



SPRING HILL COLLEGE

Bulletin of Information

Traditional Undergraduate

Non-traditional Continuing Studies

Graduate

Courses and Degrees

2012-2013

**4000 Dauphin Street
Mobile, Alabama 36608**



Spring Hill College

Bulletin of Information

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

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

Bulletin of Record

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

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

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

Procedures for Appeals and Complaints

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

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

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General Information

PROMISE STATEMENT

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

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

Mission Statement

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

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

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

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

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

February 2008

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

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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.

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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 1,480.

HERALDIC ARMS OF THE COLLEGE

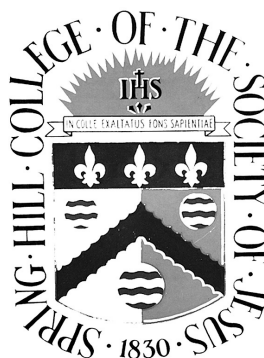
The disposition of the shield per pale divides the College arms vertically into a silver and gold field to indicate that Spring Hill College is a college of arts and sciences. The hood of an academic gown is usually bordered in silver or white for arts and letters and in yellow or gold for science. Over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

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

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

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

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



GOVERNANCE

The governance of Spring Hill College is the sole responsibility of the Board of Trustees of Spring Hill College, whose legal title is: *Spring Hill College*, chartered by the Legislature of the State of Alabama on January 9, 1836. The Charter of the College, as amended in 1974, 1980, and 2005, 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.

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, 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.

Center of Campus

The College Chapel, dedicated to Saint Joseph, the patron of the College, was built in 1910 and stands at the center of the Spring Hill College campus. It is of modified Gothic architecture. A major restoration of the Chapel was completed in 2004.

The Marnie and John Burke Memorial Library is an innovative library resource center, constructed in 2004 on the northeast side of the Rydex Commons. It brings together the library's traditional collections and services with emerging information technology resources and includes classrooms, the faculty development center, the Center for Academic Excellence, general access computer labs, and a café.

The Student Center, opened in 2010, serves as a central gathering place for the entire Spring Hill College community. It is Mobile's first and largest multi-use Leadership in Energy and Environmental Design (LEED) certified building. The Student Center is home to a modern dining area; the Cloister; a 300-person capacity meeting space; the Barnes & Noble College Bookstore; meeting rooms for student organizations; and offices for Campus Ministry, Student Affairs, and Student Activities.

The Rydex Commons unites the Burke Library, St. Joseph Chapel, and the Student Center at the heart of the campus and serves as the site for College-wide receptions and celebrations. Together, these structures embody Spring Hill College's commitment to nurture learning for mind, body, and spirit.

Academic and Administrative Buildings

The Reverend Gregory F. Lucey, S.J., Administration Center, named in honor of the former College president Father Greg Lucey, S.J., stands on the site of the first building erected by Bishop Portier. Built in 1869 and renovated in 2007-2008, this three-story building faces St. Joseph Chapel and frames the Quadrangle. Humanities faculty have offices on the second and third floors, and offices for teacher education and communication arts faculty are located on the second floor. The Lucey Center also contains classrooms, the Instructional Resources Center, the Integrated Multimedia Center, and offices for Financial Aid and Student Accounts. The east wing contains the Gautrelet Room, a large meeting room and reception area, named in honor of the first Jesuit president. Covered Gothic colonnades link the Lucey Center to St. Joseph Chapel, Nan Altmayer Place, and the Fine Arts Complex.

Nan Altmayer Place (formerly Moore Hall), built in 1866, is situated on the east side of the Quadrangle. A major renovation and addition was completed in 2006, and the building was renamed. It houses the offices of the President and the Admissions staff.

The Fine Arts Complex, located on the west side of the Quadrangle, houses the Eichold Galley, offices and classrooms for the Department of Fine Arts, and the College's Office of Finance and Accounting.

Byrne Memorial Hall, originally built in 1931, and extensively renovated in 2005, houses Development and College Relations and the Communications office. It provides a public gathering space. The building was the Thomas Byrne Memorial Library until 2004.

Quinlan Hall, named in honor of Spring Hill's second founder, Bishop Quinlan, is attached to the western end of the Lucey Center and serves as the College's primary general use classroom building. It houses the Division of Nursing on the first floor and the Division of Social Sciences on the third floor. Erected in 1898, it was enlarged in 1915 and renovated in 2003.

