL 427. Pastoral Liturgy (3) P The course will explore the context of Word and Eucharist as celebrated in the parish faith community. Beginning with a study of the texts of the lectionary and sacramentary, the student will discover the biblical and theological foundations for the celebration of the liturgy. The study of the texts will be complemented by an examination of pastoral practice for each of the rites. Prerequisite: THL 101.

THL 428. Liturgy, Art & Architecture (3) P A study of the development of the history and theology of Christian worship as embodied in art and architecture. Liturgical theology and practice will be examined through an investigation of sacred space. Prerequisite: THL 101.

THL 431. Old Testament Topics (1-3) B An in-depth study of a special topic in Old Testament literature, such as a major theological theme, a particular literary genre, a period in Israelite history. Prerequisite: THL 101.

THL 432. New Testament Topics (1-3) B An advanced study of a special topic of interest in the New Testament, such as a particular New Testament book or literary form, or a common theme from various New Testament perspectives. Prerequisite: THL 101.

THL 441. Eucharistic Theology (3) S/P A doctrinal study of the Eucharist with special emphasis on its liturgical context, as a sacrament of Christ and Church, and as the source and summit of sacramental life. Prerequisite: THL 101.

THL 451. Christian Spirituality (3) M/P An introduction to the meaning of religious experience or spiritual life from a Christian perspective, consisting of both a theoretical classroom presentation and a practical application through personal meditation. Prerequisite: THL 101.

THL 452. Special Moral Topics (1-3) M This course presumes familiarity with fundamental ethical categories. It will focus on one particular ethical issue for an extensive and thorough treatment. Prerequisite: THL 101.

THL 455. History of Spirituality (3) H/P A survey study of the major movements and traditions of spirituality throughout the history of Christianity, from the biblical and patristic roots through the emergence of the desert monks, the monastic and mystical traditions of the middle ages, and the developments of the Catholic and Protestant reformations.

THL 461-462. History of Christian Thought I-II (3,3) H/S This course explores the history of Christian theology, focusing on developments during one of the major historical epochs: i.e., early, medieval, reformation, modern. Prerequisite: THL 101.

THL 465. Judaism (3) H A study of the teaching and practice of Judaism. Both its historical traditions and present-day expression are examined. Sponsored by the Jewish Chautauqua Society. Prerequisite: THL 101.

THL 469. Major Theologian (3) S/H An in-depth study of the life and works of an eminent theologian: e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Rahner. Prerequisite: THL 101.

THL 471. The Way of Zen (3) (D) H A study of the historical and philosophical origins of this major school of Japanese Buddhism, examining the actual experiences of Zen and reflecting on their cross-cultural (American and Christian) appropriation.

THL 498. Theology Practicum (1-4) P A directed independent study for professional applications or internships in ministry, such as parish catechetical programs, RCIA, church administration. Prerequisite: THL 101.

THL 499. Theology Seminar (1-4) Special problems in religious thought. Content of course will be varied to meet more specialized needs/interests of the students and instructor. Prerequisite: THL 101.

Division of Sciences

DIVISION CHAIR: John W. Kane, Ph.D.

The Division of Sciences offers courses in biology, chemistry, environmental chemistry, mathematics, physics, and engineering.

Majors are offered in biology, chemistry, environmental chemistry, biochemistry, and mathematics. In addition, the division offers a special dual degree program in engineering. All of these majors lead to the degree of Bachelor of Science. Special options are available for students interested in medicine, dentistry, marine biology, and chemistry-business. Dual degree programs in physical therapy and occupational therapy lead to both a Bachelor of Science degree and a masters degree.

PRE-DENTAL, PRE-MEDICAL, AND PRE-OPTOMETRY

Students who plan a career in dentistry, medicine, or optometry need not pursue a major in one of the sciences; but the majors which can most easily be adapted to their needs are in biology and chemistry. The professional schools will require basic biology and chemistry courses for admission. Other helpful courses are physical chemistry, embryology, genetics, and calculus. These are most easily taken by students majoring in biology or chemistry.

Chairs of departments other than biology and chemistry are prepared, upon request from the academic vice president for accommodation of students desiring it, to draft special programs of study which will satisfy at the same time the graduation requirements of their own departments and the particular entrance requirements of professional schools.

Most professional schools require applicants to take special admissions tests, preferably at the end of the junior year. An early decision regarding preparation for these professional schools is therefore necessary in order to fulfill the requirements in their proper sequence and on schedule, to prepare for this test, and to meet the deadline for application to the various professional schools. Full cooperation and frequent conferences with the student's academic advisor are essential.

PHYSICAL OR OCCUPATIONAL THERAPY

Spring Hill College has a "3 + 3" Dual Degree Agreement with both Rockhurst University and Nova Southeastern University, which benefits students choosing to pursue careers in Physical or Occupational Therapy. Following completion of the requirements to enter graduate programs in Physical or Occupational Therapy during 3 years at Spring Hill, students can apply for admission to the Graduate School in those fields at Rockhurst or Nova Southeastern. Upon completion of the requirements for a graduate degree (which requires an additional 3 years), students receive both a Bachelor of Science degree from Spring Hill and a masters degree from Rockhurst or Nova Southeastern.

POST-BACCALAUREATE PRE-MEDICAL STUDIES PROGRAM

The Post-Baccalaureate Pre-Medical Studies program is a highly selective program designed for graduates who typically have non-science backgrounds and who seek admission into medical, dental, veterinary, and other health care professional schools. See Lifelong Learning programs for a complete description of this program.

BIOLOGY (BIO)

DEPARTMENT CHAIR: Charles M. Chester, Ph.D.

The general objectives of the Department of Biology are (1) to provide all students of the College with the opportunity of learning the general principles of the life sciences necessary for a complete liberal education, and (2) to provide a major for those students who wish to acquire a more detailed knowledge of biology.

The first of these objectives is attained by offering courses in general biology (including the major groups of living organisms) and in human biology.

The second objective is realized by offering a major designed to prepare students for graduate studies in the life sciences, the health professions, or teaching. The department provides three concentrations: cellular and molecular biology, marine biology, and pre-health science (for those preparing for a career in the life sciences such as medicine, dentistry, optometry, veterinary medicine and other paramedical fields). For additional information regarding departmental programs and faculty, consult the department's web site at: www.shc.edu/biology.

Requirements

Each concentration requires BIO 101 Principles of Biology, BIO 103 Principles of Biology Laboratory, and thirty semester hours of upper-division lecture and laboratory work (Chemistry and Biology). Of these, eighteen hours must be in biology and include BIO 301 Genetics and BIO 360 Cell Biology. All science and mathematics courses required in the various programs in biology must be passed with a grade of C- or better. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites. Exceptions to this will only be made by the instructor in consultation with the academic advisor.

The minor program in biology consists of twenty-four semester hours in biology, including BIO 301 Genetics and BIO 360 Cell Biology. Course selections must avoid duplication of course content. Therefore, it would be advisable to follow one of the established programs in biology. If this is not done, then the selection of courses to fulfill the minor must be approved by the chair of the Biology Department. (Note: General and Organic Chemistry are prerequisites for many upper-division biology courses.)

The comprehensive experience for a student majoring in biology will consist of a standardized comprehensive written examination. Speech competency may be documented by taking and passing CMM 150 Introduction to Public Speaking or its equivalent.

MARINE BIOLOGY CONCENTRATION

Appropriate courses taken at the Dauphin Island Sea Lab may be substituted for most of the upper-division concentration requirements. These courses are to be arranged in consultation with the student's academic advisor.

All students in marine biology should anticipate spending a portion of the summer between junior and senior years at the Marine Environmental Sciences Consortium laboratory on nearby Dauphin Island. On a space available basis, study at this laboratory site might also be available, but cannot be guaranteed, between the sophomore and junior years. This off-campus study will also be arranged in consultation with the student's academic advisor and the College's liaison officer for the Marine Environmental Sciences Consortium (MESC), Dr. Charles M. Chester.

Bachelor of Science in Biology **(Biology and Marine Biology Concentrations)**

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 ¹ & 103 ¹	Principles of Biology with Laboratory	4
BIO 102 ² & 104 ²	Botany with Laboratory	3
BIO 205 ² & 207 ²	Invertebrate Zoology with Laboratory	4
BIO 254 ² & 256 ²	Vertebrate Zoology with Laboratory	4
CHM 111 ¹ & 113 ¹	General Chemistry I with Laboratory	4
CHM 112 ¹ & 114 ¹	General Chemistry II with Laboratory	4
MTH	(two courses including Calculus)	6-8
PHY 221 ¹ & 213 ¹	General Physics with Calculus I and Lab	4
PHY 222 ¹ & 214 ¹	General Physics with Calculus II and Lab	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301 ¹	Genetics	3
BIO 360 ¹	Cell Biology	3
BIO or MRN	Electives	12
BIO, MRN, <i>or</i> CHM	Electives	4
CHM 331 ¹ & 333 ¹	Organic Chemistry I with Laboratory	4
CHM 332 ¹ & 334 ¹	Organic Chemistry II with Laboratory	4

¹Required²Recommended

Bachelor of Science in Biology

(Pre-health Concentration)

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 ¹ & 103 ¹	Principles of Biology with Laboratory	4
BIO 131 ² & 133 ²	Anatomy and Physiology I with Laboratory	4
BIO 132 ² & 134 ²	Anatomy and Physiology II with Laboratory	4
BIO 136 ² & 138 ²	Microbiology with Laboratory	4
CHM 111 ¹ & 113 ¹	General Chemistry I with Laboratory	4
CHM 112 ¹ & 114 ¹	General Chemistry II with Laboratory	4
MTH	(two courses including calculus)	6-8
PHY 221 ¹ & 213 ¹	General Physics with Calculus I and Lab	4
PHY 222 ¹ & 214 ¹	General Physics with Calculus II and Lab	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301 ¹	Genetics	3
BIO 360 ¹	Cell Biology	3
BIO 421 ² & 423 ²	Histology with Laboratory	4
BIO 462 ² & 464 ²	Physiology with Laboratory	4
BIO 470 ²	Mechanisms of Disease	3
BIO 3xx-4xx	Electives	2
CHM 331 ¹ & 333 ¹	Organic Chemistry I with Laboratory	4
CHM 332 ¹ & 334 ¹	Organic Chemistry II with Laboratory	4
CHM 461 ²	Biochemistry I	4

¹Required²Recommended

Minor in Biology

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 102 & 104	Botany with Laboratory	3
BIO 205 & 207 <i>or</i>	Invertebrate Zoology with Laboratory <i>or</i>	
BIO 131 & 133	Anatomy and Physiology I with Laboratory	4
BIO 132 & 134	Anatomy and Physiology II with Laboratory	4
BIO 136 & 138	Microbiology with Laboratory	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301 ¹	Genetics	3
BIO 360 ¹	Cell Biology	3
BIO or MRN	Electives	8

¹Required²Recommended

LOWER-DIVISION COURSES

BIO 100. Human Biology (3) This is a biology course with human application addressing five major areas: physiology, development, genetics, evolution, and current health issues. Special laboratory exercises and demonstrations are included. Satisfies the core laboratory or general science division core requirement.

BIO 101. Principles of Biology (3) A study of fundamental biological concepts and processes.

BIO 103. Principles of Biology Laboratory (1) To accompany BIO 101.

BIO 102. Botany (2) An introductory course in botany. (Bibliographic instruction course) Prerequisite: BIO 101 and 103 or equivalent.

BIO 104. Botany Laboratory (1) To accompany BIO 102.

BIO 105. Introduction to Marine Science (3) An introduction to the various disciplines that constitute marine science, both physical and biological. Prerequisites: BIO 101 and 103.

BIO 110. Environmental Biology (3) A study of the interrelationships between humans and their environment. Emphasis on human impact on natural ecosystems, environmental economics, politics, and ethics. Special laboratory exercises and demonstrations are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

BIO 115. Biology of Sex (3) An introduction to the biological principles of human reproduction. Reproduction anatomy and physiology as well as the social implications of sex and reproductive technology will be considered.

BIO 131-132. Anatomy and Physiology I-II (6) A two semester survey of human anatomy and physiology using an organ systems approach. The course focuses on normal anatomy and physiology; disease conditions will be discussed when they illustrate fundamental anatomical and physiological principles.

BIO 133-134. Anatomy and Physiology Laboratory I-II (2) To accompany BIO 131 and 132. An in-depth study of human anatomy and physiology using an organ systems approach. (Bibliographic instruction course)

BIO 136. Microbiology (3) A survey of bacteria, fungi, viruses, and protozoa. Topics relate microbial structure, metabolism, and genetics to patterns of disease and to mode of action of antimicrobials.

BIO 138. Microbiology Laboratory (1) Laboratory to accompany BIO 136. The laboratory emphasizes aseptic technique, and the identification of bacterial groups by differential staining, cultivation and biochemical methods.

BIO 205. Invertebrate Zoology (3) An introductory course in zoology. Prerequisite: BIO 101 and 103 or equivalent.

BIO 207. Invertebrate Zoology Laboratory (1) To accompany BIO 205.

BIO 254. Vertebrate Zoology (2) Anatomical study of vertebrate forms with special attention to function. Prerequisite: BIO 205 and 207 or equivalent.

BIO 256. Vertebrate Zoology Laboratory (2) To accompany BIO 254.

UPPER-DIVISION COURSES

BIO 301. Genetics (3) A study of problems in heredity and variation. Prerequisites: BIO 101, 103 or equivalent or permission of instructor.

BIO 302. Genetics Laboratory (2) A practical course in methods of genetic investigation. Prerequisites: BIO 301, 360.

BIO 310. Animal Behavior (3) An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisites: (BIO 101, 103) or (BIO 131-134) and BIO 301 or permission of instructor.

BIO 322. Embryology (3) Introduction to embryology, gametogenesis, fertilization, cleavage, gastrulation, and organ formation in typical vertebrate forms. Prerequisites: (BIO 131-134) or (BIO 254 and 256), and BIO 360.

BIO 324. Embryology Laboratory (1) To accompany BIO 322.

BIO 340. History and Literature of Biology (3) The events and ideas that have contributed to the development of modern biology, and a guide to searching the literature of biology and biomedical science. Prerequisites: BIO 101, or 131 and 133.

BIO 351. Parasitology (2) A study of animal parasites which infect or infest man or serve as transmitters of pathogenic organisms to man. Prerequisites: BIO 205 and 207 or equivalent or permission of instructor.

BIO 353. Parasitology Laboratory (2) To accompany BIO 351.

BIO 355. Ecology (2) A study of the principles of ecology and their applications to environmental problems in a modern society. Prerequisites: BIO 102, 104, 205, 207, or their equivalent.

BIO 357. Ecology Laboratory (2) To accompany BIO 355.

BIO 360. Cell Biology (3) (W) An advanced course in cell structure and function. Prerequisites: (BIO 102, 104, 205 and 207) or (BIO 131-134), and CHM 331-334.

BIO 362. Cell and Molecular Biology Laboratory (1) A laboratory to accompany BIO 360. May also be taken by students in BIO 450. Prerequisites: concurrent enrollment in BIO 360 or BIO 450.

BIO 410. Immunology (3) An introduction to the language and basic concepts of immunology including the normal immune response and immune disorders. Prerequisites: BIO 136 and BIO 301.

BIO 421. Histology (2) A study of microscopic structure of cells, tissues, and organs. Prerequisites: (BIO 254 and 256) or (BIO 131-134), and BIO 360.

BIO 423. Histology Laboratory (2) To accompany BIO 421.

BIO 450. Molecular Biology (3) (W) An integrated study of gene and nucleic acid structure and function in both prokaryotic and eukaryotic organisms. Prerequisite: BIO 301.

BIO 460. Evolution (1) The study of the development of plants and animals from earlier forms. Prerequisites: senior biology majors or permission of instructor.

BIO 462. General Physiology (3) An in-depth study of neural and endocrine control mechanisms, as well as muscular, cardiovascular, respiratory, renal, and digestive physiology. Prerequisites: (BIO 102, 104, 205, and 207) or (BIO 131-134); and BIO 360, and CHM 331 and 333.

BIO 464. General Physiology Laboratory (1) To accompany BIO 462.

BIO 470. Mechanisms of Disease (3) Advanced topics in pathobiology and mechanisms of disease: mechanisms of cell injury, inflammation and healing, diseases of immunity, neoplasia, infectious and genetic diseases. Selected contemporary topics from current literature will be discussed. Prerequisites: BIO 462, 464 and BIO 421, 423 (concurrently).

BIO 499. Special Topics An enrichment in special biological problems for advanced students. Admission by approval of department chair. Hours and credits to be arranged by the project director. This course will normally not count toward the

minimum number of hours of concentration. Prerequisites: 12 hours of biology including BIO 360 and 301.

MARINE BIOLOGY (MRN)

The following courses are offered at the Dauphin Island Sea Lab of the Marine Environmental Sciences Consortium for credit from Spring Hill College. MRN 307, 315, 316, 318, and 323 are not normally counted towards the minimum number of upper-division hours required for a concentration in marine biology.

LOWER-DIVISION COURSES

MRN 125. Oceanology of the Gulf of Mexico (3) A survey of the physics, chemistry, biology, geology, and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent waters.

MRN 127. Commercial Marine Fisheries of Alabama (2) Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing, and economic values. Laboratory exercises include visits to local processing plants and a trawling expedition.

MRN 129. Coastal Climatology (2) Controlling factors of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.

MRN 140. GIS Basics (2) An introduction to the use of geographic information systems in the coastal and marine environment such as creating and analyzing spatial data. Prerequisite: understanding of Windows operating systems for computers.

MRN 142. GIS Applications (2) About a variety of applications, including GPS data collection, image rectification, 3D display, and Internet mapping. Prerequisite: MRN 140 or the equivalent.

UPPER-DIVISION COURSES

MRN 301. Marine Botany (4) A general survey of marine algae, vascular and non-vascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution, and ecology are considered. Prerequisites: Introductory biology including basic biology.

MRN 302. Marine Vertebrate Zoology (4) Lectures will include a general survey of marine vertebrates (except birds) with emphasis on the major groups of fishes. Laboratory sessions will emphasize collecting, observing, and field studies of the local fauna. Prerequisite: General zoology.

MRN 304. Marine Protozoology (2) The taxonomy, structure, ecology, and methods of study of major groups of unicellular marine protists. Prerequisite: Introductory zoology or botany, or a course in which protists have been reviewed.

MRN 306. Marine Biology (4) A general survey of marine habitats emphasizing the interactions between organisms and their physical and chemical environments. Prerequisite: General biology.

MRN 307. Introduction to Oceanography (4) A general survey of oceanic and near-coastal environments with emphasis on the interaction between physical, geological, chemical, and biological processes. Prerequisites: Introductory courses in chemistry, physics or geology, and biology.

MRN 308. Coastal Ornithology (4) Lectures stress the ecology of birds near the coast. Laboratory work is oriented to identification and behavior in the field.

MRN 312. Marine Ecology (4) Application of general ecological principles to both open ocean and nearshore waters. Prerequisites: General biology or zoology.

MRN 315. Marine Geology (4) Nearshore processes, interactions between animals and sediment, grain sizes and sorting, data gathering and report writing. Prerequisite: Physical geology or the equivalent.

MRN 316. Recent Marine Sedimentation (4) A study of marine sedimentation with emphasis on sedimentary processes and depositional environments. Field exposure to modern carbonate (Florida Keys) and clastic (Gulf Coast/Mississippi River Delta) environments and to ancient analogs. Prerequisites: Introductory courses in geology or marine geology.

MRN 318. Coastal Geomorphology (2) An introduction to such topics as waves and other coastal hydrodynamics, sediment transport, and interactions with man's dredging, beach filling, and building of jetties. Prerequisite: undergraduate science major.

MRN 323. Marine Technical Methods (2) An introduction to field methods, including planning, sampling from both the water-column and sediments, analysis and reporting.

MRN 403. Marine Invertebrate Zoology (4) Evolution of systems in major and minor phyla of invertebrates and their adaptations, emphasizing local fauna. Prerequisite: General zoology.

MRN 414. Marsh Ecology (4) A study of the flora and fauna elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisites: Introductory courses in zoology, botany, and ecology.

MRN 416. Coral Reef Ecology (4) Ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps, with a one-week field trip to Andros Island, Bahamas. Prerequisite: a course in either ecology or marine ecology, or permission of the instructors.

MRN 418. Marine Behavioral Ecology (4) Lectures, laboratory exercises, and overnight field trips to show how animal behavior is influenced by its environment and how data is collected and analyzed. Prerequisites: introductory courses in vertebrate and invertebrate zoology. Recommended: an introduction to statistics.

MRN 420. Marine Conservation Biology (4) Application of current conservation biology to the marine realm through lectures, field trips, assigned readings and term paper. Prerequisite: an introductory course in marine or general ecology.

MRN 422. Marine Fish Diseases (3) An introduction to aquatic animal diseases, specifically finfish and shellfish with practical techniques for isolation and identification. Prerequisites: general biology and microbiology are suggested but not required.

MRN 424 Marine Aquaculture (2) Techniques in marine aquaculture such as nutrition, reproductive biology, production, water quality maintenance, processing, marketing, and the economics of commercially important species. Prerequisites: general biology; ichthyology, limnology, and invertebrate zoology are suggested but not required.

MRN 426. Coastal Zone Management (2) An examination of the major substantive and procedural aspects of specific laws and regulations governing activity in the coastal zone and of how coastal processes affect specific management issues of the zone. No prerequisites.

MRN 430. Special Topics (1 to 4) Under this title come courses that have been approved too recently by the MESC program committee to be published here with their formal names. Prerequisites: As published in the advising manual of the MESC.

MRN 431. Dolphins and Whales (2) Lectures, audiovisual presentations, and practical exercises to guide students to further study of the classification, anatomy, and ecology of the cetaceans. Prerequisite: vertebrate anatomy or marine vertebrate anatomy.

MRN 440. Directed Research (1 to 6) Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a faculty member who will be in residence at the Sea Lab during the research.

MRN 450. Introduction to Neurobiology (4) The neuroanatomy and neurophysiology of marine invertebrates and vertebrates. Prerequisites: introductory biology. The following are suggested but not required: physiology or neuroscience or both, general chemistry, general physics.

GRADUATE COURSES

MRN 501. Marine Botany (4) Similar to MRN 301.

MRN 503. Marine Invertebrate Zoology (4) Similar to MRN 403.

MRN 512. Marine Ecology (4) Similar to MRN 312.

CHEMISTRY, PHYSICS AND ENGINEERING

DEPARTMENT CHAIR: John W. Kane, Ph.D.

CHEMISTRY (CHM)

PROGRAM COORDINATOR: Lesli W. Bordas, Ph.D.

The purpose of the Chemistry Program is to provide an opportunity for all students to learn the fundamentals of chemistry and to offer a series of courses which, together with the College's core curriculum, will give a broad education and prepare students for a wide range of career opportunities. A clear understanding of chemical laws and theories is emphasized in all courses. Experimental techniques and powers of observations are developed through carefully conducted laboratory work. To achieve these goals, chemistry majors are required to complete twenty-six credit hours of upper-division chemistry courses, calculus through MTH 323, and three credit hours of program electives. For answers to questions about the major, contact the program coordinator. In addition, the chemistry-business major is described in the interdisciplinary programs section.

Requirements

The Chemistry Program offers a major leading to the Bachelor of Science degree in chemistry. For the student who plans a professional career in chemistry, a program of studies is listed below.

The program elective, shown at the bottom of the list of required upper-division courses, will generally be chosen from CHM 461, CHM 481, ENV 372, or ENV 471.

Students majoring in chemistry must attain a grade of C- or better in every required course in chemistry, mathematics and physics. They must also successfully complete a comprehensive examination provided by the chemistry faculty and given in the senior year.

The College-wide speech competency requirement is fulfilled through the successful completion of CHM 391-392 and CHM 491-492.

Bachelor of Science in Chemistry

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 251 & 253	Analytical Chemistry and Laboratory	4
MTH 121-122 ¹	Calculus I and II	8
PHY 221 & 213	General Physics with Calculus I and Lab	4
PHY 222 & 214	General Physics with Calculus II and Lab	4

¹These courses also satisfy 9 credits of core curriculum requirements.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 302 & 304	Instrumental Analysis and Laboratory	5
CHM 331 & 333	Organic Chemistry I and Laboratory	4
CHM 332 & 334	Organic Chemistry II and Laboratory	4
CHM 391-392	Junior Seminars in Chemistry	1
CHM 441 & 443	Physical Chemistry I and Laboratory	4
CHM 442 & 444	Physical Chemistry II and Laboratory	4
CHM 491-492	Senior Seminars in Chemistry	1
CHM 451 ¹	Advanced Inorganic Chemistry	3
MTH 323	Calculus III	3
3xx or 4xx ²	Program Elective	3

¹Under special circumstances, CHM 461 may be substituted with the prior approval of the student's advisor and of the Chemistry Program Coordinator.

²Usually a chemistry course but a relevant course in another discipline may be substituted.

For students who seek an undergraduate degree in chemistry but plan careers related to chemistry, for example: (a) engineering, (b) health sciences (pre-medical, pre-dental, etc.), (c) business (chemical industry, government agencies, etc.), the

following recommendations are given for some of the seventeen hours of general elective courses.

Suggested use of general electives for career goals:

Engineering

Freshman year:	Recommendation of advisor
Sophomore year:	MTH 461
Junior year:	Recommendation of advisor MTH elective
Senior year:	Recommendation of advisor

Health Sciences

Freshman year:	BIO 101-103, 136-138
Sophomore year:	BIO 131-134
Junior year:	Recommendation of advisor
Senior year:	Recommendation of advisor

Business

Freshman year:	ECO 101-102 ACC 201-202
Sophomore year:	BUS 263-264 CIS 115
Junior year:	Recommendation of advisor
Senior year:	Recommendation of advisor

Students with concentrations in other fields may elect a chemistry minor.

Minor in Chemistry**LOWER-DIVISION**

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 251 & 253 ²	Analytical Chemistry and Laboratory	4

¹These courses also satisfy 6 hours of College core curriculum requirements.

²CHM 302 & 304 (Instrumental Analysis and Laboratory) may be substituted for CHM 251 & 253.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 331 & 333	Organic Chemistry I and Laboratory	4
CHM 332 & 334	Organic Chemistry II and Laboratory	4

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course. Exceptions may be made with the permission of the instructor in consultation with the student's advisor.

LOWER-DIVISION COURSES

CHM 100. Chemistry in the Modern World (3) An introduction to the chemistry underlying areas of interest in contemporary life. Topics include: environmental chemistry, agricultural chemistry, plastics, nutrition, chemistry and medicine, and consumer chemistry. Laboratory experiments and demonstrations are included. This is the course normally taken to satisfy the laboratory science or general science requirement for the core.

CHM 101. Chemistry and Life Processes (3) An introduction to general and organic chemistry focusing on topics relevant to the health professions. This course is also appropriate for those students seeking a preparatory course prior to entry into CHM 111. Satisfies the laboratory science or general science division requirement for the core.

CHM 111. General Chemistry I (3) The first in a two-course series covering some of the most fundamental concepts and theories underlying chemistry. Examples of topics covered in this course are atomic and molecular structure, gases, aqueous solutions, chemical reactions, and thermochemistry. Pre/corequisite: MTH 111 or 121.

CHM 112. General Chemistry II (3) A continuation of CHM 111 including such topics as kinetics, equilibria, acid and base chemistry, thermodynamics, and electrochemistry. Prerequisite: CHM 111 or equivalent.

CHM 113. General Chemistry I Laboratory (1) To accompany CHM 111. Laboratory exercises to complement and reinforce the concepts covered in CHM 111. Development of basic skills in measurement, observation, deduction, and manipulation.

CHM 114. General Chemistry II Laboratory (1) To accompany CHM 112. Experiences and exercises to demonstrate and supplement the topics of CHM 112, including the qualitative analysis of selected ions.

CHM 251. Analytical Chemistry (2) Topics covered include: error analysis, various types of volumetric analyses, and an introduction to spectroscopy. Prerequisite: CHM 112 or equivalent.

CHM 253. Analytical Chemistry Laboratory (2) (W) To accompany CHM 251. Laboratory exercises to complement and reinforce the concepts covered in CHM 251, including on-site analysis.

UPPER-DIVISION COURSES

CHM 302. Instrumental Analysis (3) The operating principles and capabilities of various instrumental methods for chemical analysis are studied. These instruments underlie much of the progress made in modern chemistry and biology over the last forty years. Topics covered include: ultraviolet/visible spectroscopy, luminescence spectroscopy, atomic absorption spectroscopy, mass spectroscopy, and gas and liquid chromatography. Prerequisite: CHM 251 or equivalent.

CHM 304. Instrumental Analysis Laboratory (2) (W) To accompany CHM 302. Hands-on experience with instrumentation with additional laboratory exercises to complement and reinforce the concepts covered in CHM 302.

CHM 331. Organic Chemistry I (3) An introduction to nomenclature, stereochemistry, functional groups, and alkane chemistry. Emphasis is placed on mechanisms of functional group reactions. Prerequisite: CHM 112 or equivalent.

CHM 332. Organic Chemistry II (3) An introduction to structural determination of organic compounds and spectroscopy followed by functional group interconversions, aromatic chemistry, and enolate chemistry. Prerequisite: CHM 331 or equivalent.

CHM 333. Organic Chemistry Laboratory I (1) (W) To accompany CHM 331. Laboratory exercises to complement and reinforce the concepts covered in CHM 331.

CHM 334. Organic Chemistry Laboratory II (1) (W) To accompany CHM 332. Laboratory exercises to complement and reinforce the concepts covered in CHM 332.

CHM 422. Biophysical Chemistry (3) An introduction to the physical chemistry relevant to biochemical systems, including thermodynamics, kinetics, transport processes and fundamental atomic and molecular structure. Pre/corequisite: MTH 122

CHM 424. Biophysical Chemistry Laboratory (1) (W) To accompany CHM 422. Laboratory exercises to complement and reinforce the concepts covered in CHM 422.

CHM 441. Physical Chemistry I (3) Mathematical treatment of chemical laws and theories, including thermodynamics, kinetics, kinetic theory, and chemistry of solutions and surfaces. Prerequisite: PHY 222 or equivalent; pre/corequisite: MTH 323 or equivalent.

CHM 442. Physical Chemistry II (3) Mathematical treatment of chemical laws and theories, including quantum theory, atomic and molecular structure, and spectroscopy.

CHM 443. Physical Chemistry Laboratory I (1) (W) To accompany CHM 441. Laboratory exercises to complement and reinforce the concepts covered in CHM 441.

CHM 444. Physical Chemistry Laboratory II (1) (W) To accompany CHM 442. Laboratory exercises to complement and reinforce the concepts covered in CHM 442.

CHM 451. Advanced Inorganic Chemistry (3) Selected topics within the great diversity of inorganic chemistry, including theories and concepts that help explain much of the chemistry of the main group and transition elements. Prerequisite: CHM 331.

CHM 461. Biochemistry I (3) A survey of lipids, carbohydrates, proteins and enzyme chemistry with emphasis on metabolic pathways including glycolysis, the citric acid cycle, and oxidative phosphorylation. Prerequisites: CHM 332 (BIO 360 recommended).

CHM 462. Biochemistry II (3) An in-depth look at protein function, synthetic peptide construction, amino acid and nucleotide metabolism, and gene expression and replication. Prerequisites: CHM 461.

CHM 464. Biochemistry Laboratory (1) To accompany CHM 462. Laboratory exercises to complement and reinforce the concepts covered in CHM 462.

CHM 481. Spectrometric Methods of Structure Determination (3) A study of proton and carbon-13 NMR spectra, mass spectra, infrared, and ultraviolet spectra for the determination of the molecular structure and the identification of organic compounds. Prerequisite: CHM 332.

CHM 485. Special Studies in Chemistry (1-3) A course whose content will vary according to the needs and interests of the students.

CHM 487-488. Chemistry Internship (1-3) A program of supervised study and research in an academic or commercial chemical laboratory to give students experience with advanced methods and to prepare students for postgraduate work. Hours and credits will be decided by the student and the instructor.

SEMINARS (0-1)

Student seminars, field trips, and guest lecturers.

CHM 391. Junior Seminar (0) Fall Semester (Bibliographic instruction course)

CHM 392. Junior Seminar (1) Spring Semester (Bibliographic instruction course)

CHM 491. Senior Seminar (0) Fall Semester (Bibliographic instruction course)

CHM 492. Senior Seminar (1) Spring Semester. (Bibliographic instruction course)

CHM 395-396. Junior Chemistry Research (1-2) An original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. Students in this course will meet periodically in seminar with the faculty. At the end of the semester, students will write a research report in the form of a journal article and may give an oral presentation to the chemistry seminar. By mutual agreement between the student and the faculty member.

CHM 495-496. Senior Chemistry Research (1-3) See course description for CHM 395-396.

BIOCHEMISTRY

PROGRAM COORDINATOR: Lesli W. Bordas, Ph.D.

This is an interdisciplinary major offered by the Division of Sciences. Its purpose is to enable students to acquire a strong background in the chemical underpinnings of biology, one of the fastest growing and most important areas of scientific and medical research today. Courses in biology, chemistry, mathematics, and physics provide a solid foundation in the basic sciences. Upper-level courses are designed to integrate these disciplines into a meaningful synthesis. Together with the College's core curriculum, this program provides students with a broad education and a strong, interdisciplinary background in the sciences, and prepares them for numerous careers, including graduate programs in biochemistry and related fields, medical and allied health professional schools, and the biotechnology and pharmaceutical industries.

Requirements

The Biochemistry program offers a major leading to the Bachelor of Science degree in biochemistry. A program of studies is listed below. All courses relevant to the major are listed as Biology or Chemistry courses; there is no special listing of Biochemistry courses. Students must attain a grade of C- or better in all required science and mathematics courses, and must also successfully complete a comprehensive examination in their senior year.

The program electives shown at the bottom of the list must include either CHM 302 & 304 (Instrumental Analysis and lab, recommended for students intending to go to graduate school or an industrial career) or BIO 462 & 464 (General Physiology and lab, recommended for students intending to apply to a health professional school).

The College-wide speech competency requirement is fulfilled through the successful completion of CHM 391-392 and CHM 491-492.

Prerequisites for relevant courses are as listed in the Chemistry and Biology program descriptions.

Bachelor of Science in Biochemistry

LOWER DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 & 103	Principles of Biology and Laboratory	4
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
MTH 121 - 122 ¹	Calculus I and II	8
PHY 221 & 213	General Physics with Calculus I and Lab	4
PHY 222 & 214	General Physics with Calculus II and Lab	4
CHM 251 & 253	Analytical Chemistry and Laboratory	4

¹These courses also satisfy 9 credits of core curriculum requirements.

UPPER DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 331 & 333	Organic Chemistry I and Laboratory	4
CHM 332 & 334	Organic Chemistry II and Laboratory	4
CHM 461	Biochemistry I	3
CHM 462 & 464	Biochemistry II and Laboratory	4
BIO 301	Genetics	3
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
CHM 391 & 392	Junior Seminars in Chemistry	1
BIO 450	Molecular Biology	3
CHM 422 & 424	Biophysical Chemistry and Laboratory	4
CHM 491 & 492	Senior Seminars in Chemistry	1
BIO/CHM 3xx/4xx	Program Electives ¹	7

¹Must include either CHM 302 & 304 or BIO 462 & 464.

Students with concentrations in fields other than chemistry may elect a biochemistry minor.

Minor in Biochemistry

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4

¹These courses also satisfy 6 hours of College core curriculum requirements.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 331 & 333	Organic Chemistry I and Laboratory	4
CHM 332 & 334	Organic Chemistry II and Laboratory	4
CHM 461	Biochemistry I	3
CHM 462 & 464	Biochemistry II and Laboratory	4

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course. Exceptions may be made with the permission of the instructor in consultation with the student's advisor.

ENVIRONMENTAL CHEMISTRY (ENV)

PROGRAM COORDINATOR: Lawrence Brough, Ph.D.

This is an interdisciplinary major offered by the Division of Sciences. Courses in biology, chemistry, mathematics, and physics provide a solid foundation in the basic sciences and in laboratory training for environmental applications. The College core curriculum courses in the humanities and the social sciences contribute to a well-rounded educational background for the environmental chemist. Some students may also wish to consider a double major—for example, in chemistry/environmental chemistry or in biology/environmental chemistry.