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.

Moorer Hall, constructed in 1959 and renovated in 1991, and houses the Department of Mathematics; classrooms; the physics laboratory; and offices for several intercollegiate sports and recreation programs (i.e., track and field, soccer, and rugby).

Yancey Hall, completed in 1967, is the biology building with 17,000 square feet of space for laboratories, a large lecture hall, and a library.

Yenni Hall, named in memory of Father Dominic Yenni, S.J., respected author of the Yenni Latin and Greek grammars, was built in 1901 and completely restored in 1992. It houses the Division of Business.

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.

Residence Halls

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

Walsh Hall, built in 1954, houses freshman students and contains the campus Post Office. It also includes the Wellness Center and offices for Residence Life and Public Safety.

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.

MAP GOES HERE



MAP GOES HERE



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

New Resident Hall opened in 2005 and offers both single and double rooms for residential students.

The Viragh Complex: Viragh Hall (constructed in 2004) and Skip's Place (constructed in 2007) offer suite-style living accommodations for upper-class students and learning communities. Both honor the memory of Albert P. "Skip" Viragh, member of the class of 1964.

Community Resources

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.

The Arthur R. Outlaw Recreation Center, completed in 1997, serves as the basketball arena and supports both intercollegiate and intramural athletics with racquetball courts, weight-training and exercise facilities, an aerobic exercise room, locker rooms, and offices of the Athletic Department.

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

Summary Listing of Academic Programs

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

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

Specific programs are offered within this tripartite structure by the eight academic divisions of the College: business; communication, fine and performing arts; languages and literature; nursing; philosophy and theology; science and mathematics; social sciences; and 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/Computer Information Systems (BS-Major)(Minor)

Business Administration/Financial Economics (BS-Major)

Business Administration/International Business (BS-Major)

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

Finance (Minor)

Communication, Fine and Performing Arts

Art-Business (BA-Major)
Communication Arts/Public Relations and Advertising (BA-Major)(Minor)
Communication Arts/Digital Video Production (BA-Major)(Minor)
Communication Arts/Journalism (BA-Major)(Minor)
Graphic Design (BA-Major)(Minor)
Studio Art (BA-Major)(Minor)
Theater (BA-Major)(Minor)

Languages and Literature

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

Nursing

Professional Nursing (BSN-Major)
Pre-Med (BSN)

Philosophy and Theology

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

Science and Mathematics

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

Social Sciences

History (BA-Major)(Minor)
International Studies (BS-Major)(Minor)
Latin American Studies (Minor)
Political Science (BS-Major)(Minor)
Pre-Law (Minor)
Psychology (BS-Major)(Minor)
Social Science (BS-Major)
Sociology (BA-Major/Minor)
Sociology/Criminology (BA-Major)

Teacher Education

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

Interdivisional Studies

Forensic Science (Minor)
General Studies (BS-Major)
Interdisciplinary Humanities (BA-Major)
Women's Studies (Minor)

NON-TRADITIONAL/ADULT-ORIENTED PROGRAMS-BACCALAUREATE

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

CERTIFICATE PROGRAMS

Faith Community Nursing (Parish Nursing)
Gerontology
Leadership and Ethics (Graduate and Undergraduate)
Ministry
Pastoral Ministry
Post-Baccalaureate Premedical Studies
Post-Master's Certificate for Clinical Nurse Leader
Spiritual Direction or Faith Companioning
Studio Art
Theological Studies

SPECIAL PROGRAMS

Air Force and Army ROTC
Foreign Language Proficiency
Honors Program
Spirituality (Continuing Education Units)
Spring Hill College in Italy

GRADUATE PROGRAMS

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

GRADUATE PROGRAMS (CONTINUED)

- 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: Dr. Michael Piafsky

The Spring Hill College Honors Program is designed to enhance the Spring Hill Experience by offering a challenging and rewarding course of study to academically gifted and motivated students. It is comprised of academic courses; seminar experiences; and additional opportunities for service, leadership, cultural exploration, and social interaction both on and off campus. The program is designed to begin during a traditional student's first semester and to continue throughout the student's program of study.

Regular Admission to the Program: Selected incoming students will be invited to participate in the honors program by the honors program director following their acceptance to Spring Hill College. The formal requirements for participation include:

- (a) High School Grade Average: An adjusted high school grade point average of at least 3.5 on a 4.0 scale.
- (b) Standardized Test Scores: A minimum composite ACT score of 28 or comparable SAT score.

Other components of a student's application to the College will be examined by the honors program director to ensure that the student is well suited for the program. Students may be asked to interview with the director or a member of the Honors Program Faculty Committee in person or by phone.

Students who do not meet the necessary numeric thresholds are still eligible to apply to the program, and these applications will be examined by the honors program director or other committee members to determine eligibility.

Under some circumstances, students who transfer to Spring Hill College may be invited to participate in the program. Current students at Spring Hill College are also welcome to apply to the program at any point during their career at Spring Hill. Interested students should contact the honors program director for more information.

The Honors Program Academic Requirements:

- (a) **Honors Core Courses:** Honors students are eligible for participation in specially enriched sections of certain core courses. Such courses can account for as much as one-third of the student's core curriculum course work. The academic requirements do not increase the number of hours required for graduation or for completion of any major or minor offered at Spring Hill College. Honors courses will cover material in greater depth, use primary materials when possible, stress student participation and responsibility, and encourage high individual achievement. For some of the honors courses, alternatives may be authorized. Honors "contract"

courses may also satisfy some of the requirements. See the honors program director for details.

Students must earn a minimum of seven (7) honors points through traditional honors classes. There is no maximum number of honors points that may be earned through these classes.

<u>Course</u>	<u>Title</u>	<u>Points</u>
ENG 190	Honors Composition and Literature	1
ENG 290 ¹	Honors Literature	2
PHL 190	Honors Logic	1
PHL 291 <i>or</i>	Honors Ethics <i>or</i>	2
PHL 292 <i>or</i>	Honors Philosophy of Human Nature <i>or</i> (2)	
PHL 293 <i>or</i>	Honors Philosophy of Religion <i>or</i> (2)	
PHL 294	Honors Philosophy Special Topics (2)	
THL 190	Honors Theology I	1
THL 39X	Honors Theology II	2
HIS 290 ²	Honors History	1
ECO 290 <i>or</i>	Honors Economics <i>or</i>	1
POL 290 <i>or</i>	Honors Political Science <i>or</i> (1)	
PSY 290 <i>or</i>	Honors General Psychology <i>or</i> (1)	
SOC 290	Honors Sociology (1)	
MTH 121	Calculus I	1
MTH 140/163	Calculus with Business Applications /Basic Statistics for the Sciences	1
HON 490	Honors Senior Seminar (mandatory)	0-3

¹Honors students only need three courses to complete their requirement in English. After taking ENG 190 and ENG 290, they may take either a 200-, 300-, or 400-level course. However, honors students who opt to take a 300- or 400-level course for their last English core requirement must have received a minimum grade of “B” in both ENG 190 and ENG 290. Otherwise, they must take a 200-level English course. As described in section (b), students who take a higher-level course would be awarded two (2) points for taking the higher-level class as their final core requirement.

²While honors students may wish to take HIS 290 Honors History as their core history requirement course, honors students (like all Spring Hill students) must take HIS 101 to satisfy their core requirement in history. The requirement for HIS 101 can also be satisfied by having the appropriate AP score in history or by obtaining an acceptable score on a Western Civilization CLEP test. Please see the appropriate section of the *Bulletin of Information* for the minimum scores needed to satisfy this requirement. Please note that no substitute history course or test will be accepted. Note as well that HIS 101 is not a requirement for HIS 290 and may therefore be taken concurrent to or even subsequent to HIS 290.

Normally, students will take two honors core courses each semester during the first and second years, although the courses can be distributed over four years. The model might therefore look like:

First Year:

Fall: ENG 190, PHL 190, & HON 190

Spring: ENG 290 & THL 190

During the Second and Third Years:

Fall: PHL 29X & HIS 290

Spring: THL 39X & POL 290 *or* PSY 290 *or* SOC 290 *or* ECO 290

Fourth Year:

Spring: HON 490

- (b) **Other ways of earning honors points:** Students may also earn honors points by taking the following classes:

<u>Course</u>	<u>Title</u>	<u>Points</u>
BIO 101 & 103	Principles of Biology w/Laboratory	2
CHM 111 & 113	General Chemistry I w/Laboratory	2
MTH 122	Calculus II	2
PHY 221 & 213	Physics with Calculus I w/Laboratory	2

In addition to the above, any honors student who chooses to fulfill electives by taking a 300/400-level class when credit could be fulfilled by a 100/200-level course will be awarded two (2) honors points.