As an option, additional, specialized courses can be taken during the summer at the Dauphin Island Sea Lab of the Marine Environmental Sciences Consortium.

An environmental internship experience in the senior year is provided for candidates who wish this. Biochemistry I, CHM 461, is also strongly recommended. Majors fulfill the College-wide speech competency requirement through the successful completion of CHM 391 and ENV 394, and CHM 491 and ENV 494.

Students majoring in environmental chemistry must attain a grade of C- or better in every required course in biology, chemistry, mathematics, and physics. They must also successfully complete a comprehensive examination provided by the chemistry faculty and given in the senior year.

Bachelor of Science in Environmental Chemistry

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course. Exceptions may be made with the permission of the instructor in consultation with the student's advisor.

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 251 & 253	Analytical Chemistry and Laboratory	4
BIO 101 & 103	Principles of Biology and Laboratory	4
BIO 102 & 104	Botany and Laboratory	3
BIO 205 & 207	Invertebrate Zoology and Laboratory	4
MTH 121-122 ^{1,2}	Calculus I and II	8
PHY 221 & 213	General Physics with Calculus I and Lab	4
PHY 222 & 214	General Physics with Calculus II and Lab	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 302	Instrumental Analysis	3
ENV 306 ³	Instrumental Analysis Lab in Environmental Chemistry	2
CHM 331 & 333	Organic Chemistry I and Lab	4
CHM 332 & 334	Organic Chemistry II and Lab	4
BIO 355 & 357	Ecology and Lab	4
CHM 391/ENV 394	Junior Seminars in Environmental Chemistry	1
CHM 491/ENV 494	Senior Seminars in Environmental Chemistry	1
ENV 372	Environmental Chemistry	3
ENV 471	Environmental Regulations and Procedures	3
MTH 465 ⁴	Probability and Statistics	3
ENV 487 ⁵	Internship in Environmental Chemistry	2

¹These courses also satisfy 9 credits of core curriculum requirements.

²A student may be placed in MTH 111 as the first course. In this case the student would take only MTH 121 to complete the mathematics requirements.

³ENV 306 may be replaced by CHM 304.

⁴The *Bulletin* lists MTH 122 as a prerequisite for this course. The mathematics department will allow students who have had only MTH 121 to take MTH 465, and the student will experience no handicap. MTH 465 is offered every other year in the fall semester. Thus, this course will be taken in either sophomore or junior year (cycling with a core course).

⁵This may be for 3 credits, and a second semester internship would be possible in the spring. To suit specific goals and interests of the student, the internship credits may be replaced by general electives.

Students with concentrations in other fields may elect an environmental chemistry minor.

Minor in Environmental Chemistry**LOWER-DIVISION**

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Laboratory	4
CHM 112 & 114 ¹	General Chemistry II and Laboratory	4
CHM 251 & 253	Analytical Chemistry and Laboratory	4

¹These courses also satisfy 6 hours of the College core curriculum requirements.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 302	Instrumental Analysis	3
ENV 306 ²	Instrumental Analysis Laboratory	2
ENV 372	Environmental Chemistry	3
ENV 471	Environmental Regulations and Procedures	3

²ENV 306 may be replaced by CHM 304

ENVIRONMENTAL CHEMISTRY COURSES:**ENV 306. Instrumental Analysis Laboratory in Environmental Chemistry. (2)**

Laboratory exercises and methods of environmental analysis to accompany CHM 302.

ENV 372. Environmental Chemistry (3) Application of chemical principles which apply toward an understanding of the workings of our environment at the molecular level; sampling and analysis strategies. Prerequisite: CHM 331.

ENV 394. Junior Seminar in Environmental Chemistry. (1) Student seminars, field trips, and guest lecturers. (Bibliographic instruction course)

ENV 471. Environmental Regulations and Procedures. (3) A study of the history, scope, and application of major environmental regulations.

ENV 487-488. Internship in Environmental Chemistry. (2-3) A program of supervised study and research in an industrial or commercial environmental testing laboratory designed to give students on the job experience and to prepare the student for future work in environmental chemistry. Hours and credits will be decided by the student and the instructor.

ENV 494. Senior Seminar in Environmental Chemistry. (1) Student seminars, field trips, and guest lecturers. (Bibliographic instruction course)

BACHELOR OF SCIENCE IN CHEMISTRY-BUSINESS

(see Interdisciplinary and Other Programs section)

PHYSICS

PROGRAM COORDINATOR: John W. Kane, Ph.D.

The objective of the physics course offerings is to provide an opportunity for all students to study physics in courses which emphasize physical principles and theories of classical and modern physics.

PHYSICS (PHY)

Presently Spring Hill College does not offer a major in physics, but it does offer elementary and advanced courses in physics. Students desiring to study physics should major in mathematics and use the elective hours in the mathematics program for courses in physics.

The courses in physics make available to students of all departments a coherent, comprehensible, and rigorous account of the current state of one of the most stimulating and satisfying intellectual adventures of today. Clear understanding of physical principles and theories is emphasized. Modern experimental techniques and powers of observation are developed in the laboratory.

LOWER-DIVISION COURSES

PHY 114. Conceptual Physics (3) A description of the fundamental concepts of physics which shape our view of the physical universe. Classroom demonstrations will emphasize the importance of measurement for the testing of scientific hypotheses. Non-science majors only. No prerequisites.

PHY 115. Introduction to Astronomy (3) Survey of selected topics from astronomy, geology, and meteorology demonstrations.

PHY 213-214. General Physics Laboratory I-II (2) To accompany PHY 221-222. Selected experiments in mechanics, sound, electricity, magnetism, optics, and modern physics. Three clock-hours per week.

PHY 221-222. General Physics with Calculus I-II (6) Topics in mechanics, heat, sound, optics, electricity, magnetism, and modern physics. Quantitative as well as qualitative aspects of the subject are stressed utilizing calculus. The laboratory courses, PHY 213-214, should be taken concurrently. Prerequisite: MTH 121.

PHY 331. Independent Study Courses Content will vary according to the needs and interests of the students. These courses may be traditional courses in areas such as electronics, optics, and quantum mechanics. Credit to be arranged. Prerequisites: PHY 221-222 and MTH 121-122.

PHY 341. Modern Physics (3) An introduction to the special theory of relativity, physics of the atom, Schrodinger wave mechanics, physics of the nucleus, and partial physics. Prerequisites: PHY 221-222 and MTH 121-122. Course is offered upon program demand.

ENGINEERING DUAL DEGREE PROGRAM (PEN)

PROGRAM COORDINATOR: John W. Kane, Ph.D.

The purpose of the engineering dual degree program is to prepare students for acceptance at an engineering school. Spring Hill College does not have a school of engineering, but it does have courses in all the areas which are fundamental to engineering training. The courses in mathematics, physics, chemistry, computer programming, etc., which form the basic curriculum of the early years of any engineering program are offered regularly by various departments. Engineering students who make satisfactory progress in their liberal arts education and acquire the engineering fundamentals during three years of study at Spring Hill will be eligible for enrollment in an engineering program with whom Spring Hill College has a dual degree agreement. Currently, Spring Hill has dual-degree agreements with Auburn University, University of Alabama in Birmingham, University of Florida, Marquette University, and the Dwight Look College of Engineering at Texas A & M University. When all course requirements are completed at one of these engineering schools, Spring Hill College will award a Bachelor of Science degree at the same time as the engineering school awards a Bachelor of Engineering degree.

The engineering dual degree program is sufficiently flexible to accommodate students should they decide to stay at Spring Hill College and major in one of the sciences or a completely non-scientific field. During the entire program the students' academic counselors will assist the students in finding and preparing for the particular fields for which they are best qualified.

In the engineering dual degree program, emphasis is placed on courses in general physics, general chemistry, analytical geometry and calculus, engineering graphics, and computer programming. This essential core of engineering subjects is rounded out at Spring Hill with courses in English, history, philosophy, theology, social science and fine arts. A grade of C- or better is required in all mathematics, chemistry, and physics courses.

Particular programs of study may be tailored to fit individual needs. Mechanical, electrical, and aerospace engineers will need more courses in physics. Chemical engineers will require more concentrated effort in chemistry. Adjustments in students' programs may be suggested by their academic counselors as need arises.

Bachelor of Science Dual Degree in Engineering

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111-112	General Chemistry I-II	6
CHM 113-114	General Chemistry I-II Laboratory	2
MTH 121-122	Calculus I-II	8
PHY 221-222	General Physics with Calculus I-II	6
PHY 213-214	General Physics Laboratory I-II	2
CIS 221	Problem Solving I: Programs & Algorithms	3
CIS 223	Problem Solving I: Programs & Algorithms Laboratory	1
	Electives	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 323	Calculus III	3
MTH 461	Differential Equations	3
MTH 3xx-4xx	Mathematics Elective	3
	Program Electives ¹	12

¹Program electives chosen from biology, chemistry, physics, mathematics, or computer science courses.

MATHEMATICS (MTH)

DEPARTMENT CHAIR: Charles A. Cheney, Ph.D.

The goal of the Mathematics Department is to provide Spring Hill students with mathematical ideas and abilities which will help their careers, broaden their minds and enable them to meet the challenges of a lifetime where the understanding of mathematical concepts is necessary for success.

The Mathematics Department offers a program leading to the degree of Bachelor of Science in Mathematics with concentrations possible in the following areas: actuarial mathematics, applied mathematics, pure mathematics and computer analysis.

For those interested in a career in teaching mathematics at the high school level (grades 7-12), the Division of Teacher Education offers a program leading to certification in secondary education combined with a major in mathematics.

A minor program in mathematics is also available.

Requirements

The requirements in all concentrations include MTH 121 Calculus I, MTH 122 Calculus II, MTH 301 Introduction to Abstract Mathematics, MTH 321 Linear Algebra, MTH 323 Calculus III, MTH 461 Differential Equations, CIS 221 Problem Solving I: Programs & Algorithms, CIS 223 Problem Solving I: Programs & Algorithms Laboratory, and two semesters of laboratory science. Other specific lower-division course requirements and upper-division mathematics course and program elective requirements distinguish the individual concentrations in mathematics. All candidates for graduation are required to (a) pass a comprehensive undergraduate mathematics examination and (b) successfully complete a senior seminar (MTH 491) in which a comprehensive expository paper on some selected mathematical topic is required.

All students must show competency in oral communication. A student may document such competency by satisfying the speech component in MTH 491, the required seminar for mathematics majors.

The minor in mathematics consists of MTH 121 Calculus I, MTH 122 Calculus II, MTH 301 Introduction to Abstract Mathematics, MTH 323 Calculus III, and nine additional hours of upper-division MTH courses.

**Bachelor of Science in Mathematics
Concentration in Actuarial Mathematics**

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Problem Solving I: Programs & Algorithms	3
CIS 223	Problem Solving I: Programs & Algorithms Laboratory	1
	Laboratory Science I	4
	Laboratory Science II	4
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	3
MTH 461	Differential Equations	3
MTH 465	Probability & Statistics	3
MTH 468	Operations Research	3
MTH 470	Mathematical Modeling	3
MTH 491	Seminar	1
MTH or Program Electives ¹		3
	Program Electives ¹	6

¹Program electives to be chosen from upper-division courses in business.

Bachelor of Science in Mathematics Concentration in Applied Mathematics

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Problem Solving I: Programs & Algorithms	3
CIS 223	Problem Solving I: Programs & Algorithms Laboratory	1
PHY 221	General Physics with Calculus I	3
PHY 213	General Physics Laboratory I	1
PHY 222	General Physics with Calculus II	3
PHY 214	General Physics Laboratory II	1

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	3
MTH 461	Differential Equations	3
MTH 462	Vector Calculus	3
MTH 464	Complex Variables	3
MTH 470	Mathematical Modeling	3
MTH 491	Seminar	1
MTH or Program Electives ²		3
	Program Electives ²	6

²Program electives to be chosen from upper-division courses in CIS, CHM, ENV or PHY.

Bachelor of Science in Mathematics Concentration in Pure Mathematics

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Problem Solving I: Programs & Algorithms	3
CIS 223	Problem Solving I: Programs & Algorithms Laboratory	1
	Laboratory Science I	4
	Laboratory Science II	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	3
MTH 451	Basic Real Analysis	3
MTH 461	Differential Equations	3
MTH 462	Vector Calculus	3
MTH 464	Complex Variables	3
MTH 482	Algebraic Theory	3
MTH 491	Seminar	1
	Program Electives ³	6

³Program electives to be chosen from upper-division courses other than MTH that support and strengthen principal subjects of concentration.

Bachelor of Science in Mathematics Concentration in Computer Analysis

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121	Calculus I	4
MTH 122	Calculus II	4
CIS 221	Problem Solving I: Programs & Algorithms	3
CIS 223	Problem Solving I: Programs & Algorithms	
	Laboratory	1
	Laboratory Science I	4
	Laboratory Science II	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 301	Introduction to Abstract Mathematics	3
MTH 321	Linear Algebra	3
MTH 323	Calculus III	3
MTH 461	Differential Equations	3
MTH 465	Probability & Statistics	3
MTH 468 <i>or</i>	Operations Research <i>or</i>	
MTH 470	Mathematical Modeling	3
MTH 482	Algebraic Theory	3
MTH 491	Seminar	1
CIS 322	Problem Solving II: File Processing & Data Structures	3
	Program Electives ⁴	6

⁴Program electives are to be chosen from CIS 382 Database Management Systems, CIS 403 Systems Organization, CIS 484 Systems Analysis and Design, CIS 486 Digital Communications and Networks.

Minor in Mathematics

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 121	Calculus I	4
MTH 122	Calculus II	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MTH 301	Introduction to Abstract Mathematics	3
MTH 323	Calculus III	3
MTH 3xx - 4xx	Mathematics Electives	9

LOWER-DIVISION COURSES

MTH 010. Basic Algebra (3) A remedial course covering properties of real numbers, exponents and radicals, algebra of polynomial and rational expressions, solutions of equations and inequalities, and applications, which does not fulfill any requirement for a college-level mathematics course. Those students whose mathematical background is deficient, based on high school course work and test scores, are required to take MTH 010 if they plan to take precalculus (MTH 111). Grading: A, B, C, No Credit.

MTH 111. Precalculus (3) Analytic geometry; the concept of function with analysis of polynomial, rational, exponential, logarithmic, and trigonometric functions, their properties, graphs, and use in applied problems. Prerequisite: Satisfactory performance on mathematics placement examination or equivalent demonstrated proficiency.

MTH 112. Trigonometry (3) Elements of plane and spherical trigonometry with applications. Prerequisite: MTH 111 or equivalent demonstrated proficiency.

MTH 113. Contemporary Mathematics (3) Techniques from mathematics that are directly applicable to many realistic problems. Topics include graph theory, scheduling, probability, statistics, election processes, and game theory.

MTH 121. Calculus I (4) Analytic geometry, functions, limits, continuity, the derivative and its applications, the integral and its applications. Prerequisite: MTH 111, satisfactory performance on mathematics placement examination or equivalent demonstrated proficiency.

MTH 122. Calculus II (4) Applications of the integral, transcendental functions, techniques of integration, indeterminate limit forms, improper integrals, and infinite series. Prerequisite: MTH 121.

MTH 140. Calculus with Business Applications (3) A survey of differential and integral calculus with emphasis on applications to business problems. Prerequisite: MTH 111, satisfactory performance on mathematics placement examination or equivalent demonstrated proficiency.

MTH 190. Mathematics for Elementary Teachers (3) Sets, number systems, basic number theory, and geometry. This course does not satisfy any core requirement in mathematics.

MTH 192. Mathematics for Elementary Teachers II (3) Modeling arithmetic and algebraic operations, geometry fundamentals, and coordinate geometry. Prerequisite: MTH 190. This course does not fulfill the mathematics core requirement and is only open to Early Childhood and Elementary Education majors.

UPPER-DIVISION COURSES

MTH 301. Introduction to Abstract Mathematics (3) (W) Sets, relations, functions, cardinality, and techniques of proof in mathematics. Prerequisites: MTH 122 and PHL 101.

MTH 303. Mathematical Logic (3) Basic ideas of logical structure, sentential theory of inference, introduction to first order predicate logic with assigned readings for independent study. Prerequisite: PHL 101.

MTH 311. Numerical Methods (3) Study of algorithms for solving mathematical problems (such as roots of equations, differentiation, integration, initial and boundary value problems, solutions for systems of equations) by computation and error analysis of the computations. Prerequisites: MTH 122 and CIS 221.

MTH 315. Applied Mathematics I (3) Solutions of non-linear ordinary differential equations, partial differential equations and applied problems that give rise to such equations. Prerequisite: MTH 323.

MTH 316. Applied Mathematics II (3) Linear vector spaces, function spaces, orthogonal polynomials, Fourier analysis, and applications of group theory to problems in physics. Prerequisite: MTH 315.

MTH 321. Linear Algebra (3) Matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 121.

MTH 323. Calculus III (3) Vectors and analytic geometry in space, differential and integral calculus of functions of two or more variables, applications. Prerequisite: MTH 122.

MTH 331. Foundations of Geometry (3) Incidence and order properties, Hilbert's axioms, congruence of triangles, inequalities in triangles, absolute and non-Euclidean geometry, the parallel postulates, and projective geometry. Prerequisite: MTH 122.

MTH 451. Basic Real Analysis (3) The real number system, topology of the line, limits, continuity, differentiation, theory of integration, sequences and series of functions. Prerequisites: MTH 301 and MTH 323.

MTH 461. Differential Equations (3) Methods of solution and applications of standard types of ordinary differential equations and systems of ordinary differential equations including series and numerical solutions. Prerequisite: MTH 323.

MTH 462. Vector Calculus (3) Curvilinear coordinates, differentiation and integration of vector functions, divergence theorem, curl, Stoke's theorem, conservative fields, orthogonal transformations. Prerequisite: MTH 323.

MTH 464. Complex Variables (3) Arithmetic and geometry of complex numbers, complex functions, analytic and harmonic functions, elementary functions, complex integration, series representations, residue theory, and conformal mapping. Prerequisites: MTH 301 and MTH 323.

MTH 465. Probability and Statistics (3) Axioms and basic properties, sampling, combinatorics, random variables, probability and density functions, moments,

standard distributions, central limit theorem, hypothesis testing, confidence intervals, and linear regression. Prerequisite: MTH 122.

MTH 468. Operations Research (3) Mathematical methods of optimization, linear programming, dynamic programming, network analysis, probabilistic models in decision making, queuing theory, and Markov processes. Prerequisite: MTH 465.

MTH 470. Mathematical Modeling (3) Deterministic and probabilistic mathematical methods applied to various disciplines featuring diverse applications which are not usually treated in other upper-division mathematics courses. Prerequisites: MTH 323, MTH 321, and MTH 461, or consent of instructor.

MTH 481. Introduction to Topology (3) Topological spaces, connectedness, compactness, continuous-function separation axioms, product space, and additional topics to be selected by instructor. Prerequisite: MTH 451.

MTH 482. Algebraic Theory (3) Groups, subgroups, factor groups, homomorphism theorems, rings, ideals, factorization theory, fields, modules, and vector spaces. Prerequisite: MTH 301.

MTH 483. Number Theory (3) Selected topics from number theory such as divisibility, congruences, Diophantine equations, prime number theorem, quadratic reciprocity. Prerequisite: MTH 301.

MTH 491. Seminar (TBA) Topics of interest not covered in other courses, varying from year to year. (Bibliographic instruction course) Prerequisite: Varies from topic to topic.

Division of Social Sciences

DIVISION CHAIR: Alexander R. Landi, Ph.D.

The Division of Social Sciences consists of the departments of history, political science and law, psychology, and sociology. Students will come to know the issues relevant today as they are investigated in all of the social sciences. Bachelor degrees are granted in history, political science and law, psychology, and international studies.

The first year of the social sciences program offers an introduction to the traditional social sciences. This provides a broad perspective on human behavior for the student and also allows the student to make a reasoned choice of the area within the social sciences for a specialization. Students in all three degree-granting departments complete the same core curriculum requirements.

Intensive work in the student's chosen department is reserved for the last two years in college. The curriculum is broad enough to prepare students for graduate school and also to interest those who wish to complete their education with the bachelor's degree.

HISTORY (HIS)

DEPARTMENT CHAIR: Patricia G. Harrison, Ph.D.

The objectives of the History Department are twofold: introducing to all students the essential background for an educated understanding of the peoples and forces affecting the development of western societies and enlarging upon the introductory courses with a more intensive analysis of social, political, economic, and ideological developments as studied in more concise periods and topical arrangements. The first objective is met through the survey courses that are a part of the College's core curriculum; the second objective is met through the upper-division course offerings.

The department seeks not only to provide a sound program for students who major or minor in history, but also to serve students through courses that complement the liberal arts and college curricula and that contribute to a wide variety of career and educational objectives including graduate and professional programs in history, government, and law.

Throughout, the department seeks to develop the student's historical knowledge, writing abilities, and analytical skills as a contribution to intellectual development.

Requirements

To be admitted to the history program, students should complete HIS 101, 102, 103, and 104. Additionally, students desiring admission to the program may be required to take a brief writing exam to be administered by the history faculty at the end of the student's sophomore year.

All history majors are required to complete HIS 499 Seminar with a grade of C- or above as part of their comprehensive experience. In addition, each history major must take the ETS examination in history during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey. Students with unsatisfactory scores in either subsection of American or European history may be required to take an essay exam in the area in which the performance was deficient.

The requirement for oral competency is fulfilled through the successful completion of CMM 150.

Bachelor of Arts in History

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 101	Western Civilization to 1648	3
HIS 102	Western Civilization Since 1648	3
HIS 103	America to 1876	3
HIS 104	United States Since 1876	3
CMM 150	Introduction to Public Speaking	3

UPPER-DIVISION¹

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 3xx - 4xx	History Electives	18
HIS 499	Seminar	3
	Program Electives	9

Minor in History

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 101	Western Civilization to 1648	3
HIS 102	Western Civilization Since 1648	3
HIS 103	America to 1876	3
HIS 104	United States Since 1876	3

UPPER-DIVISION²

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 3xx - 4xx ^a	History Electives	9

¹Upper-division courses must include at least two courses in American history and two courses in European history.

²Upper-division courses must include one course in American history and one course in European history.

^aHIS 499 strongly recommended

LOWER-DIVISION COURSES

HIS 101. Western Civilization to 1648 (3) A survey of western civilization from the Classical Period to the mid-1600s. Emphasis is given to Classical Greece, the Hellenistic Age, Roman History, the Middle Ages, the Renaissance, the Reformation, and the rise of the nation states. Political, social, and economic relationships are integrated and analyzed. Required of all majors and minors in history.

HIS 102. Western Civilization Since 1648 (3) A survey of Western civilization from the Scientific Revolution to the present. Emphasis is given to the Scientific Revolution; the Enlightenment; the French Revolution; industrialization; political, social, and intellectual changes in the nineteenth century; the Russian Revolution; the World Wars; the Cold War; and the collapse of Communism. Political, social, and economic relationships are integrated and analyzed. Required of all majors and minors in history.

HIS 103. America to 1876 (3) (W) An inquiry into the development of American society through the Civil War and Reconstruction. Required of all majors and minors in history. (Bibliographic instruction course) Course does not fulfill core curriculum requirements.

HIS 104. The United States Since 1876 (3) An inquiry into America's development since 1876 including the Gilded Age, Progressivism, the Great Depression, both world wars, Vietnam, and the many diverse social and political developments from the 1950's into the 1990's. Required of all majors and minors in history.

HIS 290. Honors History (3) An advanced coverage of either early European history or American history since 1876 that will go beyond a survey of events to emphasize an intensive analysis of historical writing and primary materials. This course is writing intensive and stresses student participation. Prerequisite: Honors student or permission of instructor.

UPPER-DIVISION COURSES

HIS 301. Modern Latin America (3) A survey of nineteenth and twentieth century Latin America. Prerequisite: Six hours of history.

HIS 312. Medieval Civilization (3) A study of the European Middle Ages from about 300-1400. Special attention will be given to the problems faced by feudal society as well as the creative achievements in the areas of economics, politics, and culture. Prerequisite: Six hours of history.

HIS 314. The Renaissance and the Reformation (3) A study of the economic and intellectual expansions of Europe and the religious transformation of the sixteenth and early seventeenth centuries. Prerequisite: Six hours of history.

HIS 317. Europe: 1648-1789 (3) A study of absolutism, the influence of the Enlightenment, and European political developments. Economic, social, and cultural developments are analyzed. Prerequisite: Six hours of history.

HIS 318. French Revolution and Napoleon (3) An examination of the background, causes, course, and significance of the French Revolution. The impact of the Napoleonic period on Europe constitutes an important portion of the course. Prerequisite: Six hours of history.

HIS 319. Europe: 1815-1900 (3) A study of the effects of liberalism, industrialization, and nationalism on Europe leading up to the twentieth century. Prerequisite: Six hours of history.

HIS 320. Europe in the Era of the World Wars (3) A study of World War I, the Russian Revolution, the interwar period, and World War II. Attention will be given to the rise of dictators. Prerequisite: Six hours of history.

HIS 322. Europe Since 1945 (3) Emphasis is on the postwar period, the Cold War, politics, the process of decolonization, the European Union, the changes in Eastern Europe, and contemporary developments. Prerequisite: Six hours of history.

HIS 325. Women's History (3) (D) A study of the cultural, social, legal, and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities, and government policies regarding women. Specific topics include women in American history, women in European history, and women in the nineteenth and twentieth centuries. Prerequisite: Six hours of history.

HIS 326. African-American History (3) A study of the major issues in African-American history, with a focus on the study of primary documents. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow society, the Harlem Renaissance, and the Civil Rights movement. Prerequisite: Six hours of history.

HIS 330. World Cultures (3) (D) A historical study of the principal cultures of the world from prehistory to the modern period. Prerequisite: Six hours of history.

HIS 341. Colonial America (3) A study of the colonial period that will focus on the British North American colonies and include the Age of Discovery; a comparison of the northern, southern, and middle colonies; the interaction between whites, blacks, and Native Americans; and leading political, economic, ideological, and social developments through the French and Indian war. Prerequisite: Six hours of history.

HIS 342. The American Revolution and the Early Republic (3) A detailed study of the causes and results of the American Revolution and a study of the writing of the Constitution and the subsequent development of the early republic. Prerequisite: Six hours of history.

HIS 344. The Civil War and Reconstruction (3) A study of the origins of the Civil War, the status of both the North and the South during the war, and the efforts to restore the Union. Prerequisite: Six hours of history.

HIS 346. American Foreign Policy (3) A survey of United States foreign policy to include a study of the fundamental principles, contemporary problems, and trends of American foreign relations. Cross listed as POL 346. Prerequisite: Six hours of history.

HIS 350. The United States: 1876-1914 (3) A study of reformers, radicals, and the "robber barons." Attention is given to industrial and corporate expansion, Populism, the Spanish-American War, Theodore Roosevelt, Progressivism, and the early Wilson administration. Prerequisite: Six hours of history.

HIS 351. The United States: 1914-1945 (3) This course will examine World War I, the 1920's, the Great Depression, and World War II. Prerequisite: Six hours of history.

HIS 352. The United States Since 1945 (3) A study of the Cold War, the civil rights movement, Vietnam, the Watergate crisis, and other major economic, political, and social developments. Prerequisite: Six hours of history.

HIS 360. The South (3) A survey of the American South from the antebellum period through the development of the New South. Special attention will be paid to the position of Alabama in the region. Prerequisite: Six hours of history.

HIS 361. The American West (3) Course focuses on the nineteenth century American West. Attention is given to the vast geography of the West; the pioneering trails to Oregon and California; and the interaction among Native Americans, settlers, the army, and bureaucrats. Prerequisite: Six hours of history.

HIS 362. American Presidents (3) A study of American presidents from George Washington to the present that primarily uses biographies and biographical material in analyzing how the presidency has changed as an institution. Prerequisite: Six hours of history.

HIS 496. Readings in History (3) A directed reading program. Prerequisites: Six hours of history and permission of professor.

HIS 497. Topics in History (3) An advanced history course covering a special topic. Prerequisite: Six hours of history.

HIS 498. Historical Internship (3-6) A course designed to give students an introduction to the work of the historian in various fields. Placement may include archives, museums, and historical sites. Prerequisites: Junior or senior standing and permission of professor.

HIS 499. Seminar (3) (W) The student will engage in extensive historical analysis and interpretation and will learn the fundamentals of historical research. A major research paper is required. This course will be taught at the senior level and the topic of the seminar will change annually, depending on the interests of the professor directing it. Required of all majors in history and strongly recommended to all history minors. Prerequisites: Twelve hours of history including at least one upper-division course. Permission of professor required.

INTERNATIONAL STUDIES

PROGRAM DIRECTOR: Nader Entessar, Ph.D.

The degree program in international studies is designed to provide the basic tools needed for an educated person to understand the complexities of the international and interdependent world in which we live today. Because of the overlapping nature of politics and economics at the global level, the core of the program revolves around courses in the departments of political science and law, and economics.

On a more practical level, this degree program addresses five broad areas of international employment besides teaching and research:

1. Non-governmental organizations with international political, economic, and social programs.
2. International banking, business, and finance.
3. Political risk analysis and intelligence.
4. Those branches of the United States government concerned with American foreign policy, such as the State Department, Defense Department, CIA, AID, etc.
5. The United Nations and its affiliated agencies, such as the ILO, FAO, IMF, and the World Bank.

Program Content

The program consists of a number of core courses as indicated in the following checklist. The core courses are required of all students majoring in international studies. In addition, students, in consultation with their advisors, must take an additional eighteen hours of upper-division courses that have specific area studies and/or substantial international content or relevance. In addition, students must demonstrate intermediate level competency in a modern foreign language. This competency can be demonstrated by passing an intermediate level foreign language competency examination or by passing two intermediate level courses in a modern foreign language. The comprehensive requirement for the degree is satisfied by taking POL 449/ECO 449 (International Political Economy) which serves as a senior seminar for international studies majors. All students must demonstrate competency in oral communication. Students may document such competency by satisfying the speech component in the required course POL 447.

Although undergraduate programs in international studies are not designed to train specialists *per se*, in a competitive job market career opportunities are substantially enhanced for people with graduate degrees and specialized training in international studies. Therefore, the international studies major at Spring Hill College seeks, *inter alia*, to provide a sound basis for further specialized studies at the graduate or professional level. It is also suggested that students incorporate a practical internship in their curriculum. The recommended internship component of the program is designed to provide hands-on experience and allow students to test the waters before they graduate.

The minor in international studies consists of POL 151 and 161 plus five upper-division courses chosen from history, foreign culture, political science, or business administration. Also, students minoring in international studies must demonstrate intermediate level competency in a foreign language.

Details of the international studies program and information on career opportunities in international affairs may be obtained from the director of international studies.

Bachelor of Science in International Studies

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 151	Comparing Nations and Cultures	3
POL 161	International Politics	3
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
	Modern Foreign Language (Intermediate Level)	6

UPPER-DIVISION CORE

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 363	Politics of Developing Countries	3
POL 447	Problems in International Politics	3
ECO 434	International Economics	3
ECO 453	Economic Development	3
POL 449/ECO 449	International Political Economy	3

UPPER-DIVISION ELECTIVES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
<i>Choose six courses:</i>		18
POL 346/HIS 346	American Foreign Policy (3)	
POL 365	Latin American Politics (3)	
POL 367	Middle Eastern Politics (3)	
POL 371	Russia and Eastern Europe (3)	
HIS 301	Modern Latin America (3)	
HIS 322	Europe Since 1945 (3)	
ECO 321	Money and the Financial System (3)	
ECO 301	Intermediate Microeconomics (3)	
FIN 435	International Finance (3)	
BUS 320	International Business (3)	
MGT 301	Management Principles (3)	
MKT 311	Marketing Principles (3)	
LAN 302	The French Heritage II (3)	
LAN 304	The Spanish Heritage II (3)	
LAN 305	The Latin American Heritage (3)	

Minor in International Studies

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 151	Comparing Nations and Cultures	3
POL 161	International Politics	3
From upper-division courses listed for majors		15

POLITICAL SCIENCE AND LAW (POL)

DEPARTMENT CHAIR: Alexander R. Landi, Ph.D.

The purposes of the Department of Political Science and Law are to: 1) orient students to the world of politics and teach them to think seriously about it; 2) prepare students for graduate and professional programs in political science, international relations, public administration, and law; and 3) give students the analytical and critical skills they need for successful work.

Requirements

Prior to admission to concentration in political science, students must complete POL 112, 151, 161, and 283 with grades of C- or better. The department also offers a strong and well-rounded pre-law minor. See the detailed description in this section of the *Bulletin*.

The Seminar in American Government and Politics (POL 491) is the required comprehensive experience in political science and will normally be taken in the fall of the senior year. In addition, each political science major must take the ETS examination in political science during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in

Princeton, New Jersey. Students with unsatisfactory scores on the ETS examination may be required to repeat foundation classes or to undertake additional study on key topics in political science.

All majors must show competency in oral communication. A student may document such competency by satisfying the speech component in the required course POL 491 Seminar in American Government and Politics.

Bachelor of Science in Political Science

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 112	American National Government	3
POL 151	Comparing Nations and Cultures	3
POL 161	International Politics	3
POL 283	American Political Thought	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
ECO 101	Principles of Macroeconomics	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
A) American Government and Politics		3
choose one of the following:		
POL 321	Political Parties and Interest Groups	
POL 324	Public Policy	
POL 325	Public Administration	
POL 340	Constitutional Law	
POL 341	Judicial Process and Procedures	
POL 346	American Foreign Policy	
B) Comparative and International Politics		6
choose two of the following:		
POL 346	American Foreign Policy	
POL 363	Politics of Developing Countries	
POL 365	Latin American Politics	
POL 367	Middle Eastern Politics	
POL 371	Russia and Eastern Europe	
POL 447	Problems in International Politics	
POL 449	International Political Economy	
C) Political Philosophy		6
choose two of the following:		
POL 381	Western Political Philosophy I	
POL 382	Western Political Philosophy II	
POL 385	Marxism and 20th Century Political Thought	
POL 387	Politics and Literature	

D) Comprehensive Experience	3
POL 491	Seminar in American Government and Politics (fall of senior year)
E) POL 3xx - 4xx	Political Science Electives
	6

Program Electives: 6 semester hours

Six hours of upper-division course work that supports the major and is approved by the department.

Minor in Political Science

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
9 semester hours selected from:		9
POL 112	American National Government	
POL 151	Comparing Nations and Cultures	
POL 161	International Politics	
POL 283	American Political Thought	

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
12 semester hours selected from:		12
POL 321-491	Political Science Electives	

PRE-LAW MINOR

The Department of Political Science and Law offers a pre-law minor for those students who intend to pursue a legal career. The pre-law minor is intended to serve both political science majors and others who may want to minor in pre-law. This minor is designed to enhance the three basic skills needed to succeed in law school: creative and analytical thinking, understanding governmental and societal institutions, and the comprehension and use of language.

Minor in Pre-Law

Required:

<u>Courses</u>	<u>Title</u>	<u>Hours</u>
POL 112	American National Government	3
CMM 150	Introduction to Public Speaking	3
BUS 301	Business Law I	3
POL 340	Constitutional Law	3
POL 341	Judicial Process and Procedures	3
POL 381/PHL 381	Western Political Philosophy I	3
SOC 353, SOC 483, or PHL 350	Criminology, Sociology of Law or Philosophy of Law	3

In addition, the following courses are **strongly** recommended:

Recommended:

<u>Electives</u>	<u>Title</u>	<u>Hours</u>
POL 283	American Political Thought	3
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
PHL 350	Philosophy of Law	3
POL 382/PHL 382	Western Political Philosophy II	3
POL 447	Problems in International Politics	3
POL 491	Seminar in American Government and Politics	3
SAS 301	Internship I	

These courses, along with core courses required for all majors at Spring Hill, such as logic and English courses, offer a well-rounded educational background to students interested in pursuing professional training in law. Of course, a high grade point average (GPA) and a competitive Law School Admission Test (LSAT) score are crucial factors in determining a student's chances of being admitted to many law schools in the United States. For further information, please contact the Department of Political Science and Law.

LOWER-DIVISION COURSES

POL 112. American National Government (3) An intensive study of the principles, practices, institutions, and behavioral realities of the American polity.

POL 151. Comparing Nations and Cultures (3) (D) This is an introductory-level course that compares governments, societal structures and cultures of several diverse countries in Europe, Asia, Africa, the Middle East, and Latin America. The emphasis is on contemporary substantive issues and problems.

POL 161. International Politics (3) Introduction to international politics, international organizations, and international law. Consideration of non-nation-state actors and the North-South debate. (Bibliographic instruction course)

POL 283. American Political Thought (3) (W) The development of American political ideas, examined in the context of the Western tradition of political theory.

POL 290. Honors Political Science (3) (W) An in-depth examination of a subfield of political science, such as American political thought, American politics, or international politics. The course is **writing intensive** and uses primary sources, such as the writings of the Founding Fathers or classics of international relations theory. The specific subject area covered may vary depending on the interests of the individual instructor. Prerequisite: Honors standing or permission of instructor.

UPPER-DIVISION COURSES

POL 321. Political Parties and Interest Groups (3) An analysis of the development, organization, role, and influence of political parties and pressure groups in the United States; summary of recent work on public opinion, attitudes and voting behavior, relation of parties and elections to policy outcomes. Prerequisite: POL 112.

POL 322. Congress and the President (3) A study of the major institutions of American representative democracy, their origins, development, and transformation; their current organization, functioning, and relationships. Prerequisite: POL 112.

POL 324. Public Policy (3) A survey of major public policy issues such as health care, education, crime, immigration, welfare reform, and economic problems in the United States. Prerequisite: POL 112.

POL 325. Public Administration (3) A study of the characteristics of public administration, its political context and policy-making role, and the problems and techniques of public-sector leadership. Prerequisite: POL 112.

POL 340. Constitutional Law (3) (W) Nature and scope of American constitutional principles developed by the Supreme Court: federalism, separation of powers, taxing and commerce powers, the presidency, civil liberties and civil rights. Case method. Prerequisite: POL 112 or POL 283.

POL 341. Judicial Process and Procedures (3) (W) An examination of the organization, procedures and judicial decision-making process in the United States federal court system. Prerequisite: POL 112.

POL 346. American Foreign Policy (3) (W) A brief survey of recent diplomatic history concentrating on fundamental principles, contemporary problems, and trends of American foreign relations. Course also to provide students with an understanding of the decision-making process, the institutions for the conduct of foreign policy, and the alternatives for specified problems in foreign areas. Same course as HIS 346. Prerequisite: POL 112 or POL 161.

POL 363. Politics of Developing Countries (3) (D,W) Patterns of development in the modernization of tribal and traditional societies. The impact of the technological West. The demand for change: anti-colonial and anti-imperial movements; the sequential development of leadership elites and political organizations. Problems of nation-building: unity, development of capital and industrialization. Prerequisite: POL 112 or POL 151 or POL 161.

POL 365. Latin American Politics (3) (D,W) Study of Latin American political systems and the processes of revolution and social change in the hemisphere. Also considered are relations among Latin American states and between them and the United States. Prerequisite: POL 112 or POL 161 or HIS 301.

POL 367. Middle Eastern Politics (3) (D,W) Analysis of the politics and social structures of the Arab countries, Israel, Iran, Turkey, and Afghanistan. Prerequisite: POL 112 or POL 151 or POL 161.

POL 371. Russia and Eastern Europe (3) An examination of the history and development of the nations of the former communist bloc with emphasis on transitions to free economic and political systems. Prerequisite: POL 112 or POL 151.

POL 381-382. Western Political Philosophy I-II (6) The western tradition of philosophic discourse on politics is explored in its major moments—classical, medieval, and modern—through an intensive study of selected classics in the field. Works studied in the first semester include Plato's Republic, Aristotle's Politics, and St. Thomas's Treatise on Law. The second semester is devoted to the classics of modern political philosophy, including Machiavelli's Prince, Rousseau's Social Contract, and Mills' On Liberty. Same course as PHL 381 and 382. Prerequisite: Sophomore standing.

POL 383. Catholic Social Thought (3) (D,W) Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as THL 350. Prerequisite: THL 101.

POL 384. Methods of Social Research (3) Introduction to techniques of social research; formulation of research problems, methods of data collection, construction of research design. Attention is given to social sciences as a field of study.

POL 385. Marxism and Twentieth Century Political Thought (3) A study of Marx and other major figures who have shaped twentieth century political thought: Freud, Marcuse and writers on Liberation Theology. Prerequisite: Sophomore standing.

POL 387. Politics and Literature (3) (W) An examination of political themes and experience through the study of literature, primarily fiction. Prerequisite: Sophomore standing.

POL 393. Internship in Government and Politics (3-6) A practicum in American Government and Politics; placement in an administrative agency, a legislative office, an electoral campaign, etc. Offered as a tutorial every session. Junior or senior standing recommended.

POL 447. Problems in International Politics (3) (W) Concentrated study of key problems in international politics, such as supra-natural integration, arms and disarmament, North-South politics and the ecopolitical agenda, international law, and the role of morality. Prerequisite: POL 112 or POL 161.

POL 449. International Political Economy (3) (W) An integrative capstone seminar which combines material from political science, economics, and general business studies. Potential topics include: public policy toward multinational corporations, current trade legislative proposals, international organizations, and historical thought about international political economy. Same course as ECO 449. Prerequisites: Senior standing and at least six semester hours of international course work.

POL 491. Seminar in American Government and Politics (3) (W) Study of American politics at an advanced level; the senior seminar in political science. Prerequisite: Senior standing.

POL 499. Readings in Political Science (3) A directed individual or group research course in the areas of domestic, comparative, international, or theoretical politics; dependent upon needs of political science students and interests of the staff.

PSYCHOLOGY (PSY)

DEPARTMENT CHAIR: Robert MacAleese, Ph.D.

The Department of Psychology has three goals: (1) to contribute to the students' liberal education and to help the students learn more about themselves so that they may make effective decisions about their lives; (2) to prepare students for graduate school if they wish to continue their education; and (3) to give practical education and field experience to enable students to find jobs in psychology-related fields immediately after obtaining the baccalaureate degree. A unique feature of the

program at Spring Hill is the dual emphasis on personal growth and high standards of academic scholarship.

To prepare students for immediate job placement, the department offers an internship option. This option requires that all the regular requirements be met; however, the upper-division psychology courses must include PSY 325 Abnormal Psychology and PSY 445 Approaches to Psychotherapy and Counseling. PSY 320 Personality Theories and PSY 322 Tests and Measures are highly recommended. Placement in PSY 446 Internship in Psychology or SAS 301 Internship I is also possible for qualified students. The department cooperates with fine arts to offer a major in art therapy.

Requirements

Before students are officially admitted into the department for a major in psychology, the candidates must complete all lower-division requirements of the social science program and make formal application to the chair.

All senior psychology majors are required to complete PSY 491 Senior Seminar with a grade of C- or above as their comprehensive experience. In addition, each psychology major must take the ETS examination in psychology during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey. Students with unsatisfactory scores on the ETS examination must pass the departmental exam. If neither examination is passed, the student may be required to repeat foundation courses or undertake additional study on key topics in psychology.

All majors must demonstrate competency in oral communication. A student may document such competency by satisfying the speech component in the required senior seminar.

Bachelor of Science in Psychology

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 101	General Psychology	3
PSY 263	Statistics for the Social Sciences	3
POL 112	American National Government	3
SOC 101	Introduction to Sociology	3
ECO 101	Principles of Macroeconomics	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 351	Descriptive Research Methods	3
PSY 352	Experimental Research Methods	3
PSY 468	History and Systems	3
PSY 491	Senior Seminar	3
PSY	Electives	12
	Program Electives	6

Minor in Psychology

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 101	General Psychology	3
PSY 263	Statistics for the Social Sciences	3
PSY 325	Abnormal Psychology	3
Choose any four upper division courses		12

LOWER-DIVISION COURSES

PSY 101. General Psychology (3) This course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. Required of psychology, art therapy, and nursing majors.

PSY 263. Statistics for the Social Sciences (3) An introduction to the use of statistics as a decision making process. Probability theory, descriptive and inferential statistics will be covered.

UPPER-DIVISION COURSES

PSY 300. Social Psychology (3) Psychological and group influences on perception; attitude formation and change; the development of social relations, i.e., affiliation, attraction, and affective bonds; group processes, especially leadership, group problem-solving, status, and role differentiation; group influences on aggression, mob and panic behavior; escalation and resolution of interpersonal, intergroup, and international conflict. Prerequisites: PSY 101 and SOC 101.

PSY 304. Developmental Psychology (3) The study of social, intellectual, emotional, perceptual, and physical development from conception to death. Important theories and research are explored. Prerequisites: PSY 101.

PSY 310. Psychology of Gender (3) (D) This course examines the roots, nature, and social construction of gender. It will focus on psychological issues related to the roles assumed by males and females in contemporary society. Prerequisites: PSY 101.

PSY 320. Personality Theories (3) This course has two focuses: (1) the major theories of personality; and (2) current areas of research such as genetic foundations, mental illness, affiliation, aggression, the unconscious, self-awareness, relationships, expectancy, motivation, emotions, identity, and measurement of personality. Prerequisites: PSY 101. Recommended for interns.

PSY 322. Tests and Measures (3) An introduction to the theory, administration, scoring, and interpretation of standardized tests. Intelligence, achievement, and interest tests are emphasized; personality inventories are introduced. Some test construction is included. Prerequisites: PSY 101 and PSY 263. Recommended for interns.

PSY 324. Health Psychology (3) Topics include the role of psychological factors in the maintenance of good health, the treatment of already existing illness, and recovery from ongoing illness. Prerequisites: PSY 101 and PSY 263 or permission of instructor.

PSY 325. Abnormal Psychology (3) This course concerns itself with the dynamics of abnormal behavior, with primary emphasis on the description of psychotic, personality and anxiety disorders. These pathological states are compared with the normal personality. The course also includes discussion of the various models of abnormal behavior, as well as the treatment of each mental disorder. Finally, complex and controversial issues in the mental health field are introduced. Prerequisites: PSY 101 or permission of instructor.

PSY 330. Industrial/Organizational Psychology (3) The behavior of people in industrial and business organizations. A psychological approach to the problems present in many organizations, such as poor morale, lack of motivation, job stress, and absenteeism. Emphasis will be given to a systems approach of analyzing problems within an industrial/organizational setting. Prerequisites: PSY 101 and advanced standing or permission of the instructor.

PSY 340. Humanistic Psychology (3) The development of humanistic psychology emphasizing the theories of Rogers, Maslow, and Jung. The theories are applied to the analysis of life goals and aspirations. Various approaches such as lectures, discussions, movies, analysis of movies, group exercises, journal keeping, and art therapy are used. Writing intensive. Prerequisites: PSY 101 and advanced standing or permission of the instructor. Recommended for psychology interns and art therapy majors.

PSY 342. Introduction to Creative Arts Therapy (3) Psychological and cultural basis for the use of art and other creative arts in psychotherapy. Major theories and techniques and their applications to different client populations are covered. While lecture and discussions are used, the students spend a substantial amount of class time designing and doing art therapy techniques. Writing and oral presentation intensive. Prerequisites: PSY 101 and advanced standing or permission of the instructor. Recommended for psychology interns. Required of art therapy majors.

PSY 351. Descriptive Research Methods (3) (W) This is the first of a two-course sequence that will combine methodology and accompanying statistics. This course will cover ethics, literature review, and descriptive research methods including naturalistic observation, survey methods, and correlational studies. Students will propose research questions, collect and analyze data, and learn how to write an APA style scientific report. Writing intensive. Prerequisites: PSY 101 and PSY 263.

PSY 352. Experimental Research Methods (3) (W) This is the second of a two-course sequence in research methods. This course will cover laboratory and field experiments utilizing both independent groups and repeated measures designs. Students will learn to design experiments, collect and analyze data, and produce APA style manuscripts. Writing intensive. Prerequisite: PSY 351.

PSY 364. Biological Psychology (3) The anatomical, physiological, genetic, and behavioral correlates of the nervous, endocrine, and immune systems. Applications to learning, language, perception, emotions, abnormal behavior, motivation, and psychoneuroimmunology are covered. Prerequisites: Advanced standing in biology, chemistry, or psychology. BIO 100 Human Biology is highly recommended.

PSY 375. Cognitive Psychology (3) Introduction to the workings of the human mind and the influence of development, gender, and culture. Topics such as attention, memory, language, problem solving, and perception will be covered. Prerequisites: PSY 101 and advanced standing.

PSY 380. Learning and Behavior (3) Presents the basic principles of classical and operant conditioning in a practical way where the students can learn to become effective change agents. Prerequisites: PSY 101.

PSY 385. Special Studies in Psychology (1-3) Seminar covering a special topic. This course will be offered when: (1) Six or more students request advanced work on a topic; (2) a faculty member wants to cover material within his or her specialization not emphasized in a regular course; (3) a special or unique opportunity arises. Prerequisites: PSY 101, advanced standing, consent of the instructor, and consent of the department chair.

PSY 445. Approaches to Psychotherapy and Counseling (3) The student is introduced to therapeutic interventions on both a theoretical and practical level. Topics include psychoanalysis, behavior therapy, Gestalt Therapy, humanistic approaches and cognitive therapies. Prerequisites: PSY 101, 325, or permission of instructor.

PSY 446. Internship in Psychology (3) The student works in an agency for 120 hours during the semester. The student is given the opportunity to work with clients and to learn the practices and procedures of the agency. The student also meets on a regular basis with the faculty advisor. Report writing is covered. Prerequisites: PSY 445, GPA 2.5 or higher, permission of the instructor and department chair.

PSY 451. Senior Research in Psychology (3) (W) Students will design and conduct empirical research projects under faculty supervision. The course provides an in-depth experience of the complete research process, from idea generation to communication of results. Prerequisites: PSY 263, PSY 351-352, and permission of the instructor.

PSY 468. History and Systems (3) (W) The development of important theories and research problems in psychology as they were influenced by the philosophical, social, political, and historical events and ideas. The period from 1900 to the present is emphasized. The contributions of major theorists are considered. Writing and oral presentation intensive. Prerequisites: PSY 101 and advanced standing.

PSY 491. Senior Seminar (3) (W) A social science topic of current interest is analyzed from the viewpoint of the various disciplines including psychology, sociology, economics, history, political science, philosophy, theology, natural science, literature, and art. Each student researches one discipline and prepares an extensive paper and audiovisual presentation. The class integrates the material in discussions. Prerequisite: Advanced standing. Required of psychology majors.

PSY 499. Individual Studies (1-3) A course of individual study or research. The student works under the direction of a faculty member or other specialist. Prerequisites: PSY 263, PSY 351, advanced standing, permission of instructor and department chair, and a GPA. of 2.9. Ordinarily, projects must be approved by the end of the add/drop week of the semester for which credit is requested.

A required course in which a student has made a D or F grade cannot be retaken as a tutorial or independent study.

SOCIOLOGY (SOC)

DEPARTMENT CHAIR: **Larry D. Hall, Ph.D.**

The Department of Sociology seeks to meet the needs of students in the following ways: (1) to assist students in understanding themselves as they participate in human relations, social processes, and social institutions; (2) to provide an understanding of society, groups, and institutions for those students who plan to become professional leaders in the fields of law, criminology, education, social work, personnel, business and industry, and governmental service.

Minor in Sociology

LOWER-DIVISION COURSES:

6 or 9 Semester Hours

Take all three of the lower-division courses or two of the three lower-division courses.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 101	Introduction to Sociology	3
SOC 250	Social Problems	3
SOC 256	Cultural Anthropology	3

UPPER-DIVISION COURSES: 12 or 9 Semester Hours

If six hours of lower-division courses have been taken, twelve hours of upper-division courses are required. If nine hours of lower-division sociology courses have been taken, then nine hours of upper-division courses are required.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 3xx - 4xx	Sociology Electives	9 - 12

LOWER-DIVISION COURSES

SOC 101. Introduction to Sociology (3) Fundamental principles and concepts of sociology as illustrated in the structure, functions, and processes of contemporary societies.

SOC 250. Social Problems (3) A study of contemporary social problems; likely causes and how they affect us; consideration of possible solutions.

SOC 256. Cultural Anthropology (3) A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity.

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

UPPER-DIVISION COURSES

SOC 305. Social Gerontology (3) An interdisciplinary survey of the physical, psychological, and social phenomena of old age. Particular attention will be given to the elderly in America as an identifiable group and their situation here will be

contrasted with that in other cultures. Prerequisites: PSY 101 or SOC 101, and PSY 102 or consent of the instructor.

SOC 307. Introduction to Social Services (3) The nature and scope of social services; their history and philosophy; professional training for social services; methods and objectives of its special fields; child welfare, psychiatric social work, medical social work, group work, correctional services, school social work, and family casework. Prerequisite: SOC 101.

SOC 314. Deviant Behavior (3) Examination of the conditions under which deviance as a social reality emerges, develops, and changes over time. Along with empirical studies of deviant subcultures, identification, conduct, and the public regulation of deviance and social typing are presented. Specific attention is given to mental illness, sexual deviance, and drug and alcohol abuse.

SOC 351. Marriage and Family (3) A sociological analysis of the contemporary American family with emphasis on the various aspects of dating, courtship, mate selection, marital interaction, and the family disorganization.

SOC 353. Criminology (3) A scientific analysis of the nature, extent, and causes of crime, with analysis of theory and methods of treating the adult offender. The course includes an examination of the criminal justice system from arrest through incarceration.

SOC 354. Juvenile Delinquency (3) The scientific study of the problem of delinquency and the youthful offender in society. Topics include current theories of delinquency, the juvenile justice system, and rehabilitation efforts.

SOC 385. Sociology of Sport/Leisure (3) An analytic view of institutionalized sport focusing on the social values, culture, and ideology manifested in sport.

SOC 391. Medical Sociology (3) (W) This course develops an appreciation of the role of the social sciences in the study of medicine. Many of the problems confronting modern medicine, including health care, are to a large extent psychological, sociological, political, and economic. The adequate treatment of patients cannot be accomplished solely through a knowledge of physiological cures. Knowledge of medical sociology is prerequisite to the successful functioning of health care systems.

SOC 483. Sociology of Law (3) The course acquaints the student with the sociological factors inherent in the legal and judicial system. The social processes involved in enacting legislation, law enforcement, and judicial decisions are examined along with the roles of lawyers, judges, and others in both civil and criminal systems. Strongly recommended for those considering a career in law or the legal system.

SOC 499. Selected Topics in Sociology (3) Special study and investigation of current social phenomena and social problems. Prerequisite: Consent of instructor.

CERTIFICATE IN GERONTOLOGY

(see Lifelong Learning Programs)

Division of Teacher Education

DIVISION CHAIR: Ann A. Adams, Ed.D.

The goal of the Division of Teacher Education is to prepare students to teach in a culturally diverse society. The programs, which combine liberal education and strong professional preparation, are designed to instill in students the highest standard of professional behavior. The desired outcome is that graduates will make a difference in the lives of their students.

The undergraduate programs lead to teacher certification in early childhood education, elementary education, and secondary education. Course work in teacher education combines lecture and discussion in the college classroom with extensive laboratory experiences in the local schools. The professional sequence culminates in a full-time internship in an approved school in Mobile County.

All undergraduate students seeking admission to early childhood or elementary teacher education programs must complete nine semester hours of mathematics and twelve semester hours of science, regardless of the beginning date of collegiate study.

Add-on options (early childhood, elementary, middle level) are only available while a full-degree program is being earned at the bachelor's level. The Division of Teacher Education does not provide add-on certification options.

Students who major in **early childhood education** follow a degree program designed to meet the requirements for teacher certification in pre-school through grade three.

Students who major in **elementary education** follow a degree program that meets the requirements for teacher certification in grades kindergarten through six. In addition, middle school endorsement programs that expand elementary certification through the eighth grade are also available.

Secondary education students already admitted to the teacher education program and who will graduate during the 2003-2004 school year are strongly advised to meet the Highly Qualified Teacher (HQT) requirements of the Alabama State Department of Education under the federal No Child Left Behind (NCLB) Act. To be eligible for employment as teachers in almost all schools throughout the country, students must be HQT. At the present time in Alabama, they must earn a minimum of 32 semester hours in their teaching field, with at least 19 of those hours in upper division work. (The comprehensive fields of general social studies and English/language arts require 32/19 in one area and at least 3 hours in a second area of the same field.) It is anticipated that, in the near future, current secondary education students will be required to earn an academic major. Secondary education majors entering as freshmen in or after fall 2003 will be required to also earn a major in their content field or a comprehensive area. The HQT requirements are determined by the Alabama State Department of Education and are subject to change at any time. Secondary education students will be expected to meet the HQT requirements in effect when they graduate.

Students who major in **secondary education** follow a degree program that leads to teacher certification at the high school level (grades six through twelve). Single, dual, or comprehensive teaching fields are selected from the following:

biology	Spanish
chemistry	French
mathematics	English language arts
history	general social science

As a second option, students may major in one of the above areas (excluding English language arts, French, and general social science) and combine professional course work in secondary education that will lead to teacher certification in that area.

For specific details about these two options, students must consult the director of secondary education.

Completion of a secondary education certification or major program may require that course work be taken during the summer session.

Middle school endorsement programs that provide for teacher certification in grades four through eight are also available to students seeking secondary certification.

Students have junior class standing and admission to a teacher education program before enrolling in upper-division course work.

Teacher education students who participate in one retreat and who select the following courses to fulfill their theology requirements are eligible to be awarded basic catechetical certification from the Archdiocese of Mobile: THL 101/190 Western Religious Heritage (freshman year), any scripture course (sophomore), THL 242 Catholicism (junior/senior), THL 421 Religious Education (junior/senior). See the Division of Philosophy and Theology section for additional information.

Changes in any teacher education program apply to currently enrolled students.

All programs are approved by the Alabama State Board of Education. The Interstate Certification Agreement makes it possible for graduates to attain certification in a variety of states in every region of the country.

Policies and regulations governing the issuance of teacher certificates are under the authority of the Alabama State Board of Education. Spring Hill College cannot assume responsibility for changes in certification requirements due to changes in the Alabama State Board of Education policies and/or regulations.

Course work 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 Teacher Education and Certification Office.

Information regarding alternative routes to certification in the State of Alabama is available in the Division of Teacher Education Office.

The Division of Teacher 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 Teacher 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 Teacher 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 Teacher Education faculty make final determination as to the type of remediation required. Also, the teacher 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.

Undergraduate students who began collegiate study at Spring Hill College May 1998 or thereafter follow Alabama State Board of Education teacher education programs approved in May 1998.

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 teacher education requirements for certification, earned prior to six years before current matriculation at Spring Hill College, will be accepted without evaluation by the teacher education faculty.

Once admitted to Spring Hill College, all remaining courses with education labels (EDU) must be completed at Spring Hill College during regularly scheduled class times. Undergraduate education courses are offered during the fall and spring terms. Undergraduate education courses are not offered during summer sessions.

The division also offers graduate programs in teacher education leading to the master's degree. A description of these programs can be found in the graduate section of this *Bulletin*.

Admission Requirements

Admission to the college does not qualify a student for admission to teacher education. Spring Hill College undergraduate students seeking admission to a teacher education program normally complete the required lower-division courses in teacher education at Spring Hill prior to being admitted to a program.

In order to be formally admitted to a teacher education program, students must submit a formal written application and meet the following minimum criteria:

1. Completion of at least sixty semester hours of which at least forty-eight semester hours are in the general studies program. Additionally, appropriate lower-division course work in education is completed.

For students pursuing the early childhood and elementary education programs, the sixty semester hours of general studies must include twelve semester hours in each of the following areas: English, mathematics, social science and science.

2. At least a 2.5 grade point average in the teaching field; a 2.5 grade point average in professional studies (EDU courses); a 2.5 grade point average in general studies; and an overall Spring Hill College transcript 2.5 grade point average. Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses that need to be repeated are taken at regularly scheduled class times. See teacher education faculty advisor for further information.
3. A passing score on the Alabama Prospective Teacher Test.
4. Satisfactory performance on the Spoken English Competency Examination. This exam is part of the interview process.
5. Satisfactory performance on a writing sample (original handwritten statement) to be completed during the interview process.
6. Satisfactory interview designed to provide information on the applicant's personality, interests, and aptitudes consistent with the requirements for successful teaching.
7. Satisfactory completion of pre-professional laboratory and other experiences designed to assist the student in making a wise career choice.
8. Signature of the student on the appropriate form indicating that he/she is aware of and responsible for the Alabama State Department of Education knowledge and abilities rules and regulations required for completion of the desired teacher education program.
9. Possession of a copy of, and knowledge of, the contents of the current *Guidebook for Professional Experiences: Laboratory Experiences*.
10. Attendance at the orientation session designed to assure that the student is aware of professional performance and experiences required for successful completion of the desired teacher education program. The *Guidebook for Professional Experiences: Laboratory Experiences* is brought to this session.
11. Approval of the teacher education faculty.

A student who fails to meet the criteria described above upon initial application may take further work and repeat required examinations in an effort to meet admission standards.

Retention Requirements

Students must meet the following minimum retention requirements to remain in teacher education programs:

1. Satisfactory progress as demonstrated by maintenance of at least a 2.5 grade point average in the teaching field; a 2.5 grade point average in professional studies (EDU courses); a 2.5 grade point average in general studies; and an overall Spring Hill College transcript 2.5 grade point average.

Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses that need to be repeated are taken at regularly scheduled class times. See teacher education faculty advisor for further information.

2. Demonstrated potential for teaching, including successful performance in laboratory experiences. All undergraduate laboratory experiences, lower-division and upper-division, will be for at least three weeks.
3. Satisfactory completion of a full-time, five-day structured field experience in a cooperating school. The grade-level placement must be approved by the teacher education faculty. This experience must be done in the appropriate teaching field(s) prior to the internship term. See teacher education faculty advisor for details.
4. Application for internship; review of performance and approval by the teacher education faculty.
5. Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences, the five-day structured field experience or the internship can result in the teacher education faculty's refusal to permit a student to continue in the teacher education program.
6. 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, the teacher 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 in the program.

Completion Requirements

Students must meet the following minimum completion requirements to qualify for a degree and for initial certification:

1. Satisfactory completion of the program with at least a 2.5 grade point average in the teaching field; a 2.5 grade point average in professional studies (EDU courses); a 2.5 grade point average in general studies; and an overall Spring Hill College transcript 2.5 grade point average. Courses with grades below C- in the teaching field, professional studies (EDU courses), and general studies must be repeated and passed with the grade of C- or better. Courses that need to be repeated are taken at regularly scheduled class times. See teacher education faculty advisor for further information.
2. Demonstrated readiness to teach through successful on-the-job performance as an intern. The internship takes place in an approved school in Mobile County. The internship shall be full-time in the schools for a full semester, which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least ten consecutive days.

For secondary students seeking certification in two teaching fields, the internship must include equivalent experiences in both teaching fields. Therefore, observation and teaching duties must be divided as evenly as possible between the two fields. 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 the early childhood program, the internship shall include a pre-school or kindergarten placement, unless substantial field experiences were completed at those levels. For the elementary program, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels.

An internship is required for completion of all undergraduate teacher education programs at Spring Hill College. The teacher education faculty will not waive the internship requirement. Additionally, the appropriate internship must be completed in an approved school in Mobile County, under the direct supervision of Spring Hill College teacher education faculty. Interns are required to possess a current copy of *The Guidebook for Professional Experiences: Internships*.

Grades for the internship are determined by the teacher education faculty.

Should the teacher education faculty terminate an internship, the teacher 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 teacher 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 teacher 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.

3. Satisfactory performance on each portion of a comprehensive written examination, designed by the institution, on the content of the teaching field(s) and professional education. A comprehensive examination is administered in each teaching field for which a student wishes to receive certification.
4. Completion of the teacher education program not later than four years after admission to the program. A student who does not complete the program within a four-year period may apply for reinstatement.

Speech and Writing Competency

Speech competency is evaluated and assessed by: (a) teacher education faculty during the interview required for admission to a teacher education program, (b) the cooperating teacher and the student during the full-time, five-day structured

field experience completed in a cooperating school, (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience, and (d) completion of CMM 150 Introduction to Public Speaking with a grade of C- or better for students who begin collegiate study at Spring Hill College May 1998, and thereafter.

Writing competency is evaluated and assessed by: (a) teacher education faculty during the interview required for admission to a teacher education program, (b) the cooperating teacher and the student during the full-time, five-day structured field experience completed in a cooperating school, and (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience.

The interview, the structured field experience, and the internship are required of all teacher education majors. Documentation recording satisfactory speech and writing competency is placed in the student's ARC (admission, retention, completion) file.

For assistance or for more specific information, please contact the chair of teacher education.

HIGHLY QUALIFIED TEACHER (HQT) AND THE NO CHILD LEFT BEHIND (NCLB) ACT REQUIREMENTS

An effect of the federal No Child Left Behind (NCLB) Act is that a new teacher employed by Title I schools must meet the definition of being a Highly Qualified Teacher (HQT). All teachers must be HQT by the end of the 2005-2006 school year. Below are current Alabama HQT requirements that *presently apply to our teacher education students*. Requirements that would not apply to our undergraduate preservice teachers are not included.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION TEACHER

(1) Holds a valid Class B Professional Educator Certificate in Early Childhood Education or Elementary Education and (2) Has earned at least 12 semester hours of credit in each of four disciplines: English language arts, mathematics, science, and social studies.

SECONDARY EDUCATION TEACHER (meets requirements of A or B)

A. (1) Holds a valid Class B Professional Educator Certificate in every core academic subject the teacher teaches and (2a) Has completed, in each of the subjects she/he teaches, an undergraduate academic major as verified on the college transcript or (2b) Has completed coursework equivalent to an undergraduate academic major (32 semester hours in the academic area with at least 19 upper division hours) in every subject taught.

B. (1) Holds a valid Class B Professional Educator Certificate in a comprehensive area (i.e., English language arts or General Social Science) and (2a) Has completed an undergraduate academic major in the comprehensive area as verified on the college transcript and has earned credit in every subject taught or (2b) Has completed coursework equivalent (32 semester hours in the academic area with at least

19 upper division hours) to an undergraduate academic major and has earned credit in every subject taught.

It is anticipated that the secondary education option of completing coursework equivalent to a major (32 semester hours in the academic area with at least 19 upper division hours) is a temporary measure and will soon be eliminated.

LOWER-DIVISION COURSES (EDU)

EDU 131. Human Development (3) Study of theories, methodology, and research related to human development, with emphasis on educational practice. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Permission of Teacher Education Chair required. Pre-professional laboratory experience required.

EDU 260. Principles of Educational Psychology (3) A survey of psychological principles of behavior and learning, basic needs, and the application of these principles to educational practice. Curriculum lab fee. Prerequisites: EDU 131; permission of Teacher Education Chair required. Pre-professional laboratory experience required.

EDU 270. Art for Children (3) Knowledge and skills appropriate to children, including techniques and media for teaching art to children from nursery age through the sixth grade. Supervised laboratory experiences. This course meets the fine arts requirement for early childhood and elementary education majors. Curriculum lab fee. Prerequisites: EDU 131; permission of Teacher Education Chair required. Pre-professional laboratory experience required.

EDU 271. Music for Children (3) Designed to provide skills necessary to work with children in music, the course focuses on two specific levels, ages four through eight and ages nine through eleven. Supervised laboratory experiences. This course meets the fine arts requirement for early childhood and elementary education majors. Curriculum lab fee. Prerequisites: EDU 131; permission of Teacher Education Chair required. Pre-professional laboratory experience required.

EDU 280. Literature and Creative Drama for Children (3) A comprehensive survey of the literature written for children; emphasis on the development of techniques for encouraging enjoyment of literature; a special component on the use of creative drama. Curriculum lab fee. Prerequisites: EDU 131; permission of Teacher Education Chair required. Pre-professional laboratory experience required.

UPPER-DIVISION COURSES

EDU 322. Educational Tests and Measurements (3) The development, administration, evaluation, and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objective, performance, and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting standardized tests. Curriculum lab fee. Prerequisite: Admission to teacher education program. Supervised laboratory experiences.

EDU 325. The Language Arts Program (3) Language arts curriculum, teaching, and media for children ages four through eleven. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 326. Foundations of Reading Instruction (3) Study of the foundation for and the acquisition of literacy, knowledge, techniques, and programs of reading instruction. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 328. Diagnosis and Adjustment of Reading Instruction (3) Emphasizes a classroom-based diagnostic-instructional approach which employs practical techniques designed to advance learning in diverse students and at various stages of development. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 329. Reading in the Content Areas (3) Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in content areas. Supervised laboratory experiences. This course is completed prior to the beginning of the internship. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 330. Strategies for Effective Classroom Management (3) An investigation of research related to instruction, management, learning, and discipline that provides pre-service teachers foundations upon which to develop strategies for effective classroom management. Curriculum lab fee. Prerequisite: Admission to teacher education program. Supervised laboratory experiences.

EDU 331. Instructional Media and Technologies of Instruction (3) An exploration of and practical experience with the preparation and use of various forms of instructional media including current and emerging technologies. Supervised laboratory experiences. Curriculum lab fee. (Bibliographic instruction course) Prerequisite: Admission to teacher education program.

EDU 345. Teaching Young Children (3) A survey of the qualities and competencies needed by teachers and the history and development of early childhood education. Emphasis on current models. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 346. The Family, the Community, and the Child (3) Emphasis on the importance of the parent-child relationship, parental involvement in the educational process and the contributions of community agencies and service groups. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 370. Survey of Exceptionality (3) Designed to provide students with basic understanding regarding the full range of exceptional children. Attention given to etiology, prevention, emerging issues and current methodologies. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 373. Teaching Social Studies (3) Social studies curriculum, teaching, and media for children ages four through eleven. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 375. Teaching Mathematics (3) Mathematics curriculum, teaching, and media for children ages four through eleven. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 377. Teaching Science and Health (3) Curriculum and teaching in science, health, and safety for children ages four through eleven. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 378. Current Influences on Curriculum and Teaching (3) Synthesis of knowledge from a variety of fields of educational inquiry, and examination of their impact on the school curriculum and instructional program. Curriculum lab fee. Prerequisite: Admission to teacher education program. Supervised laboratory experiences.

EDU 391. Multicultural Teaching (3) A survey of educational and social scientific concepts to help teachers understand the social and cultural milieu of culturally-different learners. The development of teaching strategies to maximize opportunities. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 401. History and Philosophy of Education (3) (W) A critical analysis of selected theories and problems in education considered as a social institution. Emphasis is placed on developing an understanding of the role and function of the educational process in a pluralistic society. Same course as PHL 401. This is a writing intensive course. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 450. Strategies and Resources for Teaching in Secondary and Middle Schools (3) A study of secondary and middle schools, the curriculum, instructional strategies, and resources. Designed to address both general concerns and specific teaching fields, the course is completed prior to the internship. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 492. Internship in Early Childhood Education (3) A semester of observation and teaching experience in an early childhood classroom supervised by college staff. Includes conferences with cooperating teacher and college supervisor. Prerequisites: Admission to teacher education program and divisional approval.

EDU 493. Internship in Elementary Education (3) A semester of observation and teaching experience in an elementary classroom supervised by college staff. Includes conferences with cooperating teacher and college supervisor. Prerequisites: Admission to teacher education program and divisional approval.

EDU 494. Internship in Early Childhood Education (9) A semester of supervised observation and teaching experience in an early childhood classroom; supervision provided by college staff. Includes conferences with supervising teacher and college supervisor. Attendance at a weekly seminar is required. Curriculum lab fee. Prerequisites: Admission to teacher education program and divisional approval.

EDU 495. Internship in the High School (3) A full-time supervised observation and teaching experience in the high school (grades 6-12) for one semester; supervision provided by college staff. Includes conferences with cooperating teacher and college coordinator. Curriculum lab fee. Prerequisites: Admission to teacher education program and divisional approval.