Likewise, any class counting towards the major or core can be substituted for a traditional honors course providing that this substitute class also fulfills both core and major, and providing it is at least one level ABOVE the minimum requirement. In this case, the student will be awarded two (2) honors points.

Finally, any contract between professor and student can be used with petition and approval from the director of the program for a maximum of two (2) points.

A student can earn a maximum of four (4) honors points through courses that fall under this (b) designation.

- (c) **Additional Academic Credit:** Each student may receive up to thirty (30) 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 and collegiate records are received by the College, the assignment of credits in specific disciplines and general electives will be determined jointly by the director of the honors program and the College Registrar after consideration of the achievements of each student and within guidelines established by the academic departments. No honors points will be awarded for any class taken outside of Spring Hill College without petition and approval from the director of the honors program.

Honors Course Descriptions: Students in the honors program begin and complete their four years by participating in courses appropriate to their place in the program.

LEA 101. Honors LEAP Lab (1) All new honors students are placed in a LEAP section designed to orient them to the program and to the College as a whole. No honors points are awarded for this class.

HON 490. Honors Senior Seminar (0-3) This seminar is designed to synthesize the student’s four years of study and to build toward career or graduate study plans. Depending on major requirements, students may be asked to complete and present a research paper in their academic discipline at some point during the semester. As a requirement of this class, students will be responsible for submitting to the honors director a checklist with point totals along with relevant course numbers and dates of completion; the director of the honors program will be responsible for ensuring that this information is accurate. This course may be graded on a pass/no-credit basis. Students must receive a passing grade in this course in order to graduate with an honors designation. No honors points are awarded for this class without petition and approval from the director of the honors program.

HON 499. Honors Special Topics (1-3) Special topics in liberal arts or science not included in honors curriculum. Offered occasionally for special interests or needs.

See appropriate academic division listing for the honors core course descriptions.

(d) Extracurricular Credit

Spring Hill honors students are also encouraged to share their talents outside of the classroom. Accordingly, honors points are awarded for a variety of extracurricular activities:

<u>Extracurricular Activity</u>	<u>Honors Points</u>
Internship (determined by honors director based on rigor and time spent at Internship)	1-3
One Service Learning Class (students cannot fulfill more than 2 points in this manner)	2
Senior Seminar/Undergraduate Research	3
Peer Mentoring	1
Semester Abroad	3
Summer/Winter Courses Abroad	2
Immersion Trip	2
Senior Presentation (if not covered above)	1

Students can earn a maximum of eight (8) points through extracurricular activities specified in (d).

Retention of Honors Standing: To remain in the honors program, each student must complete a minimum of twenty-four (24) semester hours each year at Spring Hill and maintain a cumulative 3.3 grade point average at graduation.

Graduation: Students must earn a total of twenty (20) honors points or more to successfully complete the Spring Hill College honors program. Upon confirmation that the student has met the requirements of the program, the director will notify the appropriate college personnel to ensure that the student is given honors credit on his or her transcript and other relevant forms. Completion of the program will be indicated by a special notation on the student's transcript.

SPRING HILL COLLEGE ITALY CENTER

Director: Mr. Todd Waller

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

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

Students may apply to study at the Spring Hill College Italy Center at any time by completing the application available through the Italy Center website at www.shc.edu/studyabroad/italy/.

GOVERNMENT INTERNSHIPS

Coordinator: Dr. Thomas J. Hoffman

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.

COMMUNICATION ARTS/FINE ARTS INTERNSHIPS

Faculty Supervisor: Dr. Sharee L. Broussard, APR

The Division of Communication, Fine and Performing Arts requires internship experiences for students majoring in Communication Arts (PR/Advertising,

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

STUDY ABROAD

Director: Dr. Robert C. Harding II

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 assists students in selecting programs to match their curriculum needs and personal preferences.