EDU 496. Internship in the Middle School (3) A minimum of one-hundred hours of supervised observation and teaching experience at the middle school level (grades 4-

8); supervision provided by college staff. This course is designed for students seeking a middle school endorsement when the high school internship does not include appropriate work in grades seven or eight, or when the elementary internship is not in grades four, five, or six. Prerequisites: Admission to teacher education program and divisional approval.

EDU 497. Internship in the High School (9) A full-time supervised observation and teaching experience in the high school (grades 6-12) for one semester; supervision provided by college staff. Includes conferences with cooperating teacher and college coordinator. Attendance at a weekly seminar is required. Curriculum lab fee. Prerequisites: Admission to teacher education program and divisional approval.

EDU 498. Special Studies (1-3) The content of the course will be structured to meet the professional needs of the student and will include in-depth study in a selected topic in teacher education. This work is undertaken with permission of the faculty and under its supervision. Curriculum lab fee. Prerequisite: Permission of chair of teacher education.

EDU 499. Internship in Elementary Education (9) A semester of supervised observation and teaching experience in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating teacher and college supervisor. Attendance at a weekly seminar is required. Curriculum lab fee. Prerequisites: Admission to teacher education program and divisional approval.

Bachelor of Science Degree Programs in Teacher Education

REQUIRED COURSES ALL CERTIFICATION AREAS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 150	Introduction to Public Speaking	3
EDU 131	Human Development	3
EDU 260	Principles of Educational Psychology	3
EDU 322	Educational Tests and Measurements	3
EDU 331	Instructional Media and Technologies of Instruction	3
EDU 370	Survey of Exceptionality	3
EDU 401	History and Philosophy of Education	3

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Common Course Requirements: 51 Semester Hours

<u>Course</u>	<u>Title</u>	<u>Hours</u>
	Mathematics*	12
	Science*	12
EDU 270	Art for Children	3
EDU 271	Music for Children	3
EDU 280	Literature and Creative Drama for Children	3
EDU 325	The Language Arts Program	3
EDU 326	Foundations of Reading Instruction	3
EDU 330	Strategies for Effective Classroom Management	3
EDU 373	Teaching Social Studies	3
EDU 375	Teaching Mathematics	3
EDU 377	Teaching Science and Health	3

* See teacher education faculty advisor for course approval.

EARLY CHILDHOOD EDUCATION

Additional Course Requirements

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDU 345	Teaching Young Children	3
EDU 346	The Family, the Community, and the Child	3
EDU 492	Internship in Early Childhood Education	3
EDU 494	Internship in Early Childhood Education	9

ELEMENTARY EDUCATION

Additional Course Requirements

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDU 328	Diagnosis and Adjustment of Reading Instruction	3
EDU 378	Current Influences on Curriculum and Teaching	3
EDU 493	Internship in Elementary Education	3
EDU 499	Internship in Elementary Education	9

SECONDARY CERTIFICATION

Additional Course Requirements

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDU 329	Reading in the Content Areas	3
EDU 450	Strategies and Resources for Teaching in Secondary and Middle Schools	3
	Program Electives* (See advisor)	6
EDU 497	Internship in the High School	9

*See advisor in secondary education for information about teaching fields.

READING (BASIC SKILLS)

RDG 011. Reading and Study Skills (3) This course is designed to improve reading ability by developing and exercising strategies for reading systematically and efficiently in the context of textbooks students are currently using. Grading: Pass, No credit. A student may not receive credit for both RDG 011 and RDG 021. Curriculum lab fee.

RDG 021. Developmental Reading (3) The goal of this course is to direct students in developing efficient reading habits including deliberate and resourceful strategies for reading textbooks (and other non-fictional materials), flexible use of reading styles according to purposes, and the systematic use of a dictionary to develop reading vocabulary. Grading: A, B, C, No Credit. A student may not receive credit for both RDG 011 and RDG 021. Curriculum lab fee.

GEOGRAPHY (GEO)

The geography courses listed below are offered as needed to teacher education students who have been admitted to the secondary general social science teacher certification program.

GEO 101. Physical Geography: Atmospheric Processes and Patterns (3) An introduction to the basic themes of geography; earth/sun relations; weather elements and the physical controls which influence weather and climate conditions; the interrelationship of climate, natural vegetation, and soil. Course includes a laboratory component. Prerequisite: Admission to teacher education program. Permission of Teacher Education Chair required.

GEO 102. Physical Geography: Landscape Processes and Patterns (3) A study of the five basic themes of geography; the basic character of the lithosphere and the impact of plate tectonics on world landscapes, the earth's major and minor landforms; geomorphic agents and processes which sculpture the earth's surface; the aquatic realm and the impact that oceans have upon terrestrial landscapes. Course includes a laboratory component. Prerequisite: Admission to teacher education program. Permission of Teacher Education Chair required.

Interdisciplinary and Other Programs

BACHELOR OF ARTS IN ART-BUSINESS

(see Division of Communication, Fine and Performing Arts section)

BACHELOR OF ARTS IN ART THERAPY

(see Division of Communication, Fine and Performing Arts section)

BACHELOR OF SCIENCE IN CHEMISTRY-BUSINESS

PROGRAM DIRECTOR: Lawrence Brough, Ph.D.

An interdisciplinary major combining courses in business and chemistry provides the academic background for careers in the chemical industry or other technology-related enterprises. This curriculum is designed for students who have interest and ability in the sciences, but who do not feel drawn to research or direct involvement in laboratory science, preferring to seek employment in management or sales. This major is also intended to serve the public interest, in that many areas of business and public service need leaders who are trained solidly in the basic sciences.

For answers to questions about this major, contact Dr. Lawrence Brough (chemistry) or Dr. Stewart D. Langdon (business).

Bachelor of Science in Chemistry-Business

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 111 & 113 ¹	General Chemistry I and Lab	4
CHM 112 & 114 ¹	General Chemistry II and Lab	4
CHM 251 & 253	Analytical Chemistry and Lab	4
MTH 121 ¹	Calculus I	4
ECO 101 ¹	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3
PHY 221 & 213	General Physics with Calculus I and Lab	4
PHY 222 & 214	General Physics with Calculus II and Lab	4
BUS 263	Business Statistics	3
BUS 264	Management Science	3
CIS 115	Applications in Computer Information Systems	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CHM 331 & 333	Organic Chemistry I and Lab	4
CHM 302 & 304	Instrumental Analysis and Lab	5
CHM 391 & 392 ²	Junior Seminar	1
CHM 491 & 492 ²	Senior Seminar	1
ENV 372 <i>or</i>	Environmental Chemistry <i>or</i>	
ENV 471	Environmental Regulations & Procedures	3
MGT 301	Management Principles	3
PHL 332 ¹	Business Ethics	3
FIN 301	Financial Management	3
MGT 380	Production and Operations Management	3
MKT 311	Marketing Principles	3
BUS 301	Business Law I	3
3xx or 4xx	Electives in Chemistry/Business	3

¹These courses also satisfy 15 credit hours of core curriculum requirements.

²These courses satisfy the College-wide speech competency requirement.

BACHELOR OF SCIENCE IN GENERAL STUDIES

PROGRAM DIRECTOR: George B. Gilmore, Ph.D.

The Bachelor of Science in General Studies allows students whose academic career needs cannot be satisfied through existing majors to design majors of their own, subject to consultation with an advisor and the approval of a faculty committee. The following guidelines apply:

1. All are required to meet core curriculum requirements.
2. All are required to complete a total of two courses in professional studies (business, communication arts, and/or teacher education).
3. All are required to complete with a grade of C- or higher thirty to thirty-six semester hours of upper-division courses in a planned program with specific academic or career focus. While a C- in one of these courses will be accepted as a passing grade, all students must attain a cumulative GPA of 2.0, both overall and in the major, in order to graduate.
4. Comprehensive requirements may be fulfilled in a way appropriate to the approved program.
5. Declaration of intent to pursue a general studies major should be made no later than the student's attaining the status of a second semester junior.
6. A student desiring to pursue the major must have his/her plan of studies approved by the General Studies Committee.
7. A major with a business component should include, at the minimum, courses required for the minor in business.
8. Students shall submit their proposed plans of study to the General Studies Committee prior to preregistration for the first semester of their senior year.

Students interested in the general studies program should contact the Office of Academic Affairs.

BACHELOR OF ARTS IN INTERDISCIPLINARY HUMANITIES (HUM)

PROGRAM DIRECTOR: Charles L. Kargleder, Ph.D.

The interdisciplinary humanities program allows qualified students to design their own majors through a combination of the various humanities departments (English, foreign languages, fine and performing arts, history, philosophy, theology). The program consists of thirty upper-division hours: either six in each of three humanities departments or nine in each of two departments; three in one of the same departments or a different humanities department (double majors may take a course outside the humanities); six in program electives; and three in a synthesis paper (HUM 495), which will enable the student to integrate the major program around an idea or methodology. A student may demonstrate speech competency by passing CMM 150 or through a certified proof of competency.

Suggested patterns of integration are cultural (e.g., American or European Studies), a history of ideas (a study of the historical growth and development of major ideas such as justice, freedom, or nature), or an original pattern of integration. The latter is reserved for those students who have a cumulative grade point average of at least 3.0.

Those wishing to apply for admission to a major in this program should consult with the program director (either of languages and literature or of philosophy and theology) in the spring semester of the sophomore year. Applicants will be assigned to a faculty advisor who will aid in the development of the proposal of study for the junior and senior years. Those submitting proposals should take into account the availability of courses, tentative plans for the synthesis paper (HUM 495), and the required distribution of courses within the humanities. Formal approval of the proposal by the chair will constitute admission to the major.

UPPER-DIVISION COURSES

HUM 395. Special Studies (3) Interdisciplinary and other special studies in the Humanities.

HUM 397. Topics in Women's Studies (3) Same course as WST 397.

HUM 460. Multicultural Environments (3) Students are introduced to the role culture plays in forming the ways people think, identify themselves, interact, and make decisions. Various culture groups are compared and contrasted in order to understand their different values, social behaviors, and traditions. The relationship between culture and language is also examined.

HUM 490. Humanities Internship (3 to 6) Professional experience through a semester of directed part-time employment. Enrollment restricted to juniors and seniors.

HUM 495. Humanities Synthesis Paper (3) An integrating course intended primarily for interdisciplinary humanities majors at the end of their concentration program. The course will be taught either on a tutorial or seminar basis.

BACHELOR OF SCIENCE IN INTERNATIONAL STUDIES

(see Division of Social Science)

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

(see Lifelong Learning section)

**JOINT BACHELOR OF ARTS-MASTER OF BUSINESS
ADMINISTRATION, BACHELOR OF SCIENCE-MASTER OF
BUSINESS ADMINISTRATION**

(see Division of Business section)

WOMEN’S STUDIES MINOR

Program Directors: K. Joanna S. Forstrom, Ph.D. and Martha H. Patterson, Ph.D.

Women’s Studies is an interdisciplinary program which focuses on women’s experiences in many facets of society and culture. The courses offered in the Women’s Studies program address the effects of factors such as class, race, region, religion, age, historical period, politics, health, ability, sexuality, and the cultural context on women. Through courses in art, literature, history, philosophy, theology, psychology, sociology, political science, communications, and health, women’s lives and experiences are examined and analyzed.

A minor in women’s studies consists of a minimum of 18 credits. Course work must be completed with grades of C- or better. At least 12 hours must be completed at Spring Hill College. The course, HUM/WST 397 Topics in Women’s Studies, is required of all Women’s Studies minors. The remaining courses must be selected from among those approved by the Women’s Studies Advisory Council. Additionally, special topics courses, tutorials, and seminars may be applied to the minor with the approval of the Women’s Studies Advisory Council.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
<i>Required of all minors:</i>		
HUM/WST 397	Topics in Women’s Studies	3
<i>The following courses may apply toward a Women’s Studies Minor:</i>		
ARH 299	Special Topics: Women Artists	3
CMM 375	Gender Communication	3
ENG 247	Women Writers	3
HIS 325	Women’s History	3
PHL 322	Philosophy and Gender	3
PSY 385	Special Topics: Psychology of Gender	3
WST 497	Special Topics in Women’s History	3
WST 499	Internship	3
Other courses approved by the Women’s Studies Advisory Council		

WST 397. Topics in Women's Studies (3) The primary goals of this course are to provide students with an introduction to the interdisciplinary field of women's studies, to expose them to feminist theories for understanding and analyzing social phenomena, and to help them develop more critically informed perspectives on issues concerning women. Crosslisted as HUM 397.

WST 497. Special Topics in Women's Studies (3) A study in a specialized area. The content of the course will vary to suit the needs of the students and the interests of the faculty.

WST 499. Internship (3) An active learning experience in an appropriate environment related to a student's minor in women's studies. Prerequisites: 60 earned credit hours (30 hours at Spring Hill for a transfer student). Minimum GPA of 2.5. Completion of at least 9 hours in the minor. Recommendation of academic advisor. Permission of Coordinator of Career Services and Director(s) of Women's Studies minor.

BASIC SKILLS COURSES

These courses are designed to help those students whose high school records and college entrance examinations indicate an inadequate background for college-level reading, writing, and mathematics. Individualized instruction in reading, composition, grammar, and mathematics is offered to meet the needs of each student enrolled. The writing program is under the administration of the Department of English, the reading under Teacher Education, and the mathematics under the Department of Mathematics.

The objectives are to help students develop basic reading, writing, and mathematics skills necessary for success in college-level courses.

Enrollment

All entering students who are judged to be in need of remedial reading and/or writing must enroll at once in the appropriate course(s). The writing proficiency course (ENG 011) must be passed before a student qualifies to take the required core courses in English. A student who is required to enroll in a reading course must pass the course (or required sequence of courses) in order to be ranked as a sophomore in the College.

Method

The educational methods and materials are designed to meet the individual needs of the students. The diagnosis of students' needs is based upon the academic records, college entrance examinations, and the diagnostic writing exercises selected by the instructors. All students are expected to develop verbal proficiency skills through extensive use of group and individual instruction.

COURSES—see the appropriate departmental listing for course descriptions.

ENG 011. English Grammar and Composition (3) See English.

MTH 010. Basic Algebra (3) See mathematics.

RDG 011. Reading and Study Skills (3) See education.

RDG 021. Developmental Reading (3) See education.

Regulations

1. A student must fulfill course objectives before he/she is given credit in the course.
2. Upon satisfactory completion of RDG 011 the student will be given a Pass grade; satisfactory completion of MTH 010, RDG 021, and ENG 011 will earn a grade of A, B, or C.
3. Less than satisfactory work will earn a grade of No Credit and the student will register again for the same course the following semester. When ENG 011 is repeated, the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course.
4. Credit toward graduation is limited to no more than three credits in each of the basic skills departments (ENG, MTH, RDG).
5. Extra class assignments will be required in all laboratory courses.
6. A \$5.00 lab fee is charged for ENG 011, and a \$15.00 lab fee for reading courses.

STUDENT ACADEMIC SERVICES**PROGRAM DIRECTOR: Josetta Mulloy, M.Ed.**

The College offers courses to assist students in setting and reaching academic and career goals.

SAS 001. Effective Study Skills (1) This course is designed to help students develop effective study techniques. Topics to be covered include time management, reading skills, note taking, how to take tests, and how to concentrate. Offered in the spring and summer only and generally for students on academic probation. Grading: Pass/NC.

SAS 101. Freshman Seminar (1) This course is designed to assist first-time freshmen in making an effective transition to Spring Hill College. The course is structured to meet in small groups. It is taught by the students' academic advisors. All first-time freshmen are required to complete this course. Topics include: academic policies, core curriculum, degree requirements, time management, active learning skills, and career introduction. Pass/F.

SAS 102. Transfer Student Seminar (0) This course is designed to assist transfer students in making an effective transition to Spring Hill. Topics include: transfer credit, degree audits and requirements, core curriculum, academic policies and procedures, time management and financial aid requirements. Grading: Pass/NC.

SAS 201. Career Development (1) This course provides the foundation for effective personal career management. Each student will be asked to develop and manage a career direction consistent with personal aspirations, skills, and current opportunities. Prerequisite: 15 earned hours. This course is primarily designed for sophomores who have not declared a major.

SAS 301. Internship I (1-3) An active learning experience in a professional working environment related to a student's major and/or career. Prerequisites: 60

earned hours, or 24 Spring Hill College earned hours if a transfer student, and cumulative GPA of 2.5 or above.

SAS 302. Internship II (1-3) Students who successfully complete SAS 301 may enroll in SAS 302, which is designed as a second internship experience with a different focus. Prerequisites: 60 earned hours, or 24 Spring Hill College earned hours if a transfer student, and cumulative GPA of 2.5 or above.

SAS 303. Pre-law Internship (3-6) Students enrolled in SAS 303 will gain experience in a professional legal environment. The internship is designed for students considering a future in the legal environment. Recommended for pre-law minors. Prerequisites: 60 earned hours, 24 Spring Hill College hours if a transfer student, cumulative GPA of 3.0 or higher, and permission of Political Science Chair and instructor.

SAS 304. Pre-Health Internship (1-3) Students are placed in a hospital, hospice or medical office to observe first-hand different aspects of the medical profession. Students may repeat this course for a total of 3 credit hours; students are not assigned to the same location more than once. Students complete a minimum of 40 on-site hours. Prerequisites: minimum of 30 credit hours (all Spring Hill College), cumulative GPA of 3.0 or higher, permission of pre-health advisor and course instructor.

SAS 320. Career Assessment and Portfolio Development (3) This course is designed to help students identify and prioritize their education and career goals through a variety of activities and projects. A major project of the course will be production of the narrative description and documentation for the Prior Learning Assessment (PLA) portfolio. This course is available only to students in the Division of Lifelong Learning.

LEISURE SPORTS AND RECREATION (LSR)

PROGRAM DIRECTOR: Beth Gerl

Designed to contribute to the development of the whole person, to offer healthy life choices, and to provide students with skills and knowledge in a variety of sports and physical activities, the leisure sports and recreation courses are generally taught by the staff of the Student Affairs Division. All courses are offered on a Pass/Fail basis. **Note:** While students may take a number of LSR courses, a maximum of two may be applied toward credit required for graduation. A student, after completing one LSR course, may take others on a space available basis only.

LSR 100. Recreational Tennis (1) An introduction to tennis, emphasizing fundamental strokes, general techniques, and the scoring of singles and doubles play. Grading: Pass/Fail.

LSR 110. Recreational Golf (1) Introduction to the fundamentals of golf, golf etiquette, rules and scoring. Grading: Pass/Fail.

LSR 120. Weight Training (1) Students are instructed in the use of weight room equipment, in proper techniques for performing exercises to develop the total body, and in safety and spotting methods. Grading: Pass/Fail.

RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

DEPARTMENT OF MILITARY SCIENCE (MSC) ARMY ROTC

Program Director: Lieutenant Colonel Eric N. Van Vliet

The Military Science Department offers a progressive program which will enhance student education regardless of academic endeavor. The program is designed to improve the leadership abilities of students; develop managerial skills; inform students concerning the roles, missions, and capabilities of the army; and train qualified ROTC students to become commissioned officers in the National Guard, Reserve, and Active Army. Military Science is an accredited field of minor study.

Students may take Military Science courses and receive graduation credit in lieu of Physical Education courses. National Guardsmen, reservists, veterans and former JROTC students may receive advanced placement by requesting it through the Professor of Military Science (PMS).

BASIC COURSE

The purpose of the Army ROTC Basic Course is to introduce students to Army ROTC, to give them general information about the Army and to introduce them to basic skills which have both military and civilian application. Courses and practical exercises in land navigation, orienteering, and leadership round out the student's academic life, provide a challenge, develop confidence, and break the classroom monotony. With this initial exposure, the students will have experience upon which to base their decisions to continue into the Advanced Course and into the Army as commissioned officers. There is no military obligation in connection with the Basic Course.

MSC I (MSC 101-102). Meets for one classroom period per week. All students are required to attend a two hour leadership lab every other week. In addition, contracted students are required to attend physical training lab three times per week for 1 hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled each semester.

MSC II (MSC 201-202). Meets for two classroom periods per week. All students are required to attend a two hour leadership lab every other week. In addition, contracted students are required to attend physical training lab three times per week for 1 hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled during the school year.

BASIC CAMP (ADVENTURE TRAINING)

Army ROTC Basic Camp, conducted during the summer session, is a challenging five-week training course designed to evaluate students' ability to handle themselves and others in new and demanding situations. Throughout the program,

the student is provided with the fundamentals of soldiering which include physical training, marksmanship, tactical operations, map reading, and orienteering. Students are provided transportation to and from camp, fees, room and board, as well as approximately \$650 in pay and allowances. Attendance at the Basic Camp *does not* obligate the student to military service; it does, however, qualify the student for the Army ROTC Advanced Course when taken in lieu of the Basic Course requirements.

ADVANCED COURSE

Upon completion of the Basic Course or Basic Camp (above), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions, and practicing traits considered essential in a leader. The ability to motivate subordinates, to win their confidence, and to supervise them effectively has been attributed by many civilian and military leaders to training received through ROTC in college. The ROTC Program uses and extends the intellect, education, and special abilities of college students. Its primary purpose is to produce Army officers needed for the defense of our nation in time of crisis; but, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.

All Advanced Course students earn \$350 to \$400 a month (upon contracting) beginning the first month of their junior year and continuing until they complete the Advanced Course. Additional pay and travel allowances are provided for five-week Advanced Camp training between the junior and senior years.

MSC III (MSC 301-302). Meets for two classroom periods per week. All students are required to attend a two hour leadership lab once per week. In addition, contracted students are required to attend physical training lab three times per week for 1 hour per session. Three training activities off campus will be scheduled during the school year.

MSC IV (MSC 401-402). Meets for three classroom periods per week. All students are required to attend a two hour leadership lab once per week. In addition, contracted students are required to attend physical training lab three times per week for 1 hour per session. Three training activities off campus will be scheduled during the school year.

ROTC SCHOLARSHIP PROGRAM

See information provided in the chapter on financial aid.

Army ROTC Scholarships

These competitive scholarships are awarded solely on potential rather than financial need and cover the costs of tuition, fees, and a flat-rate book allowance (of \$300 per semester) plus a subsistence allowance of \$250 to \$400 per month up to ten months per year. Four-year scholarships are available to designated freshmen who applied and were selected during their senior year in high school. Three- and two-year scholarships are available to eligible students, both enrolled and not enrolled in the ROTC program. This allowance is tax free and is in addition to most other assistance that the student may receive.

ACADEMIC CREDIT

Academic credit is granted for the completion of Military Science course requirements as follows:

Basic Course 1st year (MSC 101 - 102)

1st & 2nd Sem. - 1 hr. ea. = Total 2

Basic Course 2nd year (MSC 201 - 202)

1st & 2nd Sem. - 2 hrs. ea. = Total 4

(Basic camp in lieu of Basic Course) (6)

Advanced Course 1st year (MSC 301 - 302)

1st & 2nd Sem. - 3 hrs. ea. = Total 6

Advanced Course 2nd year (MSC 401 - 402)

1st & 2nd Sem. - 3 hrs. ea. = Total 6

MILITARY SCIENCE (MSC)

MSC 101. Basic Military Skills I (1) An introductory course of instruction and participation in common task skills required to prepare cadets to perform as members of small military units.

MSC 102. Basic Military Skills II (1) A continuing course of instruction and participation in individual common task skills required to prepare cadets to perform as members of small military units.

MSC 201. Intermediate Military Skills I (2) A further development of common task skills required to prepare cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Fees.

MSC 202. Intermediate Military Skills II (2) A further development of common task skills required to prepare cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Fee.

MSC 301. Advanced Military Skills I (W) (3) Intensive instruction and practical application of principles required to lead military units. Emphasis on squad and platoon level leadership techniques. Fee.

MSC 302. Advanced Military Skills II (3) Intensive instruction and practical application of principles required to lead military units. Emphasis on squad and platoon level leadership techniques. Fee.

MSC 401. Leadership Skills I (3) Intensive study and work involving the daily operation and supervision of military units. Special emphasis on leadership responsibilities, military justice, ethical behavior, and decision making. Fee.

MSC 402. Leadership Skills II (W) (3) Continued intensive study and work involving the daily operation and supervision of military units. Special emphasis on leadership responsibilities, military justice, ethical behavior, and decision making. Fee.

MSC 494. Directed Studies (1-3) Directed study and research. May be repeated in different subject areas not to exceed six credits. Course work will be specified by the instructor prior to the beginning of the semester. Studies may include but are not limited to research papers, special projects, and leadership seminars. Fee.

AIR FORCE: AIR FORCE STUDIES (AFS)

PROGRAM DIRECTOR: Lt. Col. Dale Blackburn

Air Force ROTC (AFROTC) offers students a course of study leading to a commission as a second lieutenant in the active-duty United States Air Force. The student/cadet has an opportunity to explore and evaluate Air Force career opportunities while earning a college degree. Completion of the AFROTC curriculum is the initial step in the education of the professional officer and provides a firm understanding of the Air Force mission, organization, and operation.

The Air Force ROTC program consists of two phases: the General Military Course (GMC) and the Professional Officer Course (POC). Each phase consists of two academic years.

Air Force Studies courses for Spring Hill College students are offered at the University of South Alabama (USA). Students desiring to enroll should call the department at (251) 460-7211 to coordinate enrollment requirements. Registration is accomplished through normal procedures at Spring Hill College.

GENERAL MILITARY COURSE (THE BASIC COURSE)

Men and women who are full-time university students may enroll in the General Military Course with no military obligation. The GMC courses deal primarily with the various Air Force organizations and their missions, as well as the history of the Air Force. The Professor of Air Force Studies may grant credit or partial credit for completion of the GMC for students who have served on active duty, for junior or senior level ROTC participation in a program of any service, or for Civil Air Patrol work.

PROFESSIONAL OFFICER COURSE (THE ADVANCED COURSE)

Enrollment in the POC is limited to those students who have applied and been accepted for the course. Selection is based on interest in the Air Force together with academic records, leadership abilities, results of the Air Force Officer Qualifying Test, and medical qualification. Application is normally made while a member of the GMC or (for students not enrolled in the GMC) early in the sophomore year. Individuals entering the POC must have two academic years remaining in college as full-time students at the undergraduate and/or graduate level. Upon completion, all POC students are obligated to accept a commission and enter the active-duty Air Force.

AS-300 materials emphasize student involvement in learning and practicing leadership and management techniques. The AS-400 course deals extensively with the political, economic, and social factors relating to the formulation and implementation of national security policy. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized, and communicative skills are stressed throughout the entire AFROTC curriculum.

Cadets receive a nontaxable monthly allowance while on contract (normally during the two academic years in their POC) during the school year. This allowance is in addition to any other scholarship benefits.

Field Training Course

All students accepted for entry into the POC must complete the field training course, conducted at an active Air Force base during the summer months. Two types of courses are available, depending upon which program the student anticipates entering (two- or four-year). The two-year program requires a five-week field training course prior to entering the POC. The four-year program requires a four-week course to be completed. Normally, students attend field training between the sophomore and junior years. Two-year program cadets are those applying too late to complete all GMC classes.

When attending the field training course, a student is furnished transportation or payment for travel plus pay at the current rate of approximately \$600 per month. Uniforms and free medical care are furnished while at field training.

AFROTC College Scholarship Program

The Air Force Studies Department nominates qualified freshmen, sophomores, and juniors to compete for three- and two-year scholarships. The scholarship entitlement pays up to full tuition and fees, a textbook allotment, and the monthly allowance mentioned above. Scholarship consideration is predicated on student ability, performance, potential, and specific academic majors needed in the Air Force.

Scholarships are also offered for the last two or three years for pre-med students. Interested students should contact the Department of Air Force Studies. Four-year scholarships are also available to high school students. High school students interested in making application should write: Air Force ROTC Det 14, South Residence Hall 156, Mobile, AL 36688-0002 during their junior year or before November of their senior year.

Air Force ROTC Uniforms

Students in Air Force ROTC will be issued uniforms to wear to class and leadership laboratory. They must be turned in upon completion of the course or when the cadet drops or is dropped from the program.

Courses of Instruction

The GMC course is normally completed during the freshman and sophomore years. This basic course consists of four semesters of study with one hour of classroom work and two hours of leadership laboratory per week.

The POC consists of four semesters of study and leads to a commission in the United States Air Force. Three classroom hours and two hours of leadership laboratory are required weekly. Students interested in this program should contact the Professor of Air Force Studies prior to registration.

GENERAL MILITARY COURSE DESCRIPTIONS (ACADEMIC CREDIT)

AS 101. Foundations of the United States Air Force I (1) Study of the Air Force in the contemporary world. Customs and courtesies of the military, requirements of officership, and an introduction to communication skills are covered.

AS 102. Foundations of the United States Air Force II (1) Study of the total force structure, base installations and structure, and aerospace support forces. Includes examination of the environment of the Air Force officer.

AS 201. The Evolution of USAF Air and Space Power I (1) Study of the development of air power from balloons and dirigibles up to the Korean Conflict. Students will be introduced to the Air Force methods of effective communication.

AS 202. The Evolution of USAF Air and Space Power II (1) Study of air power following the Korean War. Course deals with the peaceful employment of U.S. air power in relief missions and civic action programs in the late 1960's and the air war in Southeast Asia. It covers the build-up of air power during the 1980's and changes brought about by Desert Storm. The course will also survey leadership issues that form the basis of study in the Professional Officer Course. Students will learn the basics of ethical decision making as well as polish their communication skills.

PROFESSIONAL OFFICER COURSE DESCRIPTIONS (ACADEMIC CREDIT)

Enrollment in the Professional Officer Course (POC) requires advanced selection and approval by the Professor of Air Force Studies (PAS). Applications are normally accepted during the year prior to POC enrollment. Cadets must be mentally and physically fit.

AS 301. Air Force Leadership Studies I (3) Integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivation and behavioral processes, leadership, ethics, communications, and group dynamics provide a foundation for the development of the junior officer's professional skills as an Air Force officer. The basic managerial processes involving decision-making and the use of analytic aids in planning, organizing, and controlling in a changing environment are emphasized. Laboratory provides opportunities for practical application of leadership skills. Prerequisite: Completion of all AS 100- and 200-level courses or completion of a five-week summer field training.

AS 302. Air Force Leadership Studies II (3) Organizational and personal values, management of forces in charge, organizational power, politics, managerial strategy and tactics, and total quality management are discussed within the context of the military organization. Examines the managerial and leadership problems found in industry and government. Leadership qualities and skills are examined in detail. Actual Air Force cases are used to enhance the learning and communicative processes. Leadership laboratory included. Prerequisite: AS 301 or approval of the PAS.

AS 401. National Security Affairs and Preparation for Active Duty I (3) Focuses on the Armed Forces as an integral element of society. Emphasizes the broad range of American civil-military relations, the environmental context in which U.S. defense policy is formulated and implemented, the societal attitudes toward the military, and the role of the professional military leader-manager in a democratic society. Each student prepares individual and group presentations for the class, writes reports, and participates in group discussions and seminars. Laboratory provides opportunities for practical application of leadership skills. Prerequisite: AS 302 or approval of the PAS.

AS 402. National Security Affairs and Preparation for Active Duty II (3) Stresses the fundamental values and socialization process associated with the Armed Services; the requisites for maintaining adequate national security forces; the political,

economic, and social constraints on the national defense structure; the impact of technological and international developments on strategic preparedness; and the manifold variables involved in the formulation and implementation of national policy. Focuses on the role of the professional military officer in carrying out national policy. Military law and the military justice system are examined closely. Leadership laboratory included. Prerequisite: AS 401 or approval of the PAS.

AS 494. Directed Study (1-3) Students will receive individual instructor guidance and prepare a formal report/research paper on some aspect of Air Force operations. Must have permission of the PAS.

III

Division of Lifelong Learning and Graduate Programs

A. Lifelong Learning

(Non-traditional Undergraduate) Programs

General and Program

Information

Academic Calendar for Lifelong Learning 2003-2004

Fall Semester 2003

August	18	Monday	On-campus registration (LLL/OL), 11 a.m. to 6 p.m.
	19	Tuesday	On-campus registration for all students, 8:15 a.m. - 4:30 p.m. Night classes begin at 6:00 p.m.
	20	Wednesday	Day classes begin Late registration begins
	21	Thursday	Add/drop begins
	26	Tuesday	Add/drop ends; late registration ends
September	1	Monday	Labor Day, no classes
	2	Tuesday	Classes resume
	3	Wednesday	Last day for removing I grades from spring and summer 2003
October	9	Thursday	Midterm grades due in Registrar's Office, 2 p.m.
	13-14	Mon-Tues	Fall break, no classes
	15	Wednesday	Classes resume
	21	Tuesday	Course advisement for spring semester 2004 begins
	23	Thursday	Last day to withdraw with a non-penalty W
	24	Friday	Early registration for spring semester 2004 begins
	31	Friday	Last day for degree application for May 2004 graduation
November	4	Tuesday	Last day to request pass/fail option
	26-28	Wed-Fri	Thanksgiving Holiday, no classes
December	1	Monday	Classes resume
	3-9	Wed-Tues	Last week of classes/final examinations
	11	Thursday	Final grades due in Registrar's Office by noon
	19	Friday	All degree requirements must be completed for December 20, 2003, conferral of degree
	20	Saturday	Conferral of degree, no Commencement

Spring Semester 2004

January	6	Tuesday	On-campus registration (LLL/OL), 11 a.m. to 6 p.m.
	7	Wednesday	On-campus registration for all students, 8:15 a.m.-4:30 p.m. Night classes begin, 6:00 p.m.
	8	Thursday	Day classes begin Late registration begins
	9	Friday	Add/drop begins
	14	Wednesday	Add/drop ends; late registration ends
	19	Monday	Martin Luther King's birthday, no classes
	23	Friday	Last day for removing I grades from fall 2003
February	23-25	Mon-Wed	Mardi Gras Break, no classes
	26	Thursday	Classes resume
March	5	Friday	Mid-term grades due in Registrar's Office, 2 p.m.
	15	Monday	Course advisement for summer session and fall semester 2004 begins Last day to withdraw with a non-penalty W
	18	Thursday	Early registration for summer session and fall semester 2004 begins
	25	Thursday	Last day to request pass/fail option
April	5-12	Mon-Mon	Spring Break (includes Good Friday and Monday after Easter), no classes
	12	Monday	No day classes, evening classes resume
	20	Tuesday	Honors Convocation
April 28-May 6	Wed-Thur		Last week of classes/final exams
May	7	Friday	Grades for degree candidates due in Registrar's Office by 12:00 noon
	8	Saturday	Baccalaureate Mass
	9	Sunday	Commencement
	11	Tuesday	Final grades due in Registrar's Office by noon

A course brochure listing all offerings for Summer Sessions will be available through the Office of Lifelong Learning and Graduate Programs (251) 380-3065.

EXPENSES

TUITION AND FEES FOR LIFELONG LEARNING PROGRAMS

Regular Lifelong Learning & OMC/OL Programs

Tuition (per credit hour)	\$ 290.00
Comprehensive Fee (per credit hour)	18.00
Experiential Learning (per credit hour for portfolio credit petitioned)	70.00
Regular LLL Application Fee (a one-time non-refundable fee)	25.00
OL Application Fee (a one-time non-refundable fee)	25.00
Late Registration Fee	25.00
Course Change Fee (after Drop/Add period)	10.00
Commencement Fee (mandatory for all graduates including those graduating in absentia)	175.00
Certificate Fee	90.00
Parking Decal (annually)	15.00
Returned Check Fee	30.00
Senior Class Assessment Fee	35.00
Diploma Replacement Fee	40.00
Easy Listening Fee (per credit hour)	50.00
CEU (per unit)	25.00

Specific situations and courses require additional fees which are indicated on the schedule of classes published by the Office of Lifelong Learning.

The College reserves the right to change fees, services, or programs at any time. The tuition rate for the program in which a student is enrolled determines the tuition rate for cross-listed or other special arrangement courses.

FINANCIAL OBLIGATIONS SPECIFIC TO NON-TRADITIONAL UNDERGRADUATE PROGRAMS

1. Lifelong learning students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this *Bulletin*.
2. Tuition, fees, and required forms (i.e., company reimbursement form, information sheets, proof of insurance coverage, enrollment agreement) are due by registration or as required by the mail-in registration procedure. If tuition, fees, and the required forms are not received by the Business Office on or before registration day, a student's pre-registration may be cancelled. Balances due may be paid by cash, check, MasterCard, Visa, American Express or Discover.