The College's study abroad programs are coordinated through the consortium CCSA (Cooperative Center for Study Abroad) headquartered at Northern Kentucky University in Highland Heights, Kentucky, and the foreign study programs of other American Jesuit and non-Jesuit colleges and universities.

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 service activities for 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, and offers free English classes for immigrants and refugees. The center also partners with several community centers and organizations in developing projects and placements for service-learning classes. It works with Student Activities to identify community service needs appropriate to student organizations.

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.

See <http://www.shc.edu/academics/other/foley/> for additional information.

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, National Guard or Army, 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. All students who complete Army ROTC 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.

30 Special Programs

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. Dr. Boyle passed away in 2012.

Academic Support Facilities

LIBRARY

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

In addition to Library and Information Resource Services (LIRS), the Burke Memorial Library is also home to Information Technology Services (ITS), which supports the College through management of the technological infrastructure; Administrative Information Services (AIS), which supports the administrative functions of the College; Faculty Development, which supports the faculty in their efforts to become better teachers and scholars, and The Center for Academic Excellence, which provides writing and quantitative reasoning assistance for students of varying ability levels.

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

Burke Memorial Library houses more than 186,000 monographs, nearly 25,000 print journal volumes, more than 22,000 unique electronic journal titles, and more than 313,000 microfilm holdings. A federal depository, offering select government publications, provides access to more than 25,000 items. More than one hundred databases and electronic resources are available to Spring Hill College students, faculty, and staff. The library catalog is the primary means for locating resources in the Burke Memorial Library, the Teacher Education Library, Archives and Special Collections, the U.S. Government Depository, and the online Digital Library.

Through partnerships maintained by Library and Information Resource Services, students have access to more than 7,000,000 titles in Alabama's college and university libraries and to materials throughout the country through an interlibrary loan service. LIRS maintains memberships in the greater Mobile Library Consortium, the Network of Alabama Academic Libraries, the Conference of Library Directors of Jesuit Colleges and Universities, the Online Computer Library Center, and the Southeast Library Network. An active Friends of the

Library group provides financial support for library initiatives, helps to preserve the library's significant out-of-print materials, and provides literary and cultural events for the entire community.

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

COMPUTER FACILITIES

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

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

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

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

LABORATORIES

Biology has, in addition to the traditional class laboratories, a Student Computer Laboratory utilizing 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 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 online, high quality non-linear video editing equipment, an audio/video studio, an audio control room, and a lighting studio for photography and video production purposes. Students enrolled in applicable photography courses have access to photo editing PCs and photo-quality printers within the Communication Arts/Graphic Design Integrated Multimedia Center (IMC). Desktop publishing, digital audio recording and editing, digital imaging and manipulation skills are learned in the library's PC labs; in the Graphic Design lab; by working for the weekly student newspaper, *The SpringHillian*; or in other activities sponsored by Communication Arts, such as student-run internet radio.

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

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 and laserdisc 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, LCD projection and patient simulation modules.

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

Teacher Education has a curriculum and media library designed to assist students in preparation for teaching careers. A full-time Curriculum Resource Director instructs students in library research and in the location and use of instructional and professional materials. The print collection includes K-12 textbooks, textbook support materials, curriculum guides, method and activity books, and children’s and young adult literature. The media collection offers educational software, DVDs, CDs, kits, educational games, and realia. Multiple computers allow access to the library’s catalog and electronic resources and to a wide variety of interactive educational software. Other instructional media include an interactive whiteboard, document camera, multimedia projection system, scanner, digital camera, digital video camera, laminators, decorative trimmer, and Ellison letter machine.

STUDIOS

Art—Large, well-lighted studios in the Eichold Fine Arts Complex are equipped for courses in drawing, painting, ceramics, and printmaking.

Music—Music studios used for teaching vocal and instrumental music are located in the Eichold Fine Arts Complex.

Photography—The communication arts department manages a lighting studio. Digital imaging and photo editing techniques are applied in Burke Library labs or in the Communication Arts/ Graphic Design Integrated Multimedia Center.

Digital Video Production—Digital video production courses are taught in the Communication Arts/Graphic Design Integrated Multimedia Center, which includes a studio area equipped with stationary and portable production equipment. There are two post-production suites: one for introductory courses and one for advanced courses.

Student Affairs

VICE PRESIDENT FOR STUDENT AFFAIRS AND 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 overall development. The areas represented by the Division of Student Affairs include Residence Life, the Wellness Center, Center for Student Involvement, Fraternity and Sorority Life, Student Government, Student Conduct, Food Service, and a variety of other student services. Functioning out of the Student Affairs Office is the Vice President for Student Affairs/Dean of Students, the Assistant Vice President for Student Affairs, and the Administrative Assistant to these positions. Under the supervision of the Vice President for Student Affairs and Dean of Students, professional staff act as mentors and guides who challenge and support students as they discover and develop their gifts and talents.

Student Affairs divisional offices are located on the first and second floors of the Student Center. If students have any needs or interests that are not being addressed, they are welcomed and encouraged to contact the Vice President for Student Affairs at this office, at 251-380-3023.

RESIDENCE LIFE

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

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

In compliance with College policy, all eligible commuter students residing off-campus are required to maintain a current local address, phone number, and parental contact information with the Vice President for Student Affairs and Dean of Students' Office.

CENTER FOR STUDENT INVOLVEMENT

The Center for Student Involvement complements the classroom experience by providing channels for students to become actively involved in extra-curricular activities. In addition, the Center offers a number of services, resources and events to promote student development and assist both individuals and organizations in gaining leadership and life skills.

The Center for Student Involvement is available to students through the following services:

- Houses all SHC registered student organizations and acts as a liaison, financial manager, and resource and approval authority for student organizations and their activities;
- Houses fraternity and sorority life and acts as advisor to Panhellenic Council, the Interfraternity Council and Order of Omega;
- Sponsors and plans campus-wide programs, including Weeks of Welcome and Family Weekend;
- Provides programs and opportunities for leadership development including lectures, workshops, and conferences;
- Serves as a resource for involvement, service, and leadership development opportunities.

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

STUDENT 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 *Code of Non-Academic Conduct*, which contains the rules and regulations of the College, is found in the *Student Handbook* and at badgerweb.shc.edu, under the Campus Life tab on the Publications page. Copies of the *Student Handbook* are also available at the Vice President for Student Affairs/Dean of Students' Office, which is located on the first floor of the Student Center.

These rules and regulations are derived from five general principles, which comprise the College Ethos Statement. These principles – respect of self, respect for others, respect for authority, respect for property, and honesty – shall guide the behavior of all students attending Spring Hill College. These rules and regulations are meant to encourage the development of personal responsibility, healthy choices, and maturity. Their enforcement is administered under the supervision of the Vice President for Student Affairs/Dean of Students (Student Center, first 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 may wish to pursue their education at an institution which is more in line with their own personal values.

Standards of conduct, which are to be used as a guide for the student, are also found in the *Code of Non-Academic Conduct*. These are to be considered general rules of conduct but are by no means all-inclusive. While the enforcement of these rules is normally administered through the campus judicial process under the supervision of the Student Affairs staff, such a judicial process is for the convenience of the college administration and may be suspended or revoked at any time by the administration without cause or prior notice to any student. The judicial system is to be considered a process, rather than a "right" of any student or a contractual obligation on the part of Spring Hill College.

All enrolled students, including married and commuting students who reside off campus, are responsible for abiding by all rules, regulations, and the College Ethos Statement as found in the *Code of Non-Academic Conduct*.

THE WELLNESS CENTER

Wellness is a holistic approach to life practiced by those who believe that attention to all aspects of one's life creates a wholeness that is more than the sum of its parts. Professional counselors and a registered nurse provide confidential services to care for the physical and emotional needs of the students. Routine counseling and health care services are provided free of charge.

It is a **college requirement** that all full-time undergraduate students have health insurance coverage. Spring Hill College offers student health care coverage through an independent provider coordinated by Spring Hill College. Each student is responsible for all medical expenses, such as prescriptions, laboratory procedures, X-rays, hospital bills and physician's fees.

Students who require acute medical or psychological emergency services should contact 911, Public Safety (#4444) and the Wellness Center (251-380-2271). The Area Coordinator or Resident Assistant should also be notified for emergencies occurring in the residence halls.