3. Lifelong learning students desiring to pay education expenses in monthly installments should contact the Business Office of the College or the following company:

Tuition Management Systems
127 John Clarke Road
Newport, Rhode Island 02842-5636
Customer Service (1-800-722-4867)
Internet Site: www.afford.com

4. Tuition for the OL program is due at registration for each of the 10-credit-hour trimesters.
5. Refunds are only calculated for total withdrawal from an enrollment period. All non-traditional students must officially withdraw through the Office of Lifelong Learning and Graduate Programs. Refunds will be calculated from the date of registration 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 the 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%.) The balance of any refund (due to the reduction of charges in accordance with SHC's Refund Policy)—after returning the required amount of the appropriate federal fund(s)—would then be applied to the appropriate institutional aid fund. Should additional funds remain, they will be refunded to the student.

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 new 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 completed withdrawal.

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

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

Lifelong Learning Programs

The Division of Lifelong Learning extends Spring Hill College's educational vision to the regional community through programs that respond to the needs of the growing number of non-traditional students. Since its beginning in 1975, the Division of Lifelong Learning has established programs for working adults.

The Division of Lifelong Learning has administrative responsibility for all non-traditional educational programs at Spring Hill College. A non-traditional program differs from programs which are part of the institution's historic educational mission in several ways: the nature of the program's content, the type of credit awarded, the type of student served, or the program format.

The Division of Lifelong Learning offers five 4-year bachelor degrees and three 2-year associate degrees. Bachelor degrees are awarded in general studies, business administration (concentration in management), psychology, organizational leadership, and theology. Associate degrees are available in business administration, computer information systems, and education. There are also certificate programs in computer information systems, gerontology, and theological studies. These degree and certificate programs can be completed entirely through night, Saturday, and weekend classes. Business administration majors may pursue concentrations in accounting, computer information systems, economics and finance, international business, and marketing, if they are able to commit to a significant amount of daytime (Monday-Friday) class attendance. In addition, a post-baccalaureate pre-medical studies certificate that requires daytime attendance is available.

GENERAL ACADEMIC POLICIES

The section on "General Academic Policies" near the front of this *Bulletin* contains several policies and procedures that apply to lifelong learning students, including the grading system, academic honors, the College's academic dishonesty policy, and policies concerning study at other institutions. These general policies apply to both traditional and lifelong learning students, unless specifically overridden within the current section of this *Bulletin*.

ADMISSION POLICIES

Admission to degree and certificate programs in the Division of Lifelong Learning is open to all high school graduates or those who have completed the GED with a composite score of at least 50 or no area score lower than 45.

An applicant who is on probation or who has been dismissed from another institution of higher education will be considered for admission provided that he or she is eligible to apply for readmission to the school which placed the academic sanction.

A non-traditional student who wishes to apply as a transient student must supply proof of academic good standing from the institution normally attended. A student who wishes to apply for transient status but who is not currently enrolled in

another institution must supply an official copy of a transcript from the last school attended.

Students transferring credit into Spring Hill from other programs must complete at least 25% of their overall degree requirements and 50% of the courses in their majors at Spring Hill. Students may receive transfer credit only for courses taken at regionally accredited degree-granting institutions, and only for courses in which they earned a “C-” or higher. For other restrictions on transfer credits, see the section on “Transfer, Portfolio, and CLEP credit.”

Prior to beginning the accelerated portion of the degree completion program, students must earn at least 70 hours of college credit, either through transfer, portfolio, or study at Spring Hill. There are additional requirements for this program. See the description of the Bachelor of Arts in Organizational Leadership for details.

Classification as a Lifelong Learning Student

An academically qualified student may be classified as a lifelong learning student if he/she meets any one of the following criteria:

- 25 years of age; or
- 24 years of age and has not been enrolled as a full-time student for any of the most recent three fall or spring semesters; or
- already holds a baccalaureate degree and seeks additional undergraduate study; or
- has assumed major responsibilities and commitments of adulthood. Evidence of this situation includes independence from parents, family obligations, and/or full-time work experience. Students may be classified as lifelong learning students under this last criterion only by approval of the Vice President for Academic Affairs or her/his designee. Requests for this classification must be made in writing by the student and must provide appropriate documentation to support the request.

Students not meeting any of the above criteria may enter one of the certificate programs offered through the Division of Lifelong Learning; however, such study does not entitle certificate-seeking students otherwise not meeting the criteria for lifelong learning admission to continue their studies into an associate or baccalaureate program.

Students not meeting the above criteria who wish to pursue evening study may apply for regular admission through the Undergraduate Admission Office. If admitted, they may study under either day or evening/weekend schedules by paying day school tuition rates. Such students will be classified as day school students and will be advised through the traditional day academic advising system.

Application Procedures

As part of the application process for unconditional admission, a potential student must supply a completed application form with the non-refundable application fee, a personal statement (not required of non-degree applicants), official copies of transcripts from all colleges attended (official high school transcript or GED scores for those who have never attended college), and take the English assessment. For evaluation of alternative sources of credit, a potential student must

supply official documentation. Provisional admission is available with a completed application, application fee, and an unofficial transcript from the last college attended, showing good standing. Failure to achieve unconditional admission within 90 days following initial registration will result in withholding future registration until the file is complete. Probationary admission is granted to applicants with a GPA below 2.0 if the potential student is eligible to enroll at the last institution attended.

Readmission

Lifelong learning students who have been absent from the College for one or more years must make formal application for readmission through the Lifelong Learning Office, and must also submit a transcript of any credits earned at another institution.

Crossover Enrollment

The following statement clearly defines the “crossover” study opportunities open to lifelong learning and traditional day students. Here, “crossover” study refers to a situation in which a lifelong learning student studies a course offered through the day schedule or a day student takes a course offered through lifelong learning.

- A. Lifelong learning students desiring to study courses on the day school schedule:

As an added opportunity for lifelong learning students, upon completing at least twelve semester hours of study in lifelong learning course work in evening classes, students may enroll in daytime courses not normally offered in the lifelong learning program. The primary purpose for this crossover privilege is to allow lifelong learning students to take the specialized courses in a major not offered through the Lifelong Learning Division; that is, course work in a non-lifelong learning major, minor, or program elective. Lifelong learning students are expected to take their core curriculum and elective course work from the lifelong learning schedule. Note: Lifelong learning crossover privileges specifically *exclude* the Nursing program.

- B. Day school students desiring to study courses on the lifelong learning schedule:

Day school students may enroll in any evening section appearing on the Schedule of Courses, subject to the enrollment capacities given. Such enrollment requires no special approval, other than the standard approval of the student’s academic advisor. Day students may also enroll, on a space available basis, in fall or spring classes designated for evening students only, subject to the following conditions:

- i) written approval of the student’s academic advisor; and
- ii) written approval of the dean of lifelong learning.

Approval by the dean of lifelong learning is not normally granted until the designated registration day for the term. Day students will be allowed to

take courses generally restricted to lifelong learning students only if that section of the course is necessary to facilitate timely completion of the degree program. Courses in summer terms have no restrictions other than advisor approval. First-year day students are strongly discouraged from taking evening classes. If a student takes an evening class as part of his or her standard fall or spring load (up to eighteen semester hours), there will be no additional charge.

FINANCIAL AID

Application

Federal financial assistance is made available each year to many full-time and part-time lifelong learning students. Applicants must submit a completed Free Application for Federal Student Aid (FAFSA) to the processor and a Spring Hill Application for Financial Assistance to the Financial Aid Office by the March 1st priority date or as soon after being accepted into the program as possible. All students must reapply for assistance each year. Late applicants will be considered for assistance, depending on their determined need and the availability of funds at the time their application process is complete. Receipt of outside scholarships, grants or other financial assistance (VA benefits, vocational rehabilitation, or third party payments) must be reported to the Financial Aid Office.

Satisfactory Academic Progress

All financial aid recipients must maintain satisfactory academic progress and the required cumulative grade point average in order to have their financial assistance renewed each year. Federal and state regulations require that students receiving any federal or state financial assistance must meet satisfactory academic progress requirements. All federal and state aid recipients will have their academic progress reviewed at the end of each academic year. Satisfactory progress requires that students meet both the quantitative (number of hours) and qualitative (grade point average) requirements.

Graduation requirements for undergraduate programs include a minimum of 128 successfully completed semester hours. A student enrolled half-time must complete the following while maintaining at least a 2.0 cumulative GPA on a 4.0 scale:

- 11 credit hours by the end of the first academic year
- 22 credit hours by the end of the second academic year
- 33 credit hours by the end of the third academic year
- 45 credit hours by the end of the fourth academic year
- 56 credit hours by the end of the fifth academic year
- 67 credit hours by the end of the sixth academic year
- 78 credit hours by the end of the seventh academic year
- 90 credit hours by the end of the eighth academic year
- 101 credit hours by the end of the ninth academic year
- 112 credit hours by the end of the tenth academic year
- 123 credit hours by the end of the eleventh academic year

Credit hours enrolled includes those hours for which the student is enrolled on the day after drop/add for each semester, regardless of whether or not the student

completes those hours. It also includes courses repeated, course incompletes, failures and withdrawals. Hours transferred to Spring Hill College and hours enrolled in the summer will be included in the cumulative credit hour total. Students receiving financial aid who find it necessary to drop a class must check with the Financial Aid Office before officially withdrawing from the course.

Financial Aid Probation

Students not meeting satisfactory progress requirements will be placed on financial aid probation and notified by the Financial Aid Office. Students placed on financial aid probation will be referred to the Office of Student Academic Services for tutoring or counseling assistance. Financial aid probation will be for one semester. The lifelong learning student on financial aid probation must complete a minimum of six hours per semester with at least a 2.0 cumulative grade point average. The status will be reviewed at the end of each semester. Federal, state and institutional assistance will be continued the following semester only if these requirements are met.

Financial Aid Suspension

Any student on financial aid probation who fails to meet the semester requirements will be placed on financial aid suspension. A student on financial aid suspension for the first time at Spring Hill College may appeal this decision once in writing if the student feels there were mitigating circumstances (extreme illness, death of a family member, etc.). The appeal will be reviewed by the Financial Aid Committee. Any student who is granted extended financial aid probation must meet the semester requirements as outlined for students on financial aid probation. Failure to meet all requirements results in financial aid suspension without appeal.

Any student on financial aid suspension must complete 12 semester hours for full-time students or 6 for half-time students with a 2.0 or better G.P.A. before the student can be placed on extended financial probation. In order to have his or her financial aid reinstated, the student must request it and give proof that requirements have been met.

The student will be given detailed semester requirements for continuation of assistance and the requirements needed to again be considered making satisfactory progress. Any student granted the status of extended financial aid probation after having been on financial aid suspension must meet the appropriate semester requirements (both hours and the 2.0 cumulative grade point average) in order to have his or her financial aid continued for the following semester. Students on extended financial aid probation (after having been on financial aid suspension) failing to achieve the required semester hours and the 2.0 cumulative G.P.A. will be placed on financial aid suspension without appeal and will not be allowed to receive federal, state or institutional assistance again at Spring Hill College.

Alternative Financing for Educational Programs

In addition to state and federal financial assistance, there are other resource opportunities available.

Tuition Payment Plan - The College participates in a tuition payment plan through Tuition Management Systems. The Business Office will provide details.

Corporate Tuition Plan - This plan is an agreement between employer and employee. Students need to consult their personnel manager for more details. Many companies provide assistance for employees to study at Spring Hill College.

American Express, Discover, MasterCard or Visa - These credit cards may be used.

REGISTRATION PROCEDURES

Registration for each term will take place according to the lifelong learning calendar published in this *Bulletin* and in the schedule of courses available through the Office of Lifelong Learning. For convenience, a mail registration procedure is offered each term for continuing lifelong learning and degree-completion students. All new and readmitted students should follow registration instructions provided by the Office of Lifelong Learning.

Advising for all students is required in person or by phone, fax, or mail prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students not finalizing registration within the designated dates are subject to a late registration fee. Failure to make payment by the specified date will result in cancellation of the registration and will necessitate re-registering during the late registration period. Questions regarding registration procedures should be addressed to the Division of Lifelong Learning.

PROGRAMS OF STUDY

Requirements for the various degrees and certificate programs available through the Division of Lifelong Learning are given in the following section.

Checklists of degree and certificate requirements as presented are to be considered generally binding but not totally inflexible. A student may request modifications in requirements according to particular plans and interests, but such variations must be approved by the appropriate departments and the academic vice president.

From time to time it is necessary to change requirements in various curricula. New requirements become effective at the time of their publication in the *Bulletin of Information* and are not retroactive. A student may voluntarily follow the changed curricula but is then committed to all related changes.

It is the responsibility of the student to know and satisfy the degree requirements of the academic program. The General Academic Policy section of the College *Bulletin* applies to all lifelong learning students. Students should familiarize themselves with these policies.

English Assessment

All lifelong learning students must take a placement test in English. Regardless of previous college course work, students who do not demonstrate the appropriate level of mastery of English will be required to successfully complete ENG 011 English Grammar and Composition or WRI 275 Intermediate Writing. These courses do not fulfill core curriculum requirements. Students do, however, receive elective credit for ENG 011 and WRI 275.

Transfer, Portfolio, and CLEP Credit

Up to ninety-six semester hours can be transferred for course work completed at regionally accredited colleges or universities. Transfer credit from an accredited junior or community college is limited to a maximum of sixty-four semester hours. The College reserves the right to accept or reject as direct transfer credit those courses taken at a junior or community college that are upper-division courses at Spring Hill, although such course work may be considered for general elective credit.

Regardless of the amount of credit transferred to Spring Hill College from other institutions, at least 25 percent of the course work applied toward meeting the minimum graduation requirement must be taken at Spring Hill College. (See sections on Residency Requirement and Currency of Course Work.) Up to thirty semester hours (may vary by program or degree) can be earned through College Level Examination Program (CLEP) or DANTES Subject Standardized Tests.

After completing twelve semester hours of course work at Spring Hill, a student may submit a portfolio which documents college-level learning acquired through life experience. A student can receive up to thirty semester hours of credit for prior experiential learning. (Detailed information about this process can be found in the *Prior Learning Assessment Student Handbook* available in the Lifelong Learning Office.)

Credit can be given for specific courses and training taken in the military at the discretion of the College using the recommendations of the American Council of Education as set forth in its *Guide to the Evaluation of Educational Experiences in the Armed Services*.

Credit can be given for appropriate formal non-collegiate educational training at the discretion of the College using the recommendations of the American Council of Education as set forth in its *National Guide to Credit Recommendations for Non-Collegiate Learning*.

The maximum credit awarded from all sources other than transfer credit from another institution of higher education will be forty-five semester hours. For the accelerated degree completion program, the Bachelor of Arts in Organizational Leadership, the maximum credit awarded is twenty-eight hours.

Lifelong Learning offers a course, SAS 320 Career Assessment and Portfolio Development, to assist in the preparation of the portfolio. (See course description under “Student Academic Services” in the Interdisciplinary and Other Programs section of this *Bulletin*.)

EASY LISTENING

“Easy Listening” allows participants to attend a regularly scheduled lecture course through Lifelong Learning as a first-time experience, for professional development or for personal enrichment. Enrollment is on a space-available basis. The fee is \$50 per semester credit. No transcript record will be kept. However, a certificate of continuing education units (CEUs) is available for an additional \$25 per unit.

CORE CURRICULUM FOR TWO- AND FOUR-YEAR DEGREES

All degree candidates at Spring Hill College are required to study the core curriculum (see the Core Curriculum section of this *Bulletin*). Some majors require additional discipline-specific course work in the lower-division and students must attain a grade of C- or better in these courses. For additional information about transfer, residency, and G.P.A. standards, see the Admission and General Academic Policy sections of this *Bulletin*.

CROSS-CURRICULAR REQUIREMENTS

All baccalaureate degree candidates in Lifelong Learning must pass a cultural diversity course (designated D) and at least three writing-enriched courses (designated W) beyond the required four English courses. At least one writing course must be in the major. See the traditional undergraduate programs of study section of this *Bulletin* for specific requirements.

Bachelor of Science in General Studies

PROGRAM DIRECTOR: George B. Gilmore, Ph.D.

The general studies curriculum is a flexible, individualized program of studies. Its basic advantage is that the adult learner has the opportunity to design a course of studies that is best suited to individual needs and interests.

The program is divided into two parts of roughly equal credit-hour requirements. The first part of the program consists of the sixty hours of the basic core requirements plus an additional six semester hours of credits in professional studies. These six hours may be chosen from lower- or upper-level education, communication arts, or business courses.

The second part of the general studies degree consists of sixty-two semester hours of electives of which at least thirty semester hours must be taken at the upper-level. The student must earn a grade of C- or higher in these thirty hours and a minimum of half of this thirty-hour requirement must be completed at Spring Hill. While a C- in one of these courses will be accepted as a passing grade, all students must attain a cumulative GPA of 2.0, both overall and in the major, in order to graduate. General studies students must fulfill a comprehensive experience requirement by completing either GST 499, PSY 385, HUM 460, BUS 499 or another approved form of comprehensive experience. Although the general studies degree is characterized by a great deal of flexibility, general studies is intended to have a focus which will be displayed in the comprehensive experience. Students must consult with the advisor in selecting course work for the Bachelor of Science in General Studies in order to achieve as much curricular coherence and consistency as possible.

A modification of the general studies program allows students with diplomas in nursing to receive forty-eight semester hours credit for college-affiliated course work completed for this diploma. The remaining requirements for diploma nurses pursuing the B.S. in General Studies are as follows:

4 courses in English	1 course in mathematics
1 course in fine arts	2 courses in social science
2 courses in history	2 courses in foreign language
3 courses in philosophy	1 course in speech
2 courses in theology	
30 hours of electives of which 15 to 18 hours must be at the upper-level	

To be eligible for this option, students must submit certification of having passed the State Board Examination in nursing and transcripts from the school of nursing in addition to documents required of all students.

GST 499. Senior Seminar (1-3) A capstone, integrating experience intended primarily for the general studies major whose program of study is not heavily focused on either business or psychology. Topics will vary depending on the interests of the students and the instructor. The course will be taught either on a tutorial or seminar basis.

Bachelor of Science in Business Administration

PROGRAM DIRECTOR: Cort B. Schlichting, Ph.D.

The Bachelor of Science degree in business administration is available for those adult learners who wish to complete a more traditional degree from the professional area of the College's curriculum. In addition to the College core curriculum, business administration students must complete a set of lower-division requirements, a set of upper-division requirements, and an area of concentration:

LOWER-DIVISION

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

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 301	Business Law I	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
ACC/CIS 381	Information Systems	3
BUS 320	International Business	3
BUS 499	Business Strategy and Policy (comprehensive experience)	3

Social Sciences:

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

Mathematics:

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

Comprehensive Experience:

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

Senior Examination:

All business majors must satisfactorily complete a national business exam during their senior year (standard for passing to be set by the faculty). Students with unsatisfactory grades on this exam, which is part of the comprehensive experience for each student, may be required to repeat foundation classes or to undertake additional study on key topics.

Grade Requirements:

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

Writing Enhanced Courses:

Students can expect extensive writing assignments in essentially all upper-division business courses and in some lower-division business courses. Assignments will be evaluated not only on subject content but on grammar and style as well. Two courses are specifically designated as “Writing Enhanced” (designated by “W” after the course title in the course description list) in accordance with the College’s Writing Across the Curriculum initiative. These courses are BUS 210 Business Communication and BUS 499 Business Strategy and Policy.

Oral Communication Competency:

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

CONCENTRATION REQUIREMENTS

Concentrations are available in the areas of accounting, economics and finance, computer information systems, international business, marketing, and management. The management concentration is the only concentration that can be completed with course offerings in the evening, on Saturday, or during weekend

class hours. Requirements for completion of concentrations in accounting, computer information systems, economics and finance, international business, and marketing are shown in the traditional undergraduate section of this *Bulletin*. Business administration majors may pursue concentrations in accounting, computer information systems, economics and finance, international business, and marketing **if they are able to commit to a significant amount of daytime class attendance**. Requirements for completion of the management concentration are listed below; and, to reiterate, all of these courses for the management concentration will be offered in the evenings, on Saturdays, or during weekend hours.

Concentration in Management

<u>Course</u>	<u>Title</u>	<u>Hours</u>
MGT 320 <i>or</i>	Organizational Theory and Behavior <i>or</i>	
PSY 330	Industrial/Organizational Psychology	3
MGT 380	Production and Operations Management	3
MGT 421	Human Resources Management	3
Two MGT electives, or other related upper-division business courses upon approval of the division chair of business.		6

Bachelor of Science in Psychology

PROGRAM DIRECTOR: Robert MacAleese, Ph.D.

Psychology majors must take the following lower-division courses in addition to the core curriculum. Six of these additional semester hours are in place of the six hours of social sciences required under the core curriculum.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 101	General Psychology	3
PSY 263	Statistics for the Social Sciences	3
POL 112	American National Government	3
SOC 101	Introduction to Sociology	3
ECO 101	Principles of Macroeconomics	3

The following upper-level courses are required for the psychology degree:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 351	Descriptive Research Methods	3
PSY 352	Experimental Research Methods	3
PSY 468	History and Systems	3
PSY 491	Senior Seminar	3
PSY upper-division electives		12
Upper-division program electives		6

The remaining 29 semester hours required for the degree in psychology may be selected by the adult learner based on individual interest.

Bachelor of Arts in Theology

PROGRAM DIRECTOR: Christopher J. Viscardi, S.J.

In addition to the basic requirements of the core curriculum, theology majors must take three hours of speech (or demonstrate and document speech competency), an additional three hours of history, and thirty semester hours of theology, which include the nine hours required in the core curriculum. The thirty hours must include two courses in the biblical category, two in moral, two in historical, one in systematic and one in pastoral. At least eighteen hours must be upper-division (300 and above). In addition, there are twelve hours of upper-division program electives (300 and above), which are to be chosen with the guidance and approval of the academic advisor; these courses are normally chosen from the humanities and social sciences divisions, with no more than three hours in theology. Majors who have completed the C.T.S. (Certificate of Theological Studies) or the T.I.P.S. program are not required to take THL 101. With the approval of the chair of theology, majors may take selected M.T.S. (Master of Theological Studies) courses for undergraduate credit.

Theology majors will also complete a comprehensive experience, which consists of a major research paper (20-30 pages long) to be done in the senior year, either in conjunction with a course or as a 3-credit independent study. The paper will be read by two faculty (the project director and a secondary reader), and presented by the student in a public forum. The remaining semester hours required for the theology degree are selected according to individual interests.

Bachelor of Arts in Organizational Leadership

Program Director: Melvin Brandon, Ph.D.

The B.A. in Organizational Leadership is for the highly motivated, highly capable student who either is or intends to be a leader. This degree is designed to impart the knowledge and the skills needed to be more effective leaders in any type of organization, including both large and small businesses, government agencies, churches, and not-for-profit organizations. Through a combination of theory and skill-building practice, students gain the knowledge and confidence to be better team players and team leaders within diverse environments. The program uses a holistic approach, with attention paid to the psychological, social, ethical, and spiritual dimensions of leadership. Additionally, students will enhance their communication skills, since the ability to communicate with others is vital to effective leadership. Part of the mission of Spring Hill College is to prepare “students to become responsible leaders in service to others.” This program adopts “service to others” as a central part of what the degree is about.

The B.A. in Organizational Leadership is a special adult program offered in an intense, accelerated modular format. Students register for 10 semester hours of work for four consecutive semesters. Students in this program will be required to undertake substantial amounts of reading and writing on a weekly basis. While students only take a single course at any given time, the pace is such that students

will be working full-time on their studies. Once modules are started, students will be discouraged from taking other classes at the same time. Students who are not able to devote at least 15 hours per week to class preparation should not attempt this program.

Total semester hours must be 128 or greater. Students must complete three components: a 33 semester-hour core curriculum, 40 semester hours of the Organizational Leadership major, and 55 hours of general electives. General electives may be fulfilled through transfer credits, credits earned through lifelong learning courses, or up to 28 semester hours of credit earned through alternative sources such as CLEP, DANTES, or portfolio for experiential learning. **Portfolio credit must be applied for prior to beginning the first module.**

Requirements for the major

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 230	Literature, Leadership, and Writing	3
LDR 300	Team Building Workshop	1
LDR 301	Communication and Technology Workshop	1
LDR 310	Work, Motivation, and Choice	3
LDR 320	Leadership Theories and Applications	3
LDR 350	Leadership in Historical Perspective	3
LDR 360	Organizational Behavior and Leadership	3
LDR 400	Small Group Leadership	3
LDR 410	Managing Diversity in the Workplace	3
LDR 420	Conflict Management and Resolution	3
LDR 450	Management for Performance Excellence	3
LDR 451	Performance Excellence Workshop	1
LDR 490	Senior Seminar in Leadership	4
PHL 332	Business Ethics	3
THL 355	Religious Values in Leadership	3

With permission of the program director, one course in LDR 495, Special Topics in Leadership, may be substituted for any 3-hour or 1-hour LDR course except the senior seminar.

Core Curriculum Requirements

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition and Literature I	3
ENG 123	Composition and Literature II	3
HIS 101	Western Civilization to 1648	3
PHL 101	Introductory Logic	3
THL 101	Western Religious Heritage	3
	Foreign/Computer Language	3
	Social Science	3
	Mathematics (non-developmental)	3
	Science (with lab component)	3
	Fine Arts	3
	One additional English or History	3

Recommended Minor

We strongly encourage any student in the Organizational Leadership program to seek a minor. Two minors that are especially well-suited to this program are those in Psychology and in Business Administration. See the appropriate sections of this *Bulletin* for details.

Admissions Requirements

1. Students must complete at least 70 semester hours of course work (transfer and/or at SHC) before beginning the first module.
2. Students must complete the following before beginning the first module:
 - At least 6 hours of English composition and literature, completion of English/writing placement essay, and satisfactory completion of any developmental courses (ENG 011 or WRI 275), if required.
 - PHL 101 and THL 101 or transferred equivalent.
 - At least one half (18 hours) of all core curriculum requirements.

Attendance Policy

Because of the concentrated, modular nature of this program, attendance at all sessions is extremely important. Students who miss more than 2 classes in any one module may be assigned a grade of WP or WF by that instructor. Students who miss more than 3 classes in the entire semester may be dropped from the current class and the rest of the courses in the semester. Instructors are expected to report absences to the Dean of Lifelong Learning so other instructors can know the attendance status of students. We strongly discourage students who cannot meet this attendance policy from attempting to earn a degree through an accelerated program. Instead, such students should consider enrolling for a general studies or other evening degree that does not meet in an accelerated framework.

COURSE DESCRIPTIONS—Organizational Leadership

ENG 230. Literature, Leadership, and Writing (3) This course will explore issues of leadership as they are articulated in imaginative literature. As an integral part of the course students will write themes that demonstrate their abilities to locate a defensible thesis and defend this thesis through a close reading of a literary text. In addition to honing the writing skills necessary for successful college-level writing, students will learn how to examine an argument and to verify differing approaches to a text through a careful analysis of a work of imaginative literature. Although the specific skills in this course will be pointed toward imaginative writing, they are skills that are readily transferable to the other kinds of readings and courses in the entire program.

LDR 300. Team Building Workshop (1) This workshop creates a teambuilding experience that mobilizes a team to carry out the work of an organization, utilizing individual and collective talents to accomplish goals. The workshop covers critical leadership skills needed to build effective teams, manage conflict, and forge cooperative and supportive relationships.

LDR 301. Communication and Technology Workshop (1) This course will examine the process of planning, organizing, developing and delivering an effective

presentation. The general concepts involved in presentations will be explored. In particular, technology enhancements and tools for presentations will be explored, using Microsoft PowerPoint as an example.

LDR 310. Work, Motivation, and Choice (3) This highly interdisciplinary course deals with the problems, purpose, and function of work in our daily lives, especially as they affect our character development and define us as human beings. Given the profound effects of work on our total development and happiness, it is crucial to examine critically what we choose to do and, therefore, become.

LDR 320. Leadership Theories and Applications (3) This course presents an overview of the field of leadership with application to business and other organizations. Emphasis will be on critical evaluation of various types of leadership.

LDR 350. Leadership in Historical Perspective (3) Historical development of the leadership of complex organizations is traced through an interdisciplinary approach drawing on leadership theory and historical studies of complex organizations. Emphasis is on the Industrial Revolution and the Progressive Era.

LDR 360. Organizational Behavior and Leadership (3) An examination of individual and group behavior in organizations. Topics include: forming work groups, group dynamics, group cohesion, differentiation and effectiveness, morale, situational factors in the working environment, concepts of motivation and leadership, and managing group processes. Emphasis is placed on development of decision-making strategies and determination of which tasks are best handled by groups or individuals.

LDR 400. Small Group Leadership (3) An examination of the dynamics of leadership and group decision-making. The course takes a balanced approach that blends theory, research, and practice.

LDR 410. Managing Diversity in the Workplace (3) This course examines management and leadership issues arising from both demographic and legal trends in increasing workplace diversity. Students examine the implications of workplaces characterized by differences in gender, ethnicity, cultural heritage, and lifestyle.

LDR 420. Conflict Management and Resolution (3) A study of various methods of conflict resolution at different organizational levels. The course deals with causes of conflict and the process of conflict management and resolution. Different negotiating techniques and approaches to bargaining will be explored through a series of case studies.

LDR 450. Management for Performance Excellence (3) Drawing on the work of Juran, Deming, Crosby, and other writers and practitioners, students develop an awareness and working knowledge of how to design, implement, and monitor a Performance Excellence process in an organization.

LDR 451. Performance Excellence Workshop (1) Students will select an actual organization (preferably their current and/or most recent employer) and design for implementation a performance excellence program utilizing the lessons derived from LDR 450.

LDR 490. Senior Seminar in Leadership (4) An integrative course dealing with topics areas covered in the previous courses. The course utilizes a holistic approach to better explore the linkages of spiritual, psychological, ethical, legal, historical, and social dimensions of leadership.

LDR 495. Special Topics in Leadership (1-3) Special study and investigation of a specific area of leadership. Content depends on the needs of students and the interests of the faculty.

PHL 332. Business Ethics (3) An examination of major ethical theories and their application to professional problems and conduct of persons engaged in business and management.

THL 355. Religious Values in Leadership (3) This course reviews the values inherent in religious activities and assesses their role in different forms of leadership. Values discussed include respect and reverence for the other, love, truth, faith, service, and health. Both personal and social aspects of religious values are covered.

ASSOCIATE DEGREES

Students working toward their associate degree must complete at least fifty percent of the course work required in their major at Spring Hill College. Students transferring less than thirty semester hours are limited to six semester hours of transfer credit after matriculation. Those with thirty or more hours must complete the remainder of their program of study at Spring Hill College.

COLLEGE CORE REQUIREMENTS

Required for all associate degree programs:

<u>Courses</u>	<u>Hours</u>
English (ENG 121 and 123)	6
Philosophy (PHL 101 and 2xx)	6
Theology (THL 101 and 2xx)	6
Social Science	3
Mathematics	3
Science	3
History	3
<u>Fine Arts</u>	<u>3</u>
Core Total	33

Associate of Science In Business

PROGRAM DIRECTOR: Cort B. Schlichting, Ph.D.

In addition to the core curriculum for two-year degrees, the student must complete the following courses for the A.S. in Business:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ECO 101, 102	Principles of Macroeconomics/Microeconomics	6
ACC 201, 202	Principles of Accounting I, II	6
BUS 263	Business Statistics	3
CIS 115	Applications in Computer Information Systems	3
BUS 210	Business Communication	3
MGT 301	Management Principles	3
<i>Any 3 of the following:</i>		9
BUS 264	Management Science	
BUS 301	Business Law I	
BUS 320	International Business	
MGT 320 <i>or</i>	Organizational Theory and Behavior <i>or</i>	
PSY 330	Industrial/Organizational Psychology	
MGT 380	Production and Operations Management	
MGT 421	Human Resource Management	
MKT 311	Marketing Principles	
CIS 381	Information Systems	
FIN 301	Financial Management	
ACC 331	Management Cost Analysis	

Associate of Science in Computer Information Systems

PROGRAM DIRECTOR: Cort B. Schlichting, Ph.D.

Requirements for the A.S. in Computer Information Systems are the same as those for the A.S. in Business except that instead of nine semester hours of business electives the student must take the following courses:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 221/223	Problem Solving I - Programs and Algorithms & Laboratory	4
CIS 381	Information Systems	3
CIS 3xx-4xx	Any CIS course	3

For descriptions of business and information systems courses, see the Division of Business section of this *Bulletin*.

Minor In Computer Information Systems

PROGRAM DIRECTOR: Cort B. Schlichting, Ph.D.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
<i>Choose from:</i>		3-4
CIS 115 <i>or</i>	Applications in Computer Information Systems (3)	
CIS 221 <i>and</i>	Problem Solving I - Programs and Algorithms (3)	
CIS 223 ¹	Problem Solving I - Programs and Algorithms Laboratory (1)	
MGT 301 <i>or</i>	Management Principles (3)	
CIS 322	Problem Solving II—File Processing and Data Structures (3)	3
CIS 381	Information Systems	3
CIS 484	Systems Analysis and Design	3
¹ CIS 223 required only in conjunction with CIS 221		
<i>and any two of the following courses:</i>		6
CIS 382	Database Management Systems (3)	
CIS 403	Systems Organization (3)	
CIS 470	e-Commerce (3)	
CIS 471	Data Driven Web Site Development (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

Associate of Science in Education

PROGRAM DIRECTOR: Ann A. Adams, Ed.D.

The 66-credit Associate of Science in Education provides a foundation in general education along with a pre-professional education component. The Associate of Science degree fulfills the requirements under P.L. 107-110 (H.R.I.) Title 1, 1119, Qualifications for Paraprofessionals. The program is offered in evening courses during the academic year or day and evening courses during the summer sessions. Students must meet the Lifelong Learning admission standards as described in this *Bulletin*. This program is not available to traditional teacher education students. Completion of the Associate of Science in Education program does not guarantee admission to a teacher education program. (See “Admission Requirements” in the Teacher Education section of this *Bulletin* for information on formal admission to a teacher education program.) Courses in which grades C- or better were earned may be applied toward the Bachelor of Science degree for those students accepted into the teacher education program.

The student must complete the Associate of Science core with the exception of Fine Arts. In addition, the student will complete the following courses:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
Social Science (different discipline from core)		3
HIS 104	United States Since 1876	3
Mathematics		6
Science		6
EDU 131	Human Development	3
EDU 260	Educational Psychology	3
EDU 270	Art for Children	3
EDU 271	Music for Children	3
EDU 280	Literature/Creative Drama for Children	3

CERTIFICATE PROGRAMS

Computer Information Systems

PROGRAM DIRECTOR: Cort B. Schlichting, Ph.D.

The certificate program in computer information systems meets the growing job market. Presumably participants would already possess the basic analytical skills to enter the profession. Each course typically meets two evenings per week, allowing participants to complete the 18-semester-hour program in one year. CIS 484 Systems Analysis and Design serves as the comprehensive experience for the program. All courses required for certification must be taken at Spring Hill College. To be eligible for certification, a student must maintain a B- or higher average in the computer courses.

The required courses are:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 115	Applications in Computer Information Systems	3
CIS 221/223 <i>or</i>	Problem Solving I—Programs and Algorithms & Laboratory (4)	
MGT 301	Management Principles (3)	3 - 4
CIS 381	Information Systems	3
CIS 382	Database Management Systems	3
CIS 484	Systems Analysis and Design	3
CIS 486	Digital Communications & Networks	3

For descriptions of business and information systems courses, see the Division of Business section of this *Bulletin*.

Gerontology Certificate

PROGRAM DIRECTOR: Robert MacAleese, Ph.D.

The certificate program in gerontology responds to a growing need for trained specialists in both the public and private sectors. It is designed for lifelong learning students; courses are usually taught at night through the lifelong learning program. The College makes no commitment to provide the program or the courses for day students.

To attain certification, a student must complete six three-hour courses. All courses required for certification must be taken at Spring Hill College. To be eligible for certification, a student must maintain a B- or higher average in the gerontology courses.

These courses are required for gerontology certification:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
GNT 200	Health and Aging	3
GNT 205	Social Gerontology	3
GNT 220	Psychology of Aging	3
GNT 244	Psychology of Death and Dying	3

Students may elect two additional courses from a variety offered to complete requirements for certification.

GERONTOLOGY (GNT)

GNT 200. Health and Aging (3) A multidisciplinary approach to the health care needs of an aging population. Biological, nutritional, and emotional perspectives will be presented with emphasis on prevention and health promotion.

GNT 205. Social Gerontology (3) An interdisciplinary survey of the physical, psychological, and social phenomena of old age. Particular attention will be given to the elderly in America as an identifiable group and their situation here will be contrasted with that in other cultures. Same course as SOC 305/PSY 305.

GNT 210. Aging in Today's Society (3) This course will explore the varying and sometimes conflicting viewpoints associated with the experiences of aging. The approach will be interdisciplinary and will explore those topics which affect the lives of our elders.

GNT 220. Psychology of Aging (3) A study of the psychological aspects of adulthood and late life.

GNT 235. Psychology of Mid-Life (3) An overview of those issues central to, and associated with, the period of middle adulthood.

GNT 244. Psychology of Death and Dying (3) This course is essentially a presentation of current theories and thoughts on the subject. Problems of attitudes and behaviors related to death in our society are discussed.

GNT 275. Life Transitions (3) An exploration of the experience and relevance of age-related periods in life involving major transitions, career changes, marriage, divorce, as well as decisions to return to school.

Certificate of Theological Studies (C.T.S.)

PROGRAM DIRECTOR: Christopher J. Viscardi, S.J.

The Certificate of Theological Studies requires thirty semester hours selected from these categories: Biblical (two courses), Historical (two courses), Moral (two courses), Pastoral (one course), Systematic (one course), and two additional courses from any of the categories mentioned or from "elective only" offerings. With the approval of the chair of theology, C.T.S. students may also take selected M.T.S. (Master of Theological Studies) courses for undergraduate credit. Up to fifteen hours of credit may be applied to the C.T.S. from the "Basic Courses" of the archdiocesan T.I.P.S. program, satisfying requirements for one course (3 hours) in

each of these areas: biblical, historical, moral, pastoral, and elective. By completion of further requirements, the C.T.S. may also be expanded into a B.A. in Theology (see Graduate Programs of Study-Master of Theological Studies Programs).

The C.T.S. requires an overall B (3.0) average.

Post-Baccalaureate Pre-Medical Studies Certificate

PROGRAM DIRECTOR: David F. Dean, Ph.D., D.V.M.

The Post-Baccalaureate Pre-Medical Studies Certificate program is a highly selective program designed for graduates who typically have non-science backgrounds and who seek admission into medical, dental, veterinary, and other health care professional schools. The program involves basic science courses, takes two full years to complete, requires application for admission through a special committee and carries Lifelong Learning tuition. This program requires daytime attendance. Students are required to earn a minimum of a 3.30 GPA each semester. Upon completion, students will be eligible for a composite letter of recommendation to medical school.

The courses required are:

<u>Course</u>	<u>Description</u>	<u>Hours</u>
Fall Semester I		
BIO 131 & 133	Anatomy and Physiology I with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
MTH 111	Precalculus	3
PHL 330	Bioethics	3
Spring Semester I		
BIO 132 & 134	Anatomy and Physiology II with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
MTH 121	Calculus I	4
Fall Semester II		
CHM 331 & 333	Organic Chemistry I with Laboratory	4
PHY 221 & 213	General Physics I with Laboratory	4
BIO 301	Genetics	3
SAS 304	Internship	3
Spring Semester II		
CHM 332 & 334	Organic Chemistry II with Laboratory	4
PHY 222 & 214	General Physics II with Laboratory	4
BIO 360	Cell Biology	3
BIO 3xx/4xx or CHM 3xx/4xx	Elective (upper division biology or chemistry)	3 - 4

TOOLEN INSTITUTE FOR PARISH SERVICES

PROGRAM DIRECTOR: Christopher J. Viscardi, S.J.

The Toolen Institute for Parish Services (T.I.P.S.), named after the late Archbishop of Mobile, Thomas J. Toolen, provides a program of academic, spiritual, and practical formation for those interested in leadership in parish ministry. Grounded in the theological insight that the Lord Himself calls all His people to ministry through the sacraments of Baptism and Confirmation, the program was initiated in 1981 to serve the need for lay ministries in the Archdiocese of Mobile.

Affiliated with Spring Hill College, the program is administered by the Archdiocese through its director, Dr. Aidan Licari. The mailing address for T.I.P.S. is P. O. Box 2405, Mobile, AL 36652; the phone number, (251) 438-6121 or outside Mobile, 1-800-331-8004. The T.I.P.S. program is coordinated on campus by the Division of Lifelong Learning in conjunction with the chair of theology.

Eligibility

Those persons are eligible who are seeking renewal and growth, have graduated from high school or its equivalent, and have the approval and support of their parish.

Transfer

T.I.P.S. credits may also be applied toward the Certificate of Theological Studies (see above) or the Bachelor of Arts in Theology. Up to fifteen hours of the “Basic Courses” will be accepted as theology credit; the remaining nine hours, as general electives.

Core Courses

All candidates take one course at a time from the “Basic Courses.” Each course is a 20-instructional-hour/2-credit college course. Candidates are required to successfully complete the following eight core courses or their equivalent.

Introduction to Ministry	Catholic Doctrine
Documents of Vatican II	Christian Decision Making
Introduction to Scripture	Church History
Gospel Accounts	Sacraments

Specialized Ministry

Upon successful completion of the core courses and after having undergone an evaluation by their pastor and the T.I.P.S. staff, candidates take four courses in one of the specialized ministries.

Spirituality Seminars and Workshops

An integral part of the Toolen Institute’s formation program is the presentation of a series of spirituality seminars. These seminars will be conducted by selected spiritual directors focusing on faith sharing and the individual lay minister’s growth. The term spirituality refers to each one’s quality of relationship with God. T.I.P.S. also offers courses and workshops for the continuing education of its candidates both during the course itself and after recognition by the Archdiocese, such as:

Rite of Christian Initiation of Adults
Seminars on team ministry
Sacraments as a way of life
Resurrection theology

Liturgy as a way of life
Black theology
Ministry to troubled youth
Revised Code of Canon Law

BASIC COURSES:

MIN 111. Introduction to Ministry (2) Basic spirituality and philosophy of ministry for “ecclesial ministers.” Self-realization in responding to one’s own call as a leader in lay ministry.

MIN 112. Documents of Vatican II (2) The Documents of Vatican II and their application to the contemporary church. The history of the “New Pentecost” of Vatican II, its spirit in the maturation and vision of the future.

MIN 113. Introduction to Scripture (2) An historical, theological and literary introduction to the Bible, exploring revelation, inspiration, canonicity, and literary forms.

MIN 114. Catholic Doctrine (2) A study of the mystery, character and basic functions of the Church as the People of God. The contemporary role models within the life of the Church will be presented to include 1) presence, 2) structure, 3) dogma, and 4) pastoral life.

MIN 115. Christian Decision Making (2) A fundamental study of the Christian’s behavior as reflected in Sacred Scripture and as it relates to personal moral decisions, Christian values, and the magisterium of the Church. Development of individual conscience, major societal problems, decision making, and the shift from exteriorizing moral norms to interiorizing them.

MIN 116. Church History (2) Papacy, patrology, and councils affecting the Apostolic Church related to the Church in the modern world. The movements and patterns in the American Church, in the current spiritual, theological and social revolutions.

MIN 213. Gospel Accounts (2) A study of the structure, major theological themes and sources of the four gospels.

MIN 214. Sacraments (2) A theological and historical introduction to the sacraments in the Catholic tradition. This course introduces the student to the concept of “sacramentality” and to how the traditional seven sacraments of the Roman Catholic tradition celebrate this “sacramentality” in a contemporary way.

CATECHETICAL MINISTRY:

MIN 321. Survey of Catechetical Ministry (2) Considers the history of catechesis with an emphasis on catechetical developments as reflected in the *General Catechetical Directory*, the *National Catechetical Directory*, *The Rite of Christian Initiation of Adults*, *To Teach As Jesus Did*, and *Catechesis Tradendae*.

MIN 322. Catechesis Towards Maturity of Faith (2) Focusing on the developmental theories of Piaget, Kohlberg, Erikson, and Fowler, this course will consider the catechetical implications in human development.

MIN 323. The Catechetical Process (2) A basic survey of catechetical methods for all ages, it will include lesson planning, creative catechesis, family and parish in catechesis, adult learning and catechetical resources.

MIN 324. Catechetical Administration (2) A survey of such administrative functions as curriculum planning, program development, communication skills, personnel recruitment and development. The importance and means of developing a prayer life, support groups and professional growth will also be part of this course.

MIN 325. Special Topics in Catechetical Ministry (1-3) Seminars offered under this heading will focus on particular issues of current interest. Content and length of the course will vary according to the special needs/interests of students.

LITURGICAL MINISTRY:

MIN 331. Principles and Orientation of Assembly Participation (2) This course discusses the lay leader in liturgical ministry. It will treat the principles necessary to foster a personal orientation of Vatican II through communal worship as well as the religious experience of Christians at home and in the parish as basic to spirituality.

MIN 332. Liturgical Planning and Implementation (2) Treats of the implementation of the Constitution on the Liturgy and the place of structure and spontaneity in ritual. It will emphasize the planning of liturgical celebrations to nourish, to help participate in the Holy, and to experience renewal. There will be attention paid to the formation of the parish assembly.

MIN 333. Personnel Training for Liturgical Ministry (2) How does one recognize and nourish the gifts of the laity necessary for good liturgy? The training of Eucharistic ministers, acolytes, lectors, ministers of hospitality, cantors and song leaders will be studied.

MIN 334. Music and Creative Arts in Liturgical Expression (2) Discusses the use of all forms of art in liturgical celebrations—music, creative gestures, art, etc.—as valid expressions of faith which assist in strengthening community.

MIN 335. Special Topics in Liturgical Ministry (1-3) Seminars offered under this heading will focus on particular issues of current interest. Content and length of the course will vary according to the special needs/interests of students.

YOUTH MINISTRY:

These courses, offered in conjunction with the Office of Youth Ministry of the Archdiocese of Mobile, are recognized as part of the T.I.P.S. program.

MIN 341. Principles of Youth Ministry (2) This course proposes foundational principles for effective ministry, grounded in pastoral theology, culture, psychology, developmental theory, and sociology.

MIN 342. Leadership in Youth Ministry (2) This course explores theories and skills needed to work with and through people, in order to provide a practical understanding of leadership process, with a particular focus on the role of the leader in Christian ministry.

MIN 343. Pastoral Care of Adolescents (2) An overview of the guidance and healing, advocacy, and family components of youth ministry, this course examines the concept of pastoral care, focusing on family systems and adolescent development.

MIN 344. Youth Ministry Programming (2) An overview of the catechetical, service and community components of youth ministry, this course is an exploration

of the theories and practical dynamics of fostering faith growth through evangelization, catechesis and consciousness of the call to service and social justice.

MIN 345. Special Topics in Youth Ministry (1-3) Seminars offered under this heading will focus on particular issues of current interest. Content and length of the course will vary according to the special needs/interests of students.

SOCIAL MINISTRY:

MIN 351. Fundamentals of Social Justice (2) Provides the minister with an understanding of what parish social ministry is and what it can accomplish. The Church's teaching on social justice will be seen as a clear mandate of the Gospel.

MIN 352. Community Resources and Crisis Intervention (2) Pastoral counseling for leaders in lay ministry, theories of personality development, counseling skills and attitudes, awareness of needs and limits of personal responsibility.

MIN 353. Ministry to the Hurting (2) Pastoral counseling applicable to work with married or other persons suffering from consequences concerning death, divorce, being handicapped, imprisoned, etc. Methods of need identification for parishes will also be discussed.

MIN 354 Family Life and Marriage (2) Examines how positive family life affects the social community. Emphasis will be placed on healthy communications between all family members (spouses and children).

MIN 355. Special Topics in Social Ministry (1-3) Seminars offered under this heading will focus on particular issues of current interest. Content and length of the course will vary according to the special needs/interests of students.

SUPERVISED EXPERIENCE IN MINISTRY:

MIN 390. (1-3) Supervised work/learning experiences extending over duration of specialized ministry, involving candidates, director of T.I.P.S. and the coordinator of the assignment. For theology majors pursuing a concentration in ministry, the internship is taken in two portions, for 2 credits each, with a total of 120 work hours and a monthly reflection component, in three areas of ministry: social outreach/community service, liturgical and retreat ministry, and a parish practicum. Prerequisites: 60 hours credit and cumulative GPA of 2.5 in the major.

III

Division of Lifelong Learning and Graduate Programs

B. Graduate Programs

General and Program Information

Graduate Academic Calendar 2003-2004

Fall Semester 2003 - Education Day, M.B.A., and M.L.A. Courses

August	18	Monday	On-campus registration for graduate students, 11 a.m. to 6 p.m.
	19	Tuesday	On-campus registration for all students, 8:15 a.m. - 4:30 p.m. Night classes begin
	20	Wednesday	Day classes begin; late registration begins
	21	Thursday	Add/drop begins
	26	Tuesday	Add/drop ends; late registration ends
September	1	Monday	Labor Day, no classes
	2	Tuesday	Classes resume
October	13-14	Mon-Tues	Fall break, no classes
	15	Wednesday	Classes resume
	24	Friday	Course advisement/early registration for spring semester 2004 begins
	23	Thursday	Last day to withdraw with a non-penalty W
	31	Friday	Last day for degree application for May 2004 graduation
November	26-28	Wed-Fri	Thanksgiving Holiday, no classes
December	1	Monday	Classes resume
	3-9	Wed-Tue	Final examinations
	11	Thursday	Final grades due in Registrar's Office by noon Last day for removing I grades from spring and summer 2003
	19	Friday	All degree requirements must be completed for December 20, 2003, conferral of degree
	20	Saturday	Conferral of degree, no Commencement

Fall Semester 2003 - Education Evening Courses

August	18	Monday	On-campus registration for graduate students, 11 a.m. - 6 p.m. Evening classes begin
	19	Tuesday	Registration for all students, 8:15 a.m. - 4:30 p.m.
	20	Wednesday	Late registration begins
	21	Thursday	Add/drop begins
	26	Tuesday	Add/drop ends; late registration ends
September	1	Monday	Labor Day, no classes
	2	Tuesday	Classes resume
	25	Thursday	Last day to withdraw with a non-penalty "W"
October	24	Friday	Course advisement/early registration for spring 2004 begins
	28	Tuesday	Final exams begin
	31	Friday	Last day for degree application for May 2004 graduation
November	3	Monday	Final examinations end
December	11	Thursday	Final grades due in Registrar's Office by noon Last day to remove I grades from spring and summer 2003

Spring Semester 2004 - Education Day, M.B.A., and M.L.A. Courses

January	6	Tuesday	On-campus registration for graduate students, 11 a.m. to 6 p.m.
	7	Wednesday	On-campus registration for all students 8:15 a.m.-4:30 p.m.
	8	Thursday	Day classes begin; late registration begins Night classes begin
	9	Friday	Add/drop begins
	14	Wednesday	Add/drop ends; late registration ends
	19	Monday	Martin Luther King's birthday, no classes
February	23-25	Mon-Wed	Mardi Gras break, no classes
	26	Thursday	Classes resume
March	15	Monday	Last day to withdraw with a non-penalty W
	18	Thursday	Course advisement/early registration for summer 2004 begins
April	5-12	Mon-Mon	Spring Break, no classes
	12	Monday	No day classes/evening classes resume
	13	Tuesday	Day classes resume
	20	Tuesday	Honors Convocation
	29	Thursday	Final examinations begin
May	1-5	Sat-Wed	Final examinations
	7	Friday	Grades for degree candidates due in Registrar's Office by noon
	8	Saturday	Baccalaureate Mass
	9	Sunday	Commencement
	11	Tuesday	Final grades due in Registrar's Office by noon Last day to remove I grades from fall semester 2003

Spring Semester 2004 - Education Evening Courses

January	5	Monday	Classes begin
	6	Tuesday	On-campus registration for graduate students, 11 a.m. - 6 p.m.
	7	Wednesday	On-campus registration for all students, 8:15 a.m. - 4:30 p.m.
	8	Thursday	Late registration begins; add/drop begins
	14	Wednesday	Late registration ends; add/drop ends
February	19	Monday	Martin L. King's Birthday, no classes
	17	Tuesday	Last day to withdraw with a non-penalty W
	24	Tuesday	Mardi Gras, no classes
March	16-23	Tues-Tues	Final examinations
	29	Monday	On-campus registration for summer I 2004 (Summer I classes begin)
May	8	Saturday	Baccalaureate Mass
	9	Sunday	Commencement Ceremony
	11	Tuesday	Final grades due in Registrar's Office by noon Last day to remove I grades from fall semester 2003

A course brochure listing all offerings for graduate theology programs or Summer Sessions is available through the Office of Lifelong Learning and Graduate Programs (251) 380-3094.

EXPENSES

TUITION AND FEES FOR GRADUATE PROGRAMS

Tuition:

M.B.A. (per credit hour)	\$ 317.00
M.A.T./M.S.ED. (per credit hour)	239.00
M.L.A. (per credit hour)	317.00
M.T.S./M.P.S./M.A. Theology/Specialized Certificates (per credit hour)	215.00
Summer Institute of Chrisitan Spirituality (SICS)	215.00

Fees:

Application Fee (non-refundable)	25.00
Late Registration Fee (per session)	25.00
Course Change Fee (after add/drop period)	10.00
Commencement Fee (mandatory for all graduates including those graduating in absentia)	175.00
Certificate Fee (only for those participating in commencement exercises)	90.00
CEU (per unit)	25.00
Parking Decal (annually)	15.00
Returned Check Fee	30.00
Diploma Replacement Fee	40.00
Easy Listening Fee (per credit hour)	50.00

Specific situations and courses require additional fees which are indicated on the schedule of classes published by the Office of Graduate Programs.

The College reserves the right to change fees, services, or programs at any time.

Tuition for all graduate courses is determined by the degree the student is pursuing. The tuition rate for the program in which a student is enrolled determines the tuition rate for cross-listed or other special arrangement courses.

FINANCIAL OBLIGATIONS SPECIFIC TO GRADUATE PROGRAMS

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. Tuition, fees, and required forms (i.e., company reimbursement form, information sheet, enrollment agreement) are due by registration or as required by the mail-in registration procedures. If tuition, fees, and the required forms are not received by the Business Office on or before registration day, a student's registration may be cancelled. 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 Business Office of the College or the following company:

Tuition Management Systems
127 John Clarke Road
Newport, Rhode Island 02842-5636
Customer Service (1-800-722-4867)
Internet Site: www.afford.com

4. Refunds are only calculated for total withdrawal from an enrollment period. All graduate students must officially withdraw through the Office of Lifelong Learning and Graduate Programs. Refunds will be calculated from the date of registration to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

A. Spring Hill College's Refund Policy

Students who withdraw from all classes prior to the completion of 60% of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%). The balance of any refund (due to the reduction of charges in accordance with SHC's Refund Policy)—after returning the required amount of the appropriate federal fund(s)—would then be applied to the appropriate institutional aid fund. Should additional funds remain, they will be refunded to the student.

B. Return of Title IV Federal Financial Aid

When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received or is eligible to receive is determined in accordance with federal regulations. If the student has completed 60% or more of the term, no refund is due. The new 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.

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

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

Graduate Program Policies

The policies and requirements listed below apply to all graduate programs. Requirements specific to one program are listed under that program.

ADMISSION

Admission into graduate programs is granted after approval of a formal application. Applications may be obtained from the Office of Graduate Programs. Official transcripts from colleges attended must be mailed from the registrar directly to the Office of Graduate Programs. A check for \$25, made out to Spring Hill College, must accompany application for admission.

Through the admissions process, the student ultimately must achieve full standing. Full standing may be achieved through unconditional admission, a status in which the student enjoys full standing upon entering the program, or through conditional or provisional status. Conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria in order to achieve full standing. Provisionally admitted students who have not met one graduate program's requirements may be admitted to another graduate program if they meet the qualifications of that program. Admission requirements differ for each program. These requirements are listed in the sections of this *Bulletin* in which the particular program is described. Exceptions to these requirements are made only upon the recommendation of the Graduate Council based on a written request by the applicant.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Up to nine semester hours or the equivalent of appropriate transfer credit from an 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 academic vice president 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 Vice President for Academic Affairs. 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; for example, the M.B.A. program allows credit for up to two elective courses based on appropriate credits from a previously earned master's degree.

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 Council.

READMISSION

Students who have been absent from Spring Hill College over eighteen months must make formal application for readmission through the Office of Graduate Programs. Students who have been dismissed from one Spring Hill graduate program due to low grades cannot apply to take courses in another Spring Hill graduate program within two years. 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 Council.

ADMISSION TO CANDIDACY

Candidacy for the degree in all graduate programs is attained simultaneously with the attainment of full (unconditional) admission status.

DEADLINES FOR DEGREE CANDIDATES

1. Application for degree six months before anticipated date of graduation
2. Application for written comprehensive examination six months before anticipated date of graduation
3. Comprehensive examination at least two weeks before anticipated date of graduation
4. Submission of approved thesis at least four weeks before anticipated date of graduation

NON-DEGREE STATUS

Non-degree status applies to:

1. Transient students - students enrolled in graduate study at another institution and seeking credited course work 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 Graduate Office or by submission of a similar form issued from the institution to which the credits will be transferred.
2. Audit students - students enrolled on a strictly audit basis must complete the application form and pay the application fee. The same tuition applies to audit and credit status. Course work taken while in audit status will not be granted credit at a later date.
3. Credit students - non-degree graduate students who are seeking graduate credit must complete the application form, pay the application fee, and submit an official transcript of the highest degree awarded, at minimum the baccalaureate.

Non-degree status students must meet all admissions requirements in order to be elevated to degree-seeking status.

ADVISORS

The program director is the general counselor to all graduate students. In addition, a faculty advisor may be designated for each student by the director of the major department. The students will meet with the advisor to develop a plan of study for the graduate program. The advisor will assist the student in developing a plan to remove undergraduate deficiencies when appropriate. All forms and reports regarding the student's program must be approved by the advisor.

GRADE REQUIREMENTS

Grades on all courses taken in the Spring Hill graduate program will be used in determining the student's overall grade point average. Grades from courses transferred from other institutions will be listed on the transcript but not included in the graduate grade point average calculation.

Students who earn two course grades lower than B or any grade lower than C are subject to review by the academic vice president and the Graduate Council 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 subject to dismissal from the program; dismissal may be appealed to the Graduate Council.

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.

REMOVAL OF INCOMPLETE GRADES

For graduate students, an I is reverted to an E at the end of the following semester. For five-year B.A./M.B.A. students with a graduate status who are completing graduate courses and taking undergraduate courses for a second major or a minor the graduate policy will apply to both undergraduate and graduate courses. 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.

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; however, a certificate of continuing education units (CEUs) is available for an additional \$25 per unit. 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 according to the graduate calendar published in this *Bulletin* and in the schedule of courses available through the Office of Graduate Programs. To make the registration process more convenient for graduate students, a mail registration procedure is offered for all terms. Prior to each mail registration period, students will receive a schedule of classes and registration instructions from the Office of Graduate Programs. On-campus registration is available to students who do not finalize their registration by mail.

Students must consult with their advisor prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* or in the information sent from the Office of Graduate Programs 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 re-registering during the late registration period. The final schedule is issued to the student by the registrar. Questions regarding registration procedures should be addressed to the Office of Graduate Programs.

GRADUATION PROCEDURES

Application for Degree

All candidates for a degree or certificate must file, with their program director, an application for a degree six months before the anticipated completion date. A degree audit will be performed by the Registrar's Office and must be signed by the advisor, program director, and student. 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 Programs of Study

Spring Hill offers master's programs in service to local and regional business, civic, church, and educational communities. These programs extend to the graduate level the College's Jesuit liberal arts tradition and its unique contribution to higher education in the Southeast. At present, master's degrees are offered in business administration, teacher education, liberal arts, and theology.

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

Spring Hill College offers a Master of Business Administration (M.B.A.) degree program designed to prepare an individual for responsibilities in the middle and upper management ranks by teaching and refining conceptual, analytical, and human relations skills. The program is offered in the evening to allow the student to continue his/her current career while earning an advanced degree.

The program is not limited to individuals with an undergraduate degree in business. Well-qualified candidates from diverse academic backgrounds are encouraged to apply. All students must meet foundation requirements based on prior education or business experience. For students who are deficient in one or more of the foundation areas, both graduate-level foundation courses and standard undergraduate offerings are available.

The Spring Hill College M.B.A. is a general degree, with a solid core of twenty-four semester hours (8 courses), plus twelve hours of electives (4 courses). Foundation requirements are in addition to these graduate hours. Because the program is specifically designed to meet the needs of working individuals, the minimum time required to complete the M.B.A. sequence is two years. For most students, the degree will take longer than this minimum due to unmet foundation requirements, work-related responsibilities, and scheduling conflicts.

Spring Hill College offers a joint B.S.-M.B.A. with accounting electives. The curriculum for the accounting electives differs somewhat from the general degree, and several of the classes are offered during daytime hours only. Details of the program are given in the traditional undergraduate part of this *Bulletin*. Graduate students interested in pursuing the accounting electives within the M.B.A. program should discuss their needs with the program director.

Spring Hill College also offers a five-year B.S.-M.B.A. or B.A.-M.B.A. degree. This is a five-year program for exceptional students wishing to combine an undergraduate major in a discipline other than business with an M.B.A. degree. Undergraduate business majors are not eligible to participate in the program. Details of the program are given in the traditional undergraduate part of this *Bulletin*.

A unique aspect of the M.B.A. degree is the inclusion of a business ethics and social responsibility course in the curriculum. Beyond this course, moreover, the student should expect questions concerning ethical judgment and social responsibility to reappear frequently in the M.B.A. curriculum. As a Jesuit institution, Spring Hill College believes that consideration of such matters is vitally important in the education of the business executive.

GRADUATE BUSINESS PROGRAM DIRECTOR

Dr. Ralph D. Sandler, 251-380-4118

GRADUATE BUSINESS FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Robert M. Bracken (2002) *Assistant Professor*—C.P.A.; D.B.A., Mississippi State University, 1983; Teaching Areas: Accounting, Finance.

Melvin J. Brandon (1969) *Professor*—Ph.D., St. Louis University, 1972; Teaching Area: Business Ethics, Social Responsibility.

Charles A. Cheney (1984) *Professor*—Ph.D., Carnegie Mellon University, 1971; Teaching Area: Quantitative Analysis.

Nancy K. Gautier (2003) *Assistant Professor*—Ph.D., Louisiana State University, 1993; Teaching Area: Computer Science and Information Systems.

André L. Honorée (1998) *Assistant Professor*—Ph.D., University of Mississippi, 1999; Teaching Areas: Marketing, Management.

Michael S. Johnson (1986) *Professor*—Ph.D., University of North Carolina at Chapel Hill, 1978; Teaching Areas: Economics, International Business, Business and the Humanities.

Stewart D. Langdon (1993) *Associate Professor*—Ph.D., Auburn University, 1996; Teaching Areas: Management, Strategy & Policy, Quantitative Methods.

James B. Larriviere (2001) *Assistant Professor*—Ph.D., Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.

Sanghyun Lee (2003) *Assistant Professor*—Ph.D. candidate, Purdue University; Teaching Areas: Marketing, Consumer Behavior.

Robert W. MacAleese (1978) *Professor*—Ph.D., Florida State University, 1974; Teaching Area: Organization Behavior.

Glenda A. Partridge (1999) *Instructor*—C.P.A.; M.Acc., University of South Alabama, 1996; M.B.A., University of Mobile, 1989; Teaching Area: Accounting.

Ralph D. Sandler (1985) *Associate Professor*—Ph.D., Florida State University, 1984; Teaching Areas: Economics, Finance.

Cort B. Schlichting (1971) *Professor and Division Chair of Business*—Ph.D., Louisiana State University, 1973; Teaching Areas: Computers, Economics.

Andrew D. Sharp (1985) *Professor*—C.P.A.; Ph.D., University of Mississippi, 1990; Teaching Areas: Accounting, Business Law.

ADMISSION REQUIREMENTS

Admission to the M.B.A. 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 should write or call the Office of Graduate Studies for an application and other necessary forms.

The admissions decision will be based on an application, official transcripts of all academic work, scores on the Graduate Management Admission Test (GMAT), and other supporting materials the prospective student may elect to submit.

A twenty-five dollar (\$25.00) non-refundable application fee must accompany the application. Scores on the Test of English as a Foreign Language examination are required from students whose native language is not English (minimum score 550, or 213 on the computer-based version).

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 and provisional status require the student to fulfill specific documentation and/or performance criteria.

Unconditional Admission

A student will be granted unconditional admission by meeting the following standards:

1. A bachelor's degree from an accredited institution.
2. A composite score of 1000 based on the formula: $\text{GMAT} + (200 \text{ times undergraduate GPA})$, or a composite score of 1050 based on the formula: $\text{GMAT} + (200 \text{ times junior-senior GPA})$.
3. An acceptable score on the GMAT examination.
4. A minimum of one year of full-time professional work experience.
5. A minimum of 550 on the TOEFL examination (213 on the computer-based version) for students whose native language is not English.

Conditional Admission

Applicants who do not meet the standards for unconditional admission may be admitted conditionally if, in the judgment of the Graduate Business Committee and the academic vice president, they have the potential to complete successfully an M.B.A. program. Evidence of that potential may include the following:

1. being previously and fully admitted to and having maintained good standing in a nationally accredited graduate business program;
2. having earned a post-bachelor's level degree in any field from an accredited graduate program or professional school; or
3. having, in the judgment of the Graduate Business Committee, significant business experience at an executive level.

The performance of each student admitted conditionally will be reviewed by the Graduate Business Committee after the completion of twelve credit hours of course work 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 twelve hours for the admission status to be raised to unconditional.

Provisional Admission

An applicant who has an undergraduate degree with a GPA of 3.0 or higher and who has not yet taken the GMAT examination may request a provisional status during the application process. Upon the recommendation of the Graduate Business Committee, a student who has not sat for the GMAT at the time of application to the M.B.A. program, or for whom a GMAT score has not been received at the time of the commencement of classes in the semester for which application is made, may be admitted provisionally. A score on the GMAT must be presented to the graduate business program director prior to the end of the first semester of enrollment. Future enrollment may be suspended until the score is presented or if the score is insufficient to meet either the unconditional or the conditional admission standard.

FOUNDATION REQUIREMENTS

While the M.B.A. degree does not require a student to have an undergraduate degree in business, there are several foundation areas in which all M.B.A. students must show satisfactory proficiency. Foundation requirements may be satisfied by a combination of undergraduate and graduate course work at Spring Hill College, by evidence of satisfactory completion of equivalent course work at other institutions, or by successful petition of the Graduate Business Committee for waiver of a foundation requirement. Any foundation course work completed at the undergraduate level will not be included in the calculation of the graduate grade point average, nor will it be considered in determining the necessary 3.00 average needed by students admitted under conditional admission status.

There are eight foundation areas: computer applications, statistics, calculus, accounting, finance, economics, management, and marketing. Spring Hill College undergraduate courses which meet these requirements are:

CIS 115	Applications in Computer Information Systems
BUS 263	Business Statistics
MTH 140	Calculus with Business Applications
ACC 201	Principles of Accounting I
ACC 202	Principles of Accounting II
FIN 301	Financial Management
ECO 102	Principles of Microeconomics
MGT 301	Management Principles
MKT 311	Principles of Marketing

Completion of these courses or their equivalents with a grade of C- or higher, at either Spring Hill College or at other accredited institutions, will be accepted as satisfactory completion of that part of the foundation requirement. Each of these classes is available at Spring Hill through the evening lifelong learning program.

Alternatively, a student may meet some of the foundation requirements by taking graduate level foundation classes at Spring Hill. The available classes are:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 503	Accounting Foundation (Covers ACC 201 and 202)	3
BUS 505	Management and Marketing Foundation (Covers MGT 301 and MKT 311)	3

These classes offer graduate credit but do not meet the core or elective requirements of the M.B.A. program. Each of these classes covers material equivalent to more than one undergraduate course, as noted.

In rare circumstances, a student may satisfy a foundation requirement by petition in writing for waiver from the Graduate Business Committee. Evidence of comparable work or non-credit education must be offered, and the petitioning student may be required to satisfactorily complete a College-administered test on the area in question. For example, a student with extensive work experience in the uses of computers in business and with spreadsheet, word processing, database, and Internet applications on microcomputers may petition to have the computer applications requirement waived. Completion of core or elective graduate level classes is not acceptable grounds for a waiver of a foundation requirement. The authority to accept or reject a waiver of a foundation requirement resides with the Graduate Business Committee, with appeal to the Graduate Council.

GRADUATION REQUIREMENTS

1. Completion of the thirty-six hours of M.B.A. core and elective course work and satisfaction of all foundation requirements. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of BUS 599 Business Strategy and Policy at Spring Hill College with a grade of at least B-. This course will serve as the capstone or integrating comprehensive experience for the program. As an integral part of this course, successful completion of the national Masters in Business Administration (MBA) exam is required (standard for passing set by the faculty).
3. Completion of the program within six calendar years.

TRANSFER POLICY

1. Undergraduate courses taken to fulfill foundation requirements may be transferred to Spring Hill College, regardless of whether the course was taken before or after matriculation into the M.B.A. program.
2. Up to six hours of M.B.A. core or elective course work may be transferred in (B- grade or better). All other provisions of the section "Transfer of Credit From Other Institutions" apply.
3. Students with an earned master's degree outside of business will receive credit for a maximum of two elective courses (six hours), and must complete six hours of elective courses with a "BUS" designation 510 or higher.

NON-DEGREE STUDENTS

In recognition of the fact that some students might not wish to undertake a complete M.B.A. program but would rather study a few selected courses, a student may enroll in any M.B.A. 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 M.B.A. degree should the student decide to make the commitment to pursue the complete program. The normal admission standards must be met by such students. Students must meet all course prerequisites to enroll.

THE M.B.A. CURRICULUM

All students must complete the foundation courses outlined above. The remainder of the M.B.A. program consists of a core of eight courses, and *normally* four business courses as electives. Students pursuing the joint B.S.-M.B.A. with accounting electives should refer to the Traditional Undergraduate Programs section in this *Bulletin* for their curriculum.

The following courses are required of all students (24 semester hours):

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ACC 530	Accounting for Management Control	3
BUS 520	Organization Behavior	3
BUS 530 ¹	Business Ethics and Social Responsibility	3
BUS 540	Quantitative Business Analysis	3
BUS 550	Managerial Economics	3
BUS 560	Management of Financial Resources	3
BUS 570	Marketing Management	3
BUS 599	Business Strategy and Policy	3

¹BUS 535 Business and the Humanities may be substituted for BUS 530 Business Ethics and Social Responsibility. (Note: This substitution does not apply to students enrolled in the Joint B.S.-M.B.A. with Accounting Electives program, who must take BUS 530 to help satisfy the undergraduate core requirement in Philosophy.)

In addition to this common core, students will take 4 electives (12 semester hours), *normally* four business courses. One elective, with the approval of the MBA program director, may be taken outside the Division of Business. However, at least 3 of the electives (9 hours) must carry a “BUS” designation 510 or higher. For M.B.A. candidates who have not previously taken a business course with an international emphasis, BUS 591 International Business must be completed as one of the electives (i.e., BUS 591 becomes a “designated elective” for those students).

GRADUATE LEVEL FOUNDATION COURSES

BUS 503. Accounting Foundation (3) This intensive course will provide the student with a knowledge of accounting equivalent to two semesters of work in principles of accounting.

BUS 505. Management and Marketing Foundation (3) This intensive course will provide the student with a knowledge of management and marketing principles.

M.B.A. CORE

ACC 530. Accounting for Management Control (3) This course is intended to provide a comprehensive view of how accounting systems—particularly cost accounting systems—allow the manager to exercise control over the operation of the business firm. Prerequisite: accounting foundation.

BUS 520. Organization 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. Prerequisite: management foundation.

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. Prerequisite: none.

BUS 540. Quantitative Business Analysis (3) An advanced study of operations research techniques for solving business problems. Both techniques and applications are emphasized. Prerequisite: statistics and calculus foundations.

BUS 550. Managerial Economics (3) The application of economic concepts and analytical methods to managerial decision making. Computer applications are emphasized. Prerequisite: computer, calculus, statistics, and economics foundations.

BUS 560. Management of Financial Resources (3) A study of the financial decision-making process within the business firm. Analyzes the problems, policies, and functions involving financial management. Case analysis is employed to join theory and decision-making in real world situations. Prerequisite: computer, statistics, accounting, finance, and economics foundations.

BUS 570. Marketing Management (3) This course will provide knowledge of how the marketing function can be managed in order to meet the goals and objectives of the organization. Prerequisite: marketing foundation.

BUS 599. Business Strategy and Policy (3) This course is designed to be a capstone experience for the M.B.A. student. The various functional areas of business study will be integrated in this course. Prerequisite: completion of at least eighteen hours of core and elective courses.

M.B.A. ELECTIVES

The following courses are typical of the types of electives taught in the M.B.A. program. Electives vary from year to year based on student needs and the availability of faculty.

BUS 510. Communications in the Business Organization (3) This course will develop and enhance written and oral communication skills, with particular attention to the skills required for successful communication in the business firm.

BUS 521. Human Resource Administration (3) This course is designed to acquaint the graduate business student with the many facets of work force management, emphasizing the recruiting, selection, development, rewarding and motivating of an organization's human resources. Prerequisite: management foundation.

BUS 522. Labor Relations (3) A survey of the historical underpinnings of union-management relations, coupled with an intensive review of labor law, leads to analysis of contemporary labor relations issues. Special attention is devoted to the collective bargaining process, alternative dispute resolution, and contract negotiation and implementation. Prerequisite: management foundation.

BUS 531. Legal Environment of Business (3) This course places emphasis on an understanding of the courts and government as they relate to business. Topics include litigation and arbitration, administrative law, product liabilities, business organizations, employer-employee relationship, discrimination, union activity, and consumer and social protection laws.

BUS 535. Business and the Humanities (3) This reading-intensive course will examine an eclectic mix of classic and contemporary works, both fiction and nonfiction, that speaks to business issues and to the role of business in society. The course will be taught in a seminar format and will include an exploration of the values and ethical issues associated with business leadership.

BUS 580. Production and Operations Management (3) This course is designed to provide a background in production and operations management in manufacturing and service operations by teaching students the effective tools of decision-making. Prerequisite: BUS 540.

BUS 591. 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. No prerequisites, although economics, management, and marketing foundations are highly recommended.

BUS 595. Special Topics (3) The content of the course will be designed to meet the academic and professional needs of M.B.A. students.

GRADUATE PROGRAMS IN TEACHER EDUCATION

Spring Hill College offers two graduate degrees in teacher education: the Master of Science (M.S.) 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 (M.A.T.) 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. All programs are approved by the Alabama State Board of Education and by the Southern Association of Colleges and Schools.

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.

Changes in any teacher education program apply to currently enrolled students.

Course work 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 Teacher Education and Certification Office.

Information regarding alternative routes to certification in the State of Alabama is available in the Division of Teacher Education Office.

The Division of Teacher 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 Teacher 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 Teacher 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 Teacher Education faculty make final determination as to the type of remediation required. Also, the teacher 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 teacher education requirements for certification, earned prior to six years before current matriculation at Spring Hill College will be accepted without evaluation by the teacher education faculty. Transfer credit for up to nine semester hours of appropriate graduate course work from another accredited institution may be accepted upon satisfaction of all conditions of admission.

Fifth-year and alternative fifth-year graduate students who began collegiate study at Spring Hill College in the Division of Teacher Education May 2003, or thereafter, follow Alabama State Board of Education teacher education programs approved in May 2003.

GRADUATE TEACHER EDUCATION PROGRAM DIRECTOR

Dr. Ann A. Adams, 251-380-3479

FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Ann A. Adams (2000) *Assistant Professor, Division Chair and Director of Teacher Education*—Ed.D., Mississippi State University, 1971; Teaching Areas: Early Childhood, Elementary and Secondary; Curriculum; Reading.
Robert W. MacAleese (1978) *Professor*—Ph.D., Florida State University, 1974; Teaching Area: Educational Psychology.

Ronald G. Noland (1994) *Associate Professor*—Ed.D., University of Southern Mississippi, 1968; Teaching Areas: Elementary and Early Childhood Curriculum; Reading.

Leona O. Rowan (2001) *Assistant Professor*—Ed.D., Auburn University, 1985; Teaching Areas: Early Childhood and Elementary Schools; Curriculum.

Lois A. Silvernail (1987) *Professor*—Ed.D., Auburn University, 1987; Teaching Areas: Elementary and Early Childhood Curriculum.

MASTER OF SCIENCE IN EDUCATION

The M.S. degree may be pursued by persons who hold, or are eligible for, 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 M.S. 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 Graduate Studies by the appropriate registrar. The following criteria apply in determining the student's initial type of admission.

For Unconditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. Class B certification or eligibility for the Class B certificate in an appropriate teaching field.
3. An undergraduate GPA of 3.0 on a 4.0 scale.
4. A written evaluation of the applicant's effectiveness as a teacher.
5. A test score report reflecting a minimum score of 50 on the Miller Analogies Test or a score of at least the 50th percentile on each of the subtests of the

Core Battery of the National Teacher Examination or of comparable Praxis tests, or a total verbal and quantitative score of 1000, with at least 500 on the verbal subtest and 450 on the quantitative subtest of the Graduate Record Examination.

6. Approval by the academic vice president.
7. Attendance at the orientation session required for all new students during their first term of enrollment.

All applicants whose native language is not English must also submit a satisfactory report on the TOEFL prior to admission.

For Conditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. A written evaluation of the applicant's effectiveness as a teacher.
3. Approval by a faculty advisory committee and the academic vice president.

To attain full standing from conditional admission, i.e., to progress beyond the first six hours of course work, the student must meet the following criteria:

1. Complete the first six hours of graduate course work at Spring Hill College with a B average if the undergraduate GPA is less than 3.0 on a 4.0 scale.
2. Provide an official test score report reflecting a satisfactory score on the Miller Analogies Test or the Core Battery of the National Teacher Examination or Praxis Test or the Graduate Record Examination.
3. Submit a xerox copy of current or last (if expired) teaching certificate.
4. Clear any incomplete grade(s).
5. Hold Class B certification or be eligible for the Class B certificate in the appropriate teaching field.
6. Attendance at 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 3.0.
2. 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, the teacher 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.

GRADUATION REQUIREMENTS

1. Completion of the thirty-three-hour program with a cumulative grade point average of 3.0.

2. Satisfactory performance on each portion of a written comprehensive examination during the last term of the student's program. All courses taken prior to the last term must have been successfully completed to be eligible for the comprehensive examination. A comprehensive examination is administered in each teaching field for which a student wishes to receive certification.
3. Completion of the program within six calendar years of entrance into graduate studies at Spring Hill College.

ALABAMA CERTIFICATION REQUIREMENTS

Students who wish to reinstate a lapsed Class B certificate may enroll in up to twelve semester hours of graduate course work. Students who successfully complete the hours of course work for reinstatement may apply those hours toward an M.S. degree. In this case, all criteria for full standing must be met to progress beyond the hours of course work needed for reinstatement of the lapsed certificate.

For students who have not previously satisfied the special education requirement, a general survey course is required. The number of hours of electives may be reduced to account for the hours taken in special education.

PROGRAMS

An outline of each program follows:

Master of Science in Early Childhood Education

The program in early childhood education is concerned with children from pre-school through grade three (P-3) and consists of eleven courses (33 semester hours) from the following:

Teaching Field (18 hours)

EDU 531	Language Development and Activities for Early Childhood Education
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Choose 15 hours from advisor-approved program electives appropriate to the early childhood curriculum.

3 - 9 hours may be selected from:

EDU 520	Computer-Based Instructional Technologies
EDU 521	Current and Emerging Instructional Technologies
EDU 522	Curriculum Integration of Technology

Special Education (3 hours)

EDU 517	Survey of Exceptionality *
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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.

**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 (K-6) and consists of eleven courses (33 semester hours) from the following:

Teaching Field (18 hours)

EDU 562 Trends and Practices in the Total Reading Program

Choose 15 hours from advisor-approved program electives appropriate to the elementary curriculum.

3 - 9 hours may be selected from:

EDU 520 Computer-Based Instructional Technologies

EDU 521 Current and Emerging Instructional Technologies

EDU 522 Curriculum Integration of Technology

Special Education (3 hours)

EDU 517 Survey of Exceptionality*

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.

**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 (6 - 12) and consists of eleven 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 3 hours

General Social Science + ***

HIS	3 hours
HIS/ECO/POL/PSY/SOC	6 hours
ECO/POL/PSY/SOC	3 hours

Special Education (3 hours)

EDU 517 Survey of Exceptionality *****

Additional Required Courses (15 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 526	Research Methodology and Evaluation in Education
EDU 565	Reading in the Content Areas

Electives (3-6 hours) *****

Selected with consent of advisor

+ English Language Arts 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 was not taken in this area.
- *****Six semester hours is required if EDU 517 was previously completed.

MASTER OF ARTS IN TEACHING

The M.A.T. 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 course work may be 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. The admission process for all prospective students requires official transcripts from all colleges attended, mailed directly to the Office of Graduate Studies by the appropriate registrar.

A transient student who has completed more than twelve 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 twelve 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.

The following criteria apply in determining the student's initial admission status:

For Unconditional Admission:

1. An official test score report reflecting a passing score on the Praxis I test.
2. A bachelor's degree from a regionally accredited institution.
3. An official test score report reflecting a combined score of 1000 on the verbal and quantitative subtests of the Graduate Record Examination or a score of 50 on the Miller Analogies Test.
4. An overall GPA of 3.0 on a 4.0 scale on all college work attempted.
5. A minimum of 60 semester hours or 90 quarter hours of general studies undergraduate course work that must include humanities, social science, mathematics, and science; and which must also include the number of hours required in the chosen teaching field (see items A-D below). For students in early childhood and elementary education the general studies undergraduate course work must include four courses 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.
 - A. Early Childhood and Elementary Education program teaching field requirements: Twenty-seven (27) semester or forty (40) quarter hours of undergraduate course work appropriate to the teaching field. Only grades of "C-" or better are used to meet the requirements.
 - B. Secondary English Language Arts program teaching field requirements: Fifty-four (54) semester hours of undergraduate course work, including course work in English (literature, grammar, and composition), reading, speech, drama/theater, and journalism. Applicants must have completed an undergraduate academic major—or have completed course work equivalent to an undergraduate academic major (32 semester hours 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.
 - C. Secondary General Social Science program teaching field requirements: Fifty-four (54) semester hours of undergraduate course work including course work in economics, geography, history, political science, psychology, and sociology. Applicants must have completed an undergraduate academic major—or have completed course work equivalent to an undergraduate academic major (32 semester hours with at least 19 semester hours in upper-division course work)—in one social science area (economics, geography, history, political science, psychology, or sociology). Only grades of "C-" or better are used to meet the requirements.

- D. Secondary History program teaching field requirements: Thirty-six (36) semester hours of undergraduate course work 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 requirements.

For Conditional Admission:

1. A bachelor’s degree from a regionally accredited institution.
2. An overall GPA of 2.5 on a 4.0 scale on all courses used to meet general studies and teaching field requirements.

To attain full standing from conditional admission, i.e., to progress beyond the first six hours of course work, the student must meet the following criteria:

1. An official test score report reflecting a passing score on the Praxis I test.
2. An official test score report reflecting a satisfactory score on the verbal and quantitative subtests of the Graduate Record Examination or the Miller Analogies Test.
3. Completion of the first six hours of graduate course work at Spring Hill College with a B average if the undergraduate GPA is less than 3.0 on a 4.0 scale.
4. Clearance of any incomplete grade(s).
5. A minimum of 60 semester hours or 90 quarter hours of general studies undergraduate course work that must include humanities, social science, mathematics, and science; and which must also include the number of hours required in the chosen teaching field (see items A-D below). For students in early childhood and elementary education the general studies undergraduate course work must include four courses 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.
 - A. Early Childhood and Elementary Education program teaching field requirements: Twenty-seven (27) semester or forty (40) quarter hours of undergraduate course work appropriate to the teaching field. Only grades of “C-” or better are used to meet the requirements.
 - B. Secondary English Language Arts program teaching field requirements: Fifty-four (54) semester hours of undergraduate course work, including course work in English (literature, grammar, and composition), reading, speech, drama/theater, and journalism. Applicants must have completed an undergraduate academic major—or have completed course work equivalent to an undergraduate academic major (32 semester hours 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.

- C. Secondary General Social Science program teaching field requirements: Fifty-four (54) semester hours of undergraduate course work including course work in economics, geography, history, political science, psychology, and sociology. Applicants must have completed an undergraduate academic major—or have completed course work equivalent to an undergraduate academic major (32 semester hours with at least 19 semester hours in upper-division course work)—in one social science area (economics, geography, history, political science, psychology, or sociology). Only grades of “C-” or better are used to meet the requirements.
- D. Secondary History program teaching field requirements: Thirty-six (36) semester hours of undergraduate course work 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 requirements.

RETENTION REQUIREMENTS

1. Students must maintain a cumulative grade point average of 3.0.
2. The normal full-time course load is nine hours. Students may carry up to twelve hours with advisor approval. No more than twelve hours can be taken in any term or in any 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 teacher 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 experiences.
6. Submission of an official report reflecting a passing score on the Alabama Prospective Teacher Test. M.A.T. students will be required to take this exam at mid-point in their graduate programs (approximately 12-15 semester hours) and may not proceed beyond 18 semester hours until evidence of a passing score is on file.
7. Application for internship; review of performance and approval by the teacher education faculty. The full-time internship takes place in an approved school in Mobile County.

8. 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.
9. Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences or the internship can result in the teacher education faculty's refusal to permit a student to continue in the teacher 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. These experiences must be successfully completed.
2. Laboratory field experiences take place in a wide variety of school settings and maximize experiences in the school(s) where the student will be assigned for the internship.
3. Laboratory experiences required in daytime courses will be for three weeks. Laboratory experiences required in evening courses will be for two weeks. These experiences consist of two hours for the first course and one hour for each additional course taken. Should the evening student opt for a one-week laboratory experience, the experience will be for a full school day (the cooperating teacher's official beginning and ending day) for five consecutive days.
4. Students admitted to the program by letter, dated June 1, 1998, and thereafter, must satisfactorily complete a full-time, five-day structured field experience in a cooperating school in Mobile County. The grade-level placement must be approved by the teacher education faculty. This experience must be completed prior to the internship term. See teacher education faculty advisor for details.

GRADUATION REQUIREMENTS

1. Completion of the thirty-nine-hour program with a cumulative grade point average of 3.0.
2. Satisfactory performance on each portion of a written comprehensive examination during the last semester of the student's program. All courses taken prior to the last term must have been successfully completed to be eligible for the comprehensive examination. A comprehensive examination is administered in each teaching field for which a student wishes to receive certification.
3. Demonstrated readiness to teach through on-the-job performance as an intern. The internship takes place in an approved school in the vicinity of Mobile. The internship shall be full-time in the schools as a teacher for a full semester, and a minimum of three hundred clock hours, which should

not be limited to one classroom or grade-level, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least ten consecutive days.

For secondary students seeking certification in two teaching fields, the internship must include equivalent experiences in both teaching fields. Therefore, observation and teaching duties must be divided as evenly as possible between the two fields. 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 programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. 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 programs at Spring Hill College. The teacher education faculty will not waive the internship requirement. Additionally, the appropriate internship must be completed in an approved school in Mobile County, under the direct supervision of Spring Hill College teacher education faculty.

The internship course is the final experience in the program. All other courses must have been successfully completed before beginning the internship.

Grades for the internship are determined by the teacher education faculty.

Should the teacher education faculty terminate an internship, the teacher 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 teacher 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 teacher 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.

4. Completion of the program within six calendar years of entrance into graduate studies at Spring Hill College.

PROGRAMS

An outline of each program follows:

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 <i>or</i>	Issues and Innovations in Early Childhood Education <i>or</i>
EDU 570	Fundamentals of Teaching Young Children

Professional Studies (3 hours)

EDU 514	Psychological Interpretations of Learning and Development
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Special Education (3 hours)

EDU 517	Survey of Exceptionality
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Technology (3 hours)

EDU 519	Fundamentals of Instructional Technology
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Evaluation of Teaching and Learning (3 hours)

EDU 526	Research Methodology and Evaluation in Education
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Reading (3 hours)

EDU 562 <i>or</i>	Trends and Practices in the Total Reading Program <i>or</i>
EDU 575	Essentials of Teaching Reading

Teaching Field (15 hours)

EDU 530 <i>or</i>	Teaching Social Concepts in Early Childhood Education <i>or</i>
EDU 580	The Contemporary Social Studies Program
EDU 531 <i>or</i>	Language Development and Activities for Early Childhood Education <i>or</i>
EDU 581	Language Arts and Literature in the School Program
EDU 552 <i>or</i>	Creative and Critical Thinking Approaches to Teaching Science <i>or</i>
EDU 582	Teaching Science through Discovery
EDU 553 <i>or</i>	Mathematics Education: A Problem-Solving Approach <i>or</i>
EDU 583	Promoting Meaningful Mathematics Instruction
EDU 558 <i>or</i>	Fine Arts in the Elementary Classroom <i>or</i>
EDU 563	Analysis and Correction in Reading

Internship (3 hours)

EDU 595	Internship in Early Childhood Education
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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 <i>or</i>	Curriculum and Instruction for the Elementary School <i>or</i>
EDU 571	Critical Issues in Curriculum and Teaching

Professional Studies (3 hours)

EDU 514 Psychological Interpretations of Learning & Development

Special Education (3 hours)

EDU 517 Survey of Exceptionality

Technology (3 hours)

EDU 519 Fundamentals of Instructional Technology

Evaluation of Teaching and Learning (3 hours)

EDU 526 Research Methodology and Evaluation in Education

Reading (3 hours)EDU 562 *or* Trends and Practices in the Total Reading Program *or*

EDU 575 Essentials of Teaching Reading

Teaching Field (15 hours)EDU 540 *or* Problems in the Social Studies Program *or*

EDU 580 The Contemporary Social Studies Program

EDU 541 *or* Issues in the Language Arts Program *or*

EDU 581 Language Arts and Literature in the School Program

EDU 552 *or* Creative and Critical Thinking Approaches to
Teaching Science *or*

EDU 582 Teaching Science through Discovery

EDU 553 *or* Mathematics Education: A Problem-Solving Approach *or*

EDU 583 Promoting Meaningful Mathematics Instruction

EDU 558 *or* Fine Arts in the Elementary Classroom *or*

EDU 563 Analysis and Correction in Reading

Internship (3 hours)

EDU 596 Internship in Elementary Education

Master of Arts in Teaching in Secondary Education

The program in secondary education certification is concerned with students from grades six through twelve (6-12) and consists of thirteen courses (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 503 Curriculum, Instruction, and Teaching Methodology
for the Secondary School**Professional Studies (3 hours)**

EDU 514 Psychological Interpretations of Learning & Development

Special Education (3 hours)

EDU 517 Survey of Exceptionality

Technology (3 hours)

EDU 519 Fundamentals of Instructional Technology

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
CMM/THR	3 hours
LIS program elective	3 hours

General Social Science *

HIS	3 hours
HIS/ECO/POL/PSY/SOC	6 hours
ECO/POL/PSY/SOC	3 hours
LIS program elective	3 hours

History

HIS	12 hours
LIS program elective	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.

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. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

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 513. Historical and Contemporary Perspectives in Education (3) A study of the roles of education in past and present society, the course is also designed to provide a framework for reflecting on the ideal. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

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 519. Fundamentals of Instructional Technology (3) A lab-based study of technological hardware and software applications and teaching methodologies utilized when integrating technology into the classroom curriculum as a teaching and a learning tool. An investigation of current research is an integral component of this course. 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. 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 repurposing 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. Curriculum lab fee. 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. Fine 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 580. The Contemporary Social Studies Program (3) Social studies curriculum, teaching, and media for children ages four through eleven, 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 eleven, 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 eleven, 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 eleven, including the application of instructional technology to teaching mathematics. Laboratory experiences with children are an integral part of this course. Prerequisite: Acceptance into graduate studies in education.

EDU 584. Marine Science Curriculum Development for Teachers (3) For K-12 practicing classroom teachers only. Study of marine science curriculum, presentation strategies, and methodology. Taught through classroom demonstrations, activities, modules, field trips, and infusion of subject matter into the course of study. Co-requisites: Must take during the same semester as either Marine Invertebrate Zoology, Marine Botany, or Marine Ecology. This course will not meet Teacher Education Program Requirements.

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 teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama B certification standards. 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 teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. 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 teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. 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 teacher 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 teacher education faculty.

EDU 599. Master's Thesis (6) The application of scientific principles to the investigation of theory and practice in education. Thesis research includes defining a relevant problem, planning and conducting a study, and reporting results. A Thesis Committee will be appointed to work with students who exercise the option. Classroom experience component. Prerequisite: Approval of teacher education faculty.

MASTER OF LIBERAL ARTS PROGRAM

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 fine 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, fine 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 **Fine 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 communication, the social psychology of organizations, the ethics appropriate to leaders, and the phenomenon of leadership itself. Selected courses from the graduate business curriculum (e.g., Organization Behavior, Business Ethics and Social Responsibility) are included in this concentration as well as courses specifically designed for the M.L.A. curriculum.

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 Fine Arts concentration or a course in African-American literature in the Literature concentration).

Finally, in the **capstone course**, students demonstrate the capacity for independent learning in the liberal arts at the graduate level. The capstone course may take various forms: a seminar, a directed study, or a creative project.

The following core courses are required of all students:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
LIS 503	Modernity	3
<i>Western Cultural Heritage (choose one):</i>		3
LIS 501 or	Classical Antiquity or	
LIS 502 or	The Medieval World or	
LIS 505	The Scientific Revolution	
<i>Literature or Fine Arts (choose one):</i>		3
ENG 5xx or		
LIS 525	Studies in Art and Creativity	
<i>History or Social Science (choose one):</i>		3
HIS 5xx/ECO 5xx/POL 5xx/SOC 5xx/PSY 5xx		
<u>Course</u>	<u>Title</u>	<u>Hours</u>
<i>Diversity course (choose one):</i>		3
LIS 504 or	Non-Western Culture or	
LIS 580 or	Women's Studies or	
LIS 585	Studies in Cultural Diversity	
<i>Capstone (choose one after completing at least six M.L.A. courses):</i>		3
LIS 592 or	Master's Project or	
LIS 595	Seminar in Liberal Arts	

The balance of the program consists of four elective courses chosen by the student.

PROGRAM DIRECTOR

Dr. Alexander R. Landi, 251-380-3056

GRADUATE LIBERAL ARTS FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Ruth E. Belasco (1983) *Professor of Fine Arts*—M.F.A., West Virginia University, 1980; Teaching Area: Women Artists.

David Borbridge, S.J. (1983) *Assistant Professor of History*—Ph.D., University of California-Berkeley, 1979; Teaching Area: World Cultures.

Melvin J. Brandon (1969) *Professor of Philosophy*—Ph.D., St. Louis University, 1972; Teaching Area: Ethics.

Stephen F. Campbell, S.J. (1991) *Associate Professor and Department Chair of Fine and Performing Arts*—Ph.D., Northwestern University, 1994; Teaching Area: Drama.

Timothy R. Carmody (1989) *Professor of Theology and Director of Graduate Theology*—Ph.D., Catholic University of America, 1986; Teaching Area: Scripture.

- Charles A. Cheney (1984) *Professor of Mathematics and Department Chair of Mathematics*—Ph.D., Carnegie-Mellon University, 1971; Teaching Area: History of Science.
- Nader Entessar (1982) *Professor of Political Science*—Ph.D., St. Louis University, 1976; Teaching Area: Islamic Culture.
- George B. Gilmore (1974) *Professor of Humanities*—Ph.D., Fordham University, 1974; Teaching Area: World Religions.
- Frederick W. Gunti (1976) *Professor of Theology*—S.T.D., Catholic University of America, 1969; Teaching Area: Moral Theology.
- John H. Hafner (1971) *Professor of English*—Ph.D., University of Wisconsin, 1969; Teaching Areas: Asian Literature, Women Writers, Creative Writing.
- Larry D. Hall (1978) *Professor of Sociology and Department Chair of Sociology*—Ph.D., University of Kentucky, 1979; Teaching Areas: Medical Sociology, Sociology of Education.
- Neil A. Hamilton (1990) *Professor of History*—Ph.D., University of Tennessee, 1988; Teaching Area: American History.
- Patricia G. Harrison (1979) *Professor of History and Department Chair of History*—Ph.D., Tulane University, 1994; Teaching Areas: Modern Europe, Women's Studies.
- Michael S. Johnson (1986) *Professor of Economics and Associate Vice President for Academic Affairs*—Ph.D., University of North Carolina at Chapel Hill, 1978; Teaching Areas: Business and the Humanities; Economics.
- Michael F. Kaffer (1962) *Professor of English, Division Chair of Languages and Literature, and Department Chair of English*—Ph.D., University of Alabama, 1985; Teaching Areas: Modern Fiction, African-American Literature.
- Charles L. Kargleder (1963) *Professor of Foreign Languages and Department Chair of Foreign Languages*—Ph.D., University of Alabama, 1968; Teaching Area: Latin American Literature.
- Alexander R. Landi (1971) *Professor of Political Science, Division Chair of Social Sciences, and Department Chair of Political Science*—Ph.D., University of Dallas, 1973; Teaching Areas: Political Philosophy, Classical Antiquity, Modernity.
- Varnell M. Lee (1991) *Associate Professor of Communication Arts*—Ph.D., Ohio University, 1993; Teaching Area: Communications in Modern Society.
- Thomas J. Loehr (1975) *Professor of Communication Arts, Division Chair of Communication, Fine and Performing Arts, and Department Chair of Communication Arts*—M.F.A., New York University Graduate Institute of Film and Television, 1973; Teaching Areas: Cinema and Photography.
- Patricia A. Neal (1989) *Professor of English*—Ph.D., University of Texas at Austin, 1986; Teaching Areas: Romanticism, Victorian Literature.
- David K. Sauer (1972) *Professor of English and Altmayer Endowed Chair in Literature*—Ph.D., Indiana University, 1977; Teaching Area: Drama.
- Robert Schaefer (1995) *Associate Professor of Political Science*—Ph.D., University of Dallas, 1992; Teaching Area: Modernity.

Mark Starr (1990) *Associate Professor of Philosophy and Department Chair of Philosophy*—Ph.D., University of California, San Diego, 1988; Teaching Area: Classical Philosophy.

Christopher J. Viscardi, S.J. (1979) *Professor of Theology, Division Chair of Philosophy and Theology, and Department Chair of Theology*—S.T.D., Gregorian University, Rome, 1979; Teaching Area: Historical Theology.

Michael A. Williams, S.J. (1986) *Associate Professor of English*—Ph.D., University of Southern California, 1974; Teaching Area: Medieval Literature.

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

Unconditional admission to this program will be granted to applicants with 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
3. A minimum of 550 on the TOEFL examination (213 on the computer-based version) for students whose native language is not English.

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 vice president for academic affairs. Applicants for conditional admission may be asked to submit additional materials, including a score from the Miller's Analogy Test. The Miller's Analogy 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 M.L.A. 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 M.L.A. degree, should the student subsequently apply for and be admitted to degree-seeking status. The normal admission standards must be met by such students.

GRADUATION REQUIREMENTS

The graduation requirements for the program are: (1) completion of the four core courses, five elective courses (at least one of which must be a **diversity** course), and the capstone course, with a minimum grade point average of 3.0 and a minimum grade of B in the capstone course; (2) completion of all requirements within six years of initial admittance. The comprehensive requirement for the M.L.A. is fulfilled by completion of the capstone course with a grade of B (pass) or A (pass with honors).

COURSE DESCRIPTIONS

LIS 501. Classical Antiquity (3) Studies in the worldview, culture, and social organization of ancient Greece and Rome.

LIS 502. The Medieval World (3) An exploration of medieval thought; of the interaction of faith, culture and society in the Middle Ages.

LIS 503. Modernity (3) Studies of the genesis of a distinctively modern worldview, its intellectual foundations, cultural expressions, and societal consequences.

LIS 504. Non-Western Culture (3) The study of a non-Western civilizational tradition—its worldview, art and literature, and social organization.

LIS 505. The Scientific Revolution (3) This course traces the development of science and its impact upon Western intellectual development from the Renaissance to the present. Major themes include the development of man's view of the universe (cosmology) from ancient times to the present; how man fits into ever-changing visions of order in the universe; the theory of evolution.

LIS 525. Studies in Art and Creativity (3) Studies in art history, music history, creative writing, and related topics.

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 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**(Prerequisite: 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 AND THEATER

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 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

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.

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 530. World Cultures (3) A historical study of the principal cultures of the world from prehistory to the modern period.

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*. Crosslists 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

Spring Hill College grants three graduate degrees in theology: the M.T.S. (Master of Theological Studies), the M.P.S. (Master of Pastoral Studies), and the M.A. (Master of Arts). These programs are designed primarily for adult students who are working full-time in their professions or homes. They offer the challenge of serious theological reflection as a preparation for ministry or as professional updating and personal enrichment. 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 C.T.S. (Certificate of Theological Studies) or the B.A. (Bachelor of Arts) in theology. Courses are taught out of the Catholic tradition, from a contemporary, ecumenical perspective and have attracted students from a diversity of backgrounds: teachers, nurses, lawyers and business professionals, lay ministers, and Catholic and Protestant clergy.

Spring Hill College offers its programs of graduate theology at three off-campus sites as well, in cooperation with the local Catholic dioceses: Atlanta, Georgia; Birmingham, Alabama; and Jackson, Mississippi.

PROGRAM DIRECTOR:

Dr. Timothy R. Carmody, 251-380-4665

GRADUATE THEOLOGY FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

David Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979; Teaching Area: Historical.

Timothy R. Carmody (1989) *Professor and Director of Graduate Theology*—Ph.D., Catholic University of America, 1986; Teaching Area: Biblical.

Emmanuel J. Cutrone (1986) *Professor Emeritus*—Ph.D., University of Notre Dame, 1975; Teaching Areas: Liturgical, Pastoral.

George B. Gilmore (1974) *Professor of Humanities*—Ph.D., Fordham University, 1974; Teaching Areas: Systematic, Historical.

Frederick W. Gunti (1976) *Professor*—S.T.D., Catholic University of America, 1969; Teaching Area: Moral.

Robert B. Rimes, S.J. (1978) *Assistant Professor*—S.T.L., St. Louis University, 1957; Teaching Areas: Spirituality, Biblical.

Christopher J. Viscardi, S.J. (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology*—S.T.D., Gregorian University, Rome, 1980; Teaching Area: Historical, Spirituality.

Stephen B. Wilson (2000) *Assistant Professor*—Ph.D., University of Notre Dame, 2000; Teaching Areas: Liturgy, Social Ethics.

MASTER OF THEOLOGICAL STUDIES PROGRAMS

The Master of Theological Studies degree requires thirty credit hours selected from the following categories: six hours each in Biblical, Historical, and Moral; three hours each in Pastoral and Systematic; six additional hours from any of the categories mentioned or from “electives only” offerings. In the course descriptions the respective category is indicated as B, H, M, P, S, or E.

The Certificate of Theological Studies (C.T.S.) is awarded to students who complete the same program of study as the Master of Theological Studies, but on the undergraduate level. The C.T.S. requires an overall B (3.0) average and the successful completion of the comprehensive experience. It is designed for students who have not completed a college degree and take the M.T.S. courses for undergraduate credit, with appropriate modification of assignments and expectations.

The Bachelor of Arts in Theology (B.A.) is an undergraduate degree awarded to students who, in addition to completing the C.T.S., continue their studies and complete all requirements for the B.A., a total of 128 semester credit hours (See Division of Lifelong Learning section). Students in the extension programs (Atlanta, Birmingham or Jackson) must take one additional M.T.S. course (for total of 32-33 hours); they 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 academic vice president. In addition, approval

must be obtained for all courses taken at another institution in order to assure that they satisfy the degree requirements.

The Continuing Education Certificate of Theological Studies is awarded to students who complete the entire thirty-hour curriculum of the Theological Studies degree programs on an audit basis rather than credit. All courses must be formally audited, and students must submit (to the chair of theology) a letter from the instructor of each course certifying regular attendance.

MASTER OF PASTORAL STUDIES PROGRAM

The Master of Pastoral Studies degree program requires thirty-three credit hours: twenty-one hours theology (THL) courses from the M.T.S. program (see above: 6 hours Biblical, 6 Historical, 6 Moral, 3 Systematic) and 12 hours pastoral or ministry (MIN/SPT/THL) courses, from one of the programs in applied theology: pastoral liturgy, spirituality, spiritual direction/faith companionship, ministry workshops.

MASTER OF ARTS IN THEOLOGY PROGRAM

The Master of Arts in Theology degree program requires forty-five credit hours: thirteen graduate-level courses and a research thesis. This degree allows for further concentration beyond the M.T.S. degree in one particular area chosen by the student (e.g., Biblical, Spiritual, Moral) and includes an extensive research project concluding in a thesis paper (60-100 pages long). The initial thirty hours are identical to the M.T.S. degree program (see above); nine additional hours of course work in the concentration area and a six-hour thesis must also be completed. Formal admission to the thesis requires demonstration of reading competency in an appropriate foreign language and successful completion of the M.A. comprehensive examination.

Application to the M.A. program may be made after completion of 18 hours graduate theology course work, but formal admission will be approved only after successful completion of the M.T.S. comprehensive exams. Students who continue directly into the M.A. program, without taking the M.T.S. degree, must complete their M.A. work within eight calendar years of initial enrollment in the M.T.S. program. Students who graduate with the M.T.S. degree may also apply for admission to the M.A. program at a later date. Upon completion of all requirements, their M.A. degree will supersede the M.T.S., since it includes only 15 non-duplicated hours. Transfer students with an M.T.S. or equivalent degree from another college may also build on their degree to attain the M.A., with a residency requirement (minimum hours taken through Spring Hill College) of twenty-one hours. Students with the M.T.S. or equivalent transfer degree must complete all requirements for the M.A. within four calendar years of initial enrollment.

Students admitted conditionally because of their GPA must achieve a 3.0 or higher in their first three courses in the degree program. Those admitted conditionally because of the undergraduate prerequisite must fulfill the requirement before completion of their fifth graduate course, either through additional course work (audit, undergraduate or graduate) or through approved equivalents.

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.

Orientation Seminar: a non-credit introduction to theological studies, this seminar is required of all new students in the M.T.S./C.T.S. programs. It consists of the following components: personal interview with Theology Chair or Extension Site Director, Orientation Lunch, Peer Mentor Lunch, Masterful Writing Workshop.

Unconditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. Six hours of undergraduate theology, religious studies or an unquestioned 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 chair of 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, 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 graduate theology courses are taught in six-hour (Saturdays) or three-hour (week nights) segments, no more than one absence is allowed for Saturday classes, or two absences for week night classes. All exceptions must be approved by the chair of theology.

GRADUATION REQUIREMENTS: M.T.S./M.P.S. Programs

1. Completion of 30 (M.T.S.) or 33 (M.P.S.) semester hours of course work with a minimum GPA of 3.0.
2. Satisfactory performance on written and oral comprehensive examinations during the last semester of enrollment.
3. Completion of all requirements within six calendar years of initial enrollment.

GRADUATION REQUIREMENTS: M.A. Program

1. Completion of thirty-nine semester hours of course work with a minimum GPA of 3.0.
2. Successful completion of the M.A. comprehensive examination and demonstration of reading competency in an approved foreign language.
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 chair of theology), with a minimum grade of B, and presentation of two bound copies of thesis to the theology department.
4. Completion of all requirements within eight calendar years of initial enrollment (four years for M.T.S. transfer students).

COMPREHENSIVE EXAMINATIONS

The comprehensives for the M.T.S./M.P.S. degrees include an oral and a written examination based on prepared questions drawn from the particular courses taken by each student; these are also required of M.A. applicants. The M.A. comprehensives involve only an oral examination based on a required reading list from the student's particular concentration area. The C.T.S. comprehensive experience is required, but not graded, and includes both written and oral synthesis of the program as a whole.

Senior Seminar: a non-credit preparation for students in all programs requiring comprehensives. It consists of the following components: Comprehensive Preview Workshop (fall semester) and two Senior Colloquies (spring semester).

GRADUATION EXERCISES

All students receiving the M.T.S., M.P.S., or M.A. degree, as well as recipients of the B.A. or C.T.S., 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 from all four sites (Mobile, Atlanta, Birmingham, and Jackson).

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. The “Easy Listening” option does not apply to SPT (Summer Institute of Christian Spirituality) courses.

SPECIALIZED CERTIFICATES IN PASTORAL MINISTRIES

These certificates are designed especially for clergy, religious and lay ministers, who seek a deeper grounding in a particular area of ministry without completing a full degree program. The certificates may be pursued either on a graduate or undergraduate level and require eighteen credit hours of course work. No transfer credits are accepted toward the certificate, and all course work must be completed within five years of the first course completion. For those who so desire, each of the certificates may also be completed as part of the Master of Pastoral Studies degree (see above); the certificate courses will satisfy 12 hours of ministry requirement and 6 hours of the theology requirement.

CERTIFICATE IN PASTORAL LITURGY

This certificate is designed for both lay and ordained ministers who are involved in or responsible for parish liturgy, especially for those who plan and evaluate parish prayer life. The program requires six 3-hour courses: Liturgy (THL 520/221); Christian Initiation (THL 522/425); Eucharist (THL 521/441); Reconciliation (THL 529/425); Pastoral Liturgy (THL 527/427); Liturgy, Art & Architecture (THL 528/428). Prerequisites: 12 credit hours in theology, including courses in each of three areas: biblical, historical, pastoral/systematic. The program also offers occasional workshops as a form of continuing education in pastoral liturgy on such topics as: Liturgical Music, The Liturgical Year, Liturgical Piety and Devotional Prayer, Divine Office, Chant Practicum, and The Liturgical Movement.

CERTIFICATE IN SPIRITUALITY

This certificate explores the theology and practice of Christianity as a way of life and a path to God, focusing on several different dimensions of spirituality in the Christian tradition. The program requires a total of 18 hours (15 hours SPT courses, over four summers; 3 hours THL course, during academic year): 3 hours THL 525/455 (History of Spirituality); 4 hours SPT core (Spiritual Exercises/2 hours, Prayer & Discernment/2 hours); 11 hours SPT electives, including at least 2 hours in each of three areas: biblical, historical, moral. Prerequisites: 12 hours in theology including courses in each of three areas: biblical, historical, pastoral/systematic.

CERTIFICATE IN SPIRITUAL DIRECTION OR FAITH COMPANIONING

Because of the nature of spiritual direction, effective preparation for this ministry requires both extensive professional training and distinctive personal

qualities. The “Certificate in Spiritual Direction” (CSD), therefore, is built on selective admission requirements and also on a progressive evaluation of candidates. 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 in 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* meant to be a teacher/catechist, counselor, problem solver or spiritual director. 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 fourteen 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 4 hours core (Spiritual Exercises and Prayer & Discernment) and 4 hours elective (including at least one SPT course in each of these areas: biblical, historical, moral); two one-semester seminars: Spiritual Direction SPT 591 (3 hours) and Spirituality & Psychology SPT 592 (3 hours); the two-semester Spiritual Direction Practicum SPT 598 (4 hours), followed by one supervised experience of giving a 5- and/or 8-day directed retreat 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 experience. In place of the Practicum, there is an additional SPT elective (1 hour) and History of Spirituality THL 525/455 (3 hours).

Prerequisites for the *CSD program*: 30 credit hours in biblical, moral and spiritual theology; completion of at least one individually directed Ignatian retreat (5-8 days) before admission and another after completion of SPT 591 (Spiritual Direction Seminar); experience of at least one year of ongoing spiritual direction; 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 5 days or more); personal interview with program admissions committee. Admission is limited to 15 applicants per year. Prerequisites for the *Faith Companionship program*: 12 credit hours in theology, including courses in each of three areas: biblical, historical, pastoral/systematic.

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.

THL 520 (221). Liturgy (3) P/H The present state of Catholic worship as reformed by the Second Vatican Council. The liturgical renewal is considered from its nineteenth century beginnings through the most recent adaptations of the rites. An analysis of basic structures of worship, different forms of celebration, ministries required of each rite. Consideration of spirituality and theology of worship.

THL 521 (441). Eucharist (3) P/S/H The Eucharist as the central sacrament in the life of the Church, considered from its biblical, ritual, historical, and theological dimensions. An analysis of the structural elements of the rite followed by a survey of the interplay of liturgical traditions, popular piety, theological reflections at critical moments in church history. An overall reflection on the pastoral character of eucharistic worship and theology.

THL 522 (425). Christian Initiation (3) P/H The history, theology and practice of the sacraments of Christian initiation (Baptism, confirmation and Eucharist). A study of the historical evolution and contemporary understanding of Christian initiation, including a pastoral commentary on the renewed rites (RCIA/RCIC).

THL 523 (451). Christian Spirituality (3) P/M This course intends to provide an understanding, both intellectual and experiential, of the spiritual life from a Christian perspective. The course will focus 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 This course will study the development of major movements and traditions of spirituality throughout the history of Christianity: e.g., Desert Monasticism; Benedictine, Franciscan, Ignatian traditions; Medieval Mysticism; Spanish Mysticism; Pietism; Revivalism.

THL 527 (427). Pastoral Liturgy (3) P This course will explore the context of Word and Eucharist as celebrated in the parish faith community. Beginning with a study of the texts of the lectionary and sacramentary, the student will discover the biblical and theological foundations for the celebration of the liturgy. The study of the texts will be complemented by an examination of pastoral practice for each of the rites.

THL 528 (428). Liturgy, Art & Architecture (3) P A study of the development of the history and theology of Christian worship as embodied in art and architecture. Liturgical theology and practice will be examined through an investigation of sacred space.

THL 529 (425). Special Topics in Church and Ministry (1-4) P Topics of current interest such as the new rites of Reconciliation, the revised Code of Canon Law, the diaconate, and the role of women will be examined in an historical perspective.

THL 530. Biblical Languages (1) E Introduces students to the Greek and Hebrew alphabets, transliteration, key words, and most basic syntax, and to the use of dictionaries and concordances. A purely elective course: does not count toward course work required for completion of any of the theology degrees or certificates.

THL 531 (232). 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 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 actual setting of the Pauline Epistles; questions of scientific introduction for each epistle (authenticity, basic structure, integrity, life situation, chief problems, distinctive traits); the major themes of Pauline theology, such as faith, law, justification, atonement, Christian anthropology and Christology.

THL 535 (432). New Testament Topics (1-3) B This course will examine other books in the New Testament, such as Revelation, the Pastoral Epistles, Hebrews, or a topic or theme, such as the Kingdom of God, the Spirit, the influence of Apocalyptic on the New Testament.

THL 536 (231). Pentateuch (3) B The course will first examine 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 537 (331). Prophets (3) B The course will examine the historical context, literary style, and theological themes of the major prophets from both the Assyrian and Babylonian 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 538 (431). Wisdom Literature (3) B Concentrating especially on the Psalms and Job, the course will examine the literary style and themes of these books and will examine their historical, theological and liturgical settings.

THL 539 (431). Old Testament Topics (1-3) B This course might examine topics in the Old Testament that are not covered in other courses, such as Old Testament Theology or Myth, Legend and History in the Old Testament. It might also involve an in-depth study of one prophet or one book, such as Jeremiah or Deuteronomy.

THL 540 (345). Philosophy of Religion (3) S Rational reflection on 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. Also available for philosophy credit (PHL 540).

THL 541 (242). 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. This 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 council) which have shaped the development of doctrine.

THL 543 (344). Christology and Trinity (3) S/H A major “modern” Christological text will be examined as a focus for the historical and doctrinal development of the material. Concepts of Christian anthropology and the trinitarian understanding of God will also be included.

THL 544 (342). Theology of Church (3) S/H An historical and systematic study of the Christian community: its structure, its nature, and its mission. This course focuses especially on the path-breaking work of Vatican II.

THL 545 (343). Theology of Sacrament (3) S/H A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II.

THL 549 (469). Major Theologian (3) S/H An in-depth study of the life and works of an eminent theologian: e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Teilhard de Chardin, Rahner. In appropriate cases, available also for philosophy credit (PHL 549).

THL 550 (351). Foundations of Christian Ethics (3) M 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. With appropriate adjustments in readings and assignments, also available for philosophy (PHL 550).

THL 551 (352). Christian Social Ethics: Contemporary Issues (3) M 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. With appropriate adjustments in readings and assignments, also available for philosophy (PHL 551).

THL 552 (353). Human Sexuality and Marriage (3) M Contemporary issues in sexual ethics in the light of the Roman Catholic tradition. The historical development of that tradition will be examined and critically evaluated. Christian marriage as a communion of love characterized by fruitfulness, fidelity and permanence; current problems; issues of canon law.

THL 560 (461). Early Christianity: The Church Fathers (3) H This 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, Augustine.

THL 561 (461). Medieval Christianity (3) H This 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. After considering the state of European Christianity at the beginning of the sixteenth century, the course will analyze the German, Swiss, English and Anabaptist reformations. Special consideration will be given to the work and influence of Martin Luther and John Calvin.

THL 563 (462). Christianity in the Modern Era (3) H Religious, ecclesial, and theological movements which shape and influence contemporary Christianity from the eighteenth century to the present. Special consideration of the political and intellectual currents which have shaped contemporary Christian faith.

THL 564 (363). American Religious History (3) H This 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 565 (261). Comparative Religions (3) H 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 588 (498). Field Education & Parish Practicum (1-4) P A directed internship in parish ministry, combining field experience in a local parish with a seminar in parish ministry and small-group theological reflection. Topics include models of parish ministry, team ministry, parish spirituality, parish outreach, need-assessment, family visiting, response to other cultures.

THL 589 (499). Special Projects in Theological Reflection (1-4) 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, available for credit in related areas.

THL 590. Intensive Reading Seminar (3) A seminar-style, in-depth study of the writings of a particular theologian or theological school. The course generally meets once a month over a period of four months and is limited to students with senior standing. Prerequisites: eighteen hours graduate theology or permission of chair of theology.

THL 598/599. Thesis Project I/II (3) Exclusively for students formally admitted to the Master of Arts thesis.

MINISTRY WORKSHOPS

Workshops focusing on the practical dimensions of the different areas of ministry, offering further training in methodology, planning and leadership, will be offered in collaboration with the 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 continuing education, or for graduate credit as part of the ministry requirement of the Master of Pastoral Studies degree (see above).

COURSE DESCRIPTIONS

MIN 525. Special Topics in Religious Education (1-4) Workshops and seminars offered under this heading will address particular, applied aspects of religious education. When taken for graduate credit, these workshops will include additional reading requirements and research paper or project.

MIN 535. Special Topics in Liturgical Ministry (1-4) Workshops and seminars offered under this heading will address particular, applied aspects of liturgical ministry. When taken for graduate credit, these workshops will include additional reading requirements and research paper or project.

MIN 545. Special Topics in Family Ministry (1-4) Workshops and seminars offered under this heading will address particular, applied aspects of family, youth or aging ministry. When taken for graduate credit, these workshops will include additional reading requirements and research paper or project.

MIN 555. Special Topics in Social Ministry (1-4) Workshops and seminars offered under this heading will address particular, applied aspects of social ministry. When taken for graduate credit, these workshops will include additional reading requirements and research paper or project.

SUMMER INSTITUTE OF CHRISTIAN SPIRITUALITY

The Institute of Christian Spirituality is a non-degree program offered only during the summer, for graduate or undergraduate credit, with space-available options for auditing. The same tuition applies to all options. The program combines academic course work in different areas of spirituality and a variety of workshops, liturgies, and special activities aimed at building a community of spiritual growth and sharing among participants.

Course offerings are one-credit hour each. 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.

Spirituality courses are designated as SPT and do not satisfy undergraduate theology core requirements. With approval of the chair of theology, up to 50 percent of the corresponding “category requirements” (biblical, historical, etc.) for the C.T.S., B.A. or M.T.S./M.P.S./M.A. programs may be fulfilled by SPT courses. These courses may also be taken in the pursuit of the **Certificate of Spirituality** (see program description above).

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) 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) An examination of 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) A consideration of one of the several movements which strive to translate the search for God into a particular way of life, dedicated to a particular goal, for example: the L’Arche communities for the handicapped, the Taizé ecumenical community, feminist or male spirituality.

SPT 526 (426). Prayer & Discernment (1) Some aspect of the theory and practice of personal prayer and/or discernment in the Christian tradition through the centuries will be studied.

SPT 527 (427). Ascetical Traditions (1) From the time of the ancient desert monks, such ascetical practices as fasting and penance have been a part of Christian spirituality. This course will focus on some aspect of abnegation and mortification as related to growth in holiness.

SPT 528 (428). Consecrated Life (1) A particular way of life, chosen as a permanent and vowed commitment, will be studied as a path to holiness: whether marriage, priestly or religious life.

SPT 531 (431). Spirituality of the Gospels (1) This course will explore 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) A study of 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) This course will study the language and images of the prophets, as a pathway to God.

SPT 536 (436). Old Testament Spirituality (1) A study of 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) This course will focus 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) 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) An examination of 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 (451). The Spiritual Exercises of St. Ignatius (1) This course will explore different aspects of the rich tradition of spirituality found in or derived from the *Spiritual Exercises* of Ignatius of Loyola.

SPT 553 (453). Ethics and Holiness (1) An exploration of 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) This course will explore 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) This course will focus 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) An examination of the spiritual quest as revealed in the life and works of a major modern author.

SPT 568 (468). Religion in America (1) A study of 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) This course will explore, 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) This course will study 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) An exploration of the search for God as expressed and experienced in various works of literature.

SPT 583 (483). Religion and the Arts (1) The intersection of religion and the arts is found in a great variety of media, from film to painting and architecture. This course will explore the expression of the sacred as revealed in some aspect of the arts.

The following courses are offered outside of the Summer Institute of Christian Spirituality, ordinarily during the fall and spring semester, in three-hour sessions, one afternoon a week.

SPT 591 (491). Spiritual Direction Seminar (3) This 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) This course is limited to students in the Certificate of Spiritual Direction or Faith Companionship programs. It will explore issues of psychological pathology, human developmental dynamics and therapeutic relationships, insofar as they might affect the practice of spiritual direction. The course is conducted in a mixed format, consisting of three-hour classes at the beginning and end by the theology faculty and a three-day workshop in the middle by a psychological professional.

SPT 595 (495). Special Topics in Spirituality (1-4) Seminars and workshops offered under this heading will focus on particular issues of spirituality, especially those aspects concerned with the practical application of spirituality in pastoral ministry.

SPT 598 (498). Spiritual Direction Practicum (4) This course is limited to senior students in the Certificate of Spiritual Direction program. It will include role playing, case studies and shared experience of the students' own practice of spiritual direction.

IV

College Directory

College Directory

OFFICERS OF THE COLLEGE

Mr. Andrew J. McLaughlin, Jr.	Chairman of the Board
Most Reverend Oscar H. Lipscomb	Vice Chairman of the Board
Reverend Gregory F. Lucey, S.J.	President
Dr. Charmane P. May	Secretary

BOARD OF TRUSTEES

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Vice Chairman—Most Reverend Oscar H. Lipscomb; Mobile, Alabama
Mr. Lawrence E. Ackels, Jr.; Dallas, Texas
Mrs. Diane Arner, <i>ex officio</i> ; Mobile, Alabama
Mr. Walter A. Bell; New York, New York
Mr. James D. Brandyburg; Mobile, Alabama
Mr. John J. Burke, Jr.; Milwaukee, Wisconsin
Mr. Thomas A. Byrne, Jr.; Houston, Mississippi
Reverend Stephen F. Campbell, S.J.; <i>ex officio</i> ; Mobile, Alabama
Mr. Michael P. Coghlan; Atlanta, Georgia
Mrs. Sarah Damson; Mobile, Alabama
Ms. Lee Doyle; Atlanta, Georgia
Reverend Marcelino Garcia, S.J.; Miami, Florida
Mr. John H. Lewis, Jr.; Mobile, Alabama
Reverend Gregory F. Lucey, S.J.; Mobile, Alabama
Dr. Phillip Madonia; Mobile, Alabama
Mr. Michael Marshall; Mobile, Alabama
Mrs. Judy Marston; Mobile, Alabama
Mr. Charles Ray Mayhall, III; Mobile, Alabama
Mr. James D. McKinney; Chicago, Illinois
Mr. Edward A. Overbey, Jr.; Cincinnati, Ohio
Dr. Christopher P. Puto; Minneapolis, Minnesota
Ms. Peggy Rolando; Miami, Florida
Mr. Gerard F. Rubin; Fords, New Jersey
Reverend Stephen J. Sauer, S.J.; Washington, D.C.
Mr. John T. Schuessler; Dublin, Ohio
Mr. Irving Silver; Mobile, Alabama
Reverend Andrew J. Thon, S.J.; Milwaukee, Wisconsin
Mr. Albert P. Viragh; Rockville, Maryland
Reverend Christopher Viscardi, S.J.; Mobile, Alabama
Mr. Dennis P. Wilkins; Mobile, Alabama

ADMINISTRATIVE OFFICERS

Executive Officers

Reverend Gregory F. Lucey, S.J.	President
Noreen M. Carrocci	Vice President for Academic Affairs
Vacant.	Director of Campus Ministry
Jon E. Yellin	Vice President for Finance and Administration
Charmane P. May	Executive Vice President
Beth R. Gerl	Vice President for Student Affairs/Dean of Students
Ronald J. Ferreri	Vice President for Development and College Relations
Florence W. Hines	Vice President of Enrollment Management and Communications

Administrative Officials

Glenn R. Bell	Director of Academic Computing
Tracey N. Childs	Coordinator of Student Involvement
Samantha R. Church	Director of Annual Programs
Patricia A. Davis	Director of HR and Risk Management
Kelly E. Doherty	Director of Alumni/Parent Programs
Ashley D. Dunklin	Coordinator of Academic Advising and Student Support Services
James A. Garraway, Jr.	Controller
Anna I. Gaw	Coordinator for Students in Transition
H. Joyce Genz	Dean of Lifelong Learning and Director of Graduate Programs
Betty H. Harlan	Director of Financial Aid
James M. Horton	Director of Administrative Computing
Mindy C. Hovell	Director of Development Services
Michael S. Johnson	Associate Vice President for Academic Affairs
James W. Kellen	Coordinator of Career Services
Stuart W. Moore	Registrar
Josetta Mulloy	Director of Student Academic Services
Steven W. Pochard	Dean of Admissions
Joan B. Siegwald	Institutional Researcher
Greg Walker	Publications Coordinator
Bruce A. Whitham	Director of Library Services
Mary V. York	Director of Health Services
Vacant	Director of Athletics and Recreation

Presidents of the College

Most Reverend Michael Portier, D. D., first bishop of Mobile, founded Spring Hill College May 1, 1830.

Mathias Loras, D.D.	1830-1832
John S. Bazin, D.D.	1832-1836
Peter Mauvernay	1836-1839
John S. Bazin, D.D.	1839-1840
Dominic F. Bach, S.P.M.	1840-1842
John S. Bazin, D.D.	1842-1844
J. P. Bellier, C.J.M.	1844-1845
A. Desgaultieres	1845-1845
Claude Rampoon.....	1845-1846
John S. Bazin, D.D.	1846-1847
Thomas Rapier	1847-1847
Francis de S. Gautrelet, S.J.	1847-1859
Anthony Jourdant, S.J.	1859-1862
Francis de S. Gautrelet, S.J.	1862-1865
Aloysius Curioz, S.J.	1865-1868
John Montillot, S.J.	1868-1875
Dominic Beaudequin, S.J.	1875-1880
John Downey, S.J.	1880-1883
David McKiniry, S.J.	1883-1887
James Lonegan, S.J.	1887-1896
Michael S. Moynihan, S.J.	1896-1899
William Tyrrell, S.J.	1899-1907
Francis X. Twellmeyer, S.J.	1907-1913
Edward Cummings, S.J.	1913-1919
Joseph C. Kearns, S.J.	1919-1922
Michael McNally, S.J.	1922-1925
Joseph M. Walsh, S.J.	1925-1931
John J. Druhan, S.J.	1931-1938
W. Doris O’Leary, S.J.	1938-1946
W. Patrick Donnelly, S.J.	1946-1952
Andrew C. Smith, S.J.	1952-1959
A. William Crandell, S.J.	1959-1966
William J. Rimes, S.J.	1966-1972
Paul Smallwood Tipton, S.J.	1972-1989
Donald I. MacLean, S.J.	1989-1989
William J. Rewak, S.J.	1989-1997
Gregory F. Lucey, S.J.	1997-

Faculty

* Indicates part-time appointment

() Date in parentheses after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

AIR FORCE STUDIES

Lt Col Dale Blackburn (2003) *Professor of Air Force Studies*—Ph.D. Public Administration, University of Alabama, 1998

Maj Darron Stewart (2003) *Assistant Professor of Air Force Studies*—M.B.A. University of South Dakota, 1986

Capt LeMorris Graham (2001) *Assistant Professor of Air Force Studies*—B.S., Florida A & M University, 1998

Capt Thorin Guidry (2002) *Assistant Professor of Air Force Studies*—B.A., Louisiana Tech University, 1997

Capt Christopher Seibert (2002) *Assistant Professor of Air Force Studies*—B.A., University of Alabama, 1997

DIVISION OF BUSINESS

Robert M. Bracken (2002) *Assistant Professor*—C.P.A.; D.B.A., Mississippi State University, 1983; Teaching Areas: Accounting, Finance.

Nancy K. Gautier (2003) *Assistant Professor*—Ph.D., Louisiana State University, 1993; Teaching Area: Computer Science and Information Systems.

André L. Honorée (1998) *Assistant Professor*—Ph.D., University of Mississippi, 1999; Teaching Areas: Marketing, Management

Michael S. Johnson (1986) *Professor*—Ph.D., University of North Carolina at Chapel Hill, 1978; Teaching Areas: Economics, International Business, Business and the Humanities.

Stewart D. Langdon (1993) *Associate Professor*—Ph.D., Auburn University, 1996; Teaching Areas: Management, Strategy and Policy

James B. Larriviere (2001) *Assistant Professor*—Ph.D., Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.

Sanghyun Lee (2003) *Instructor*—Ph.D. Candidate, Purdue University; Teaching Areas: Marketing, Consumer Behavior.

- * Charmane P. May (1981) *Associate Professor*—Ph.D., University of Alabama in Birmingham, 1977; Teaching Area: Computers
- Glenda A. Partridge (1999) *Instructor*—C.P.A.; MBA, University of Mobile, 1989; Teacher Areas: Accounting, Quantitative Methods
- Ralph D. Sandler (1985) *Associate Professor*—Ph.D., Florida State University, 1984; Teaching Areas: Economics, Finance
- Cort B. Schlichting (1971) *Professor and Division Chair of Business*—Ph.D., Louisiana State University, 1973; Teaching Areas: Computers, Economics
- Andrew D. Sharp (1985) *Professor*—C.P.A.; Ph.D., University of Mississippi, 1990; Teaching Areas: Accounting, Business Law

DIVISION OF COMMUNICATION, FINE AND PERFORMING ARTS

Communication Arts

- Noreen M. Carrocci (1998) *Professor*—Ph.D., The University of Kansas, 1979
- Varnell M. Lee (1991) *Associate Professor*—Ph.D., Ohio University, 1993
- Thomas J. Loehr (1975) *Professor; Division Chair of Communication, Fine and Performing Arts; and Department Chair of Communication Arts*—M.F.A., New York University Graduate Institute of Film and Television, 1973
- Patricia F. Mark (1992) *Assistant Professor*—Ph.D., University of Southern Mississippi, 1998

Fine and Performing Arts

- Ruth E. Belasco (1983) *Professor*—M.F.A., West Virginia University, 1980
- Stephen F. Campbell, S.J. (1991) *Associate Professor and Department Chair of Fine and Performing Arts*—Ph.D., Northwestern University, 1994
- Janden M. Richards (2000) *Instructor*—M.A., Hunter College of CUNY, 1974
- Barbara P. Starr (1977) *Associate Professor*—M.A., Florida State University, 1966

DIVISION OF LANGUAGES AND LITERATURE

English

- Paul W. Craven (1997) *Assistant Professor*—Ph.D., University of Southern Mississippi, 2000
- Margaret H. Davis (1993) *Associate Professor*—Ph.D., University of Alabama, 1990

- Stephanie Girard (2000) *Assistant Professor*—Ph.D., Rutgers University, 1996
- John H. Hafner (1971) *Professor*—Ph.D., University of Wisconsin, 1969
- Michael F. Kaffer (1962) *Professor, Division Chair of Languages and Literature, and Department Chair of English*—Ph.D., University of Alabama, 1985
- Martha H. Patterson (2000) *Assistant Professor*—Ph.D., University of Iowa, 1996
- David K. Sauer (1972) *Professor and Altmayer Endowed Chair in Literature*—Ph.D., Indiana University, 1977
- Michael A. Williams, S.J. (1986) *Associate Professor*—Ph.D., University of Southern California, 1974

Foreign Languages

- Guido J. Arze (2001) *Assistant Professor*—Ph.D., University of Florida, 2000
- Charles L. Kargleder (1963) *Professor and Department Chair of Foreign Languages*—Ph.D., University of Alabama, 1968
- Colette J. Windish (2001) *Assistant Professor*—Ph.D., Princeton University, 1997

LIBRARY FACULTY

- Nancy J. Bolton (1999) *Assistant Professor*—M.L.I.S., University of Alabama, 1997
- Bret A. Heim (1993) *Associate Professor*—M.S., University of Illinois at Urbana-Champaign, 1993
- Janie M. Mathews (1999) *Assistant Professor*—M.L.I.S., University of Alabama, 1997
- Patrick T. Quinn, S.J. (1997) *Assistant Professor*—M.S., Marquette University, 1993; M.Div., Jesuit School of Theology, Berkeley, 1988
- Richard D. Weaver (1997) *Assistant Professor*—M.L.I.S., University of Alabama, 1997
- Bruce A. Whitham (2003) *Assistant Professor and Director of Library Services*—M.L.I.S., University of Western Ontario, 1993; M.E.S., York University, 1991

MILITARY SCIENCE

- LTC Eric N. Van Vliet (2002) *Professor of Military Science*—M.S., Central Michigan University, 1991
- MAJ Cynthia M. Bachus (2001) *Assistant Professor of Military Science*—B.A., Wright State (Ohio), 1994

MAJ William Sears (1999) *Assistant Professor of Military Science*—B.A., Auburn University, 1992

MAJ James E. Smallidge, Jr. (1998) *Assistant Professor of Military Science*—B.S., University of Southern Maine-Portland, 1988

MAJ Timothy Rey (2003) *Assistant Professor of Military Science*—B.S., University of Southern Mississippi, 1986

CPT Robbie J. Cross (2001) *Assistant Professor of Military Science*—B.S., Alabama A & M—Normal, 1994

MSG Reginald Owens (2001) *Senior Military Advisor*

SFC Mark Downey (2001) *Senior Military Instructor*—A.A., Troy State University, 1996

SSG Virgil Swain, Jr. (2003) *Administration NCO*

SGT Lemuel Bowden (2001) *Logistics Specialist*

DIVISION OF NURSING

Margaret D. Cole (1997) *Associate Professor*—D.S.N., University of Alabama at Birmingham, 1991

Patricia Hall (2003) *Assistant Professor*—Ph.D., Georgia State University, 1995

Carol M. Harrison (1995) *Professor and Division Chair of Nursing*—Ed.D., Nova University, 1983

Terran A. Mathers (1997) *Associate Professor*—D.S.N., Louisiana State University, 2002

Julie T. Sanford (2000) *Assistant Professor*—D.S.N., Louisiana State University, 2002

DIVISION OF PHILOSOPHY AND THEOLOGY

Philosophy

Melvin J. Brandon (1969) *Professor*—Ph.D., St. Louis University, 1972

K. Joanna S. Forstrom (2000) *Assistant Professor*—Ph.D., Washington University in St. Louis, 1999

Carl D. Kobelja (1971) *Professor*—Ph.D., Marquette University, 1972

Mark L. Starr (1990) *Associate Professor and Department Chair of Philosophy*—Ph.D., University of California, San Diego, 1988

Theology

- * David Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979
- Timothy R. Carmody (1989) *Professor and Director of Graduate Theology*—Ph.D., Catholic University of America, 1986
- George B. Gilmore (1974) *Professor*—Ph.D., Fordham University, 1974
- Frederick W. Gunti (1976) *Professor*—S.T.D., Catholic University of America, 1969
- * Donald M. Kunstadt (1987) *Herbert P. Fiebelman, Jr., Chautauqua Professor of Jewish Studies*—M.A.H.L., Hebrew Union College, 1972
- * Robert B. Rimes, S.J. (1978) *Assistant Professor*—S.T.L., St. Louis University, 1957
- Christopher J. Viscardi, S.J. (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology*—S.T.D., Gregorian University, Rome, 1979
- Stephen B. Wilson (2000) *Assistant Professor*—Ph.D., University of Notre Dame, 2000

DIVISION OF SCIENCES

Biology

- Charles M. Chester (1998) *Assistant Professor and Department Chair of Biology*—Ph.D., University of New Hampshire, 1996
- Donald E. Culberson (1997) *Associate Professor*—Ph.D., University of New Hampshire, 1985
- David F. Dean (1994) *Associate Professor*—Ph.D., University of Tennessee-Knoxville, 1994; D.V.M., University of Tennessee, 1987
- Paul D. Kohnen (2003) *Assistant Professor*—Ph.D., Oregon State University, 1992

Chemistry, Physics and Engineering

- Shawn B. Allin (2002) *Assistant Professor*—Ph.D., University of Alabama-Huntsville, 1996
- Lesli W. Bordas (2000) *Assistant Professor*—Ph.D., University of Georgia, 2000
- Lawrence F. Brough (1989) *Associate Professor*—Ph.D., University of Wisconsin (Madison), 1979
- John W. Kane, Jr. (1969) *Professor; Division Chair of Sciences; and Department Chair of Chemistry, Physics and Engineering*—Ph.D., University of Alabama, 1969

Mathematics

Charles A. Cheney (1984) *Professor and Department Chair of Mathematics*—Ph.D., Carnegie-Mellon University, 1971

Daniel S. Cyphert (1988) *Professor*—Ph.D., Vanderbilt University, 1982

Jeanette M. Monroe (1996) *Instructor*—M.S., University of Tennessee, Knoxville, 1995

DIVISION OF SOCIAL SCIENCES

History

David Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979

Neil A. Hamilton (1990) *Professor*—Ph.D., University of Tennessee, 1988

Patricia G. Harrison (1979) *Professor and Department Chair of History*—Ph.D., Tulane University, 1994

John M. Welch (1965) *Assistant Professor*—M.A., Xavier University, 1969

Political Science and Law

Nader Entessar (1982) *Professor*—Ph.D., St. Louis University, 1976

Alexander R. Landi (1971) *Professor, Division Chair of Social Sciences, and Department Chair of Political Science and Law*—Ph.D., University of Dallas, 1973

S. Kathleen Orange (1981) *Associate Professor*—Ph.D., University of North Carolina, 1976

Psychology

Lisa D. Hager (2001) *Assistant Professor*—Ph.D., University of Alabama, 1991

Robert W. MacAleese (1978) *Professor and Department Chair of Psychology*—Ph.D., Florida State University, 1974

Royce G. Simpson (2001) *Associate Professor*—Ph.D., University of Alabama, 1993

Sociology

Larry D. Hall (1978) *Professor and Department Chair of Sociology*—Ph.D., University of Kentucky, 1979

DIVISION OF TEACHER EDUCATION

Ann A. Adams (2000) *Assistant Professor and Division Chair of Teacher Education*—Ed.D., Mississippi State University, 1971

* Ronald G. Noland (1994) *Associate Professor*—Ed.D., University of Southern Mississippi, 1968

Leona O. Rowan (2001) *Assistant Professor*—Ed.D, Auburn University, 1985

Lois A. Silvernail (1987) *Professor*—Ed.D., Auburn University, 1987

Academic Support Personnel

ACADEMIC AFFAIRS

Michael S. Johnson (1986) *Professor of Economics and Associate Vice President for Academic Affairs*—Ph.D., University of North Carolina at Chapel Hill, 1978

Joan Siegwald (1984) *Institutional Researcher*—M.B.A., Spring Hill College, 1998

DIVISION OF LIFELONG LEARNING AND GRADUATE PROGRAMS

H. Joyce Genz (1983) *Dean of Lifelong Learning and Director of Graduate Programs*—M.S., University of South Alabama, 1989

FACULTY DEVELOPMENT

Stephanie Girard (2000) *Assistant Professor of English and Faculty Development Coordinator*—Ph.D., Rutgers University, 1996

STUDENT ACADEMIC SERVICES

Ashley D. Dunklin (2003) *Coordinator, Academic Advising/Support Services*—M.S., University of South Alabama, 1996

Rosemary Austin (2000) *Counseling Coordinator, Upward Bound*—M.A., Alabama State University, 1991

Anna I. Gaw (2001) *Coordinator for Students in Transition*—M.A., Kansas State University, 2001

James W. Kellen, *Coordinator, Career Services*—M.A., The University of Alabama, 1975

Mary Anne Lathan (1989) *Curriculum Coordinator, Upward Bound*—M.A., Mississippi College, 1967

Charles M. Mason (1982) *Director, Upward Bound*—M.A., St. John's University, Minnesota, 1974

Josetta Mulloy (1974) *Director, Student Academic Services*—M.Ed., University of South Alabama, 1985

Emeriti

- Celestine Algero, S.C. (1974) *Professor of Teacher Education*—Ed.D., Temple University, 1975
- Charles J. Boyle (1952) *Professor of English*—Ph.D., University of Wisconsin, 1957
- Emmanuel J. Cutrone (1986) *Professor of Theology*—Ph.D., University of Notre Dame, 1975
- Walter L. Furman, S.J. (1943) *Professor of Mathematics*—Ph.D., University of Florida, 1961
- A. Frederick Hemphill (1957) *Professor of Biology*—Ph.D., University of Alabama, 1960
- Francis J. Kearley, Jr. (1946) *Professor of Chemistry*—Ph.D., Vanderbilt University, 1950
- James L. Lambert, S.J. (1968) *Professor of Chemistry*—Ph.D., Johns Hopkins University, 1963
- John P. Macnamara (1965) *Professor of Biology*—Ph.D., Catholic University of America, 1965
- Barbara S. Nolan (1968) *Professor of English*—Ph.D., University of Notre Dame, 1964
- Betsy D. Stafford (1969) *Professor of Teacher Education*—Ed.D., Auburn University, 1978
- Ira N. Swingle, Jr. (1965) *Associate Professor of Music*—M.Ed., Teachers College, Columbia University, 1952
- Diane Thompson (1973) *Professor of Psychology*—Ph.D., University of Arizona, 1963

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

Nondiscrimination Policy

Spring Hill College does not discriminate on the basis of race, color, national origin, sex, age, or disability in the administration of its educational programs and activities, admission policies, scholarship and loan programs, athletic programs and other college-administered programs and activities.

Grievance procedures which provide for prompt and equitable resolution of student and employee complaints alleging any act of discrimination are administered by the College's Title IX and Section 504 Coordinator, Ms. Patricia Davis, whose office is in the Personnel Office (251-380-3063).

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