INTERCOLLEGIATE SPORTS AND RECREATION PROGRAMS

Spring Hill College is a member of the National Association of Intercollegiate Athletics (NAIA) and the Southern States Athletic Conference (SSAC). Currently, Spring Hill College sponsors 15 athletic teams which include: soccer (men and women), cross country (men and women), golf (men and women), basketball (men and women), outdoor track and field (men and women), tennis (men and women), women's softball, women's volleyball, and men's baseball. Athletic scholarships are available.

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

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, and students in transition services.

CAREER SERVICES

Career services offers courses, assessments, programs and individual career counseling for all students. Generally, 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. SAS 401, Senior Job Search Seminar, is offered fall and spring semester of the senior year. Students learn about networking, finalizing job search documents, writing salary requirements and applying for jobs; they also participate in mock interviews. Additionally, workshops are offered throughout the year; topics range from preparing for graduate and professional schools to developing job search strategies and preparing for transitional issues beyond graduation. Lastly, career services coordinates on-campus employer recruitment and maintains an electronic list of full- and part-time jobs.

ACADEMIC SUPPORT SERVICES

Student Academic Services coordinates academic advising. In the first year students are assigned to academic departmental advisors based on their choice of major and their admission status. Student Academic Services also coordinates campus-wide tutoring services in introductory courses ranging from logic, chemistry and other introductory quantitative courses to foreign language, social science, and theology. Peer tutors work with groups and individual students.

Student Academic Services coordinates support services to first-year students on academic probation and students admitted conditionally to the College.

The Coordinator of Academic Support Services is responsible for classroom accommodations 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 Lucey Administration Center; interested persons can also refer to the college website for appropriate forms.

STUDENTS IN TRANSITION

Student Academic Services coordinates the pre-enrollment services for all traditional 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 also.

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 proactive services for all students who find themselves in some type of academic/career transition.

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 accurate information for SEVIS.

Campus Ministry

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

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

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

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 Monday through Friday. Two Masses are scheduled each Sunday at 11 a.m. and 9 p.m. in St. Joseph Chapel. Specific prayer requests can be directed to the Office of Campus Ministry and Mass intention cards are available. In addition, we offer liturgies and prayer services with specific themes for occasions involving the entire college community, including the Mass of the Holy Spirit celebrated on the first Sunday at the opening of the academic year.

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

Praise and Worship: Student singers and musicians lead a non-denominational praise and worship session each Thursday at 9 p.m. in St. Joseph Chapel.

Reconciliation: Reconciliation is offered on a regular basis, including the first Wednesday of each month, at retreats and as requested.

Retreats: Retreats are available to all members of the college community throughout the year. An Awakening retreat, sponsored by the student-led SHAPe community, is held each semester. 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. A "Beginnings" retreat for new students is offered during the first weeks

of classes in the fall. Outdoor reflection experiences such as canoeing and kayaking are offered for students. An eight-week experience of the Spiritual Exercises is offered during Lent for faculty and staff. The Spiritual Exercises of St. Ignatius of Loyola are offered with one-on-one spiritual direction as requested.

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

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

Service: The focus of *Service Programs* offered through Campus Ministry is the service of faith through the promotion of justice. This is accomplished by sponsoring activities that aid people locally and globally. Campus Ministry encourages the College community to demonstrate “faith doing justice” by sponsoring trips to the annual Ignatian Family Teach-In and the March for Life in Washington, D.C., as well as through special liturgies and prayer services. Activities vary from year to year, but include contributing to the Dr. Martin Luther King, Jr., Day observance and coordinating the annual collection for needy families during *Christmas on the Hill*. *International Service/Immersion trips* are sponsored during the spring semester to Central and South American sites, such as Belize, Nicaragua, El Salvador, and other locations. In addition, Campus Ministry collaborates with local organizations, such as Habitat for Humanity, on projects that address community needs in Mobile through “Saturdays in Service” twice each semester. Campus Ministry also sponsors at least three blood drives each year.

Student Clubs within Campus Ministry: 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 Students for Life, dedicated to raising awareness of the value of life; the Troubadours, who plan and stage “The Passion of Christ” each year during Lent; the SHAPE community, comprised of students who have made an Awakening Retreat; TAG3, a youth ministry group, which seeks to minister to high-school-aged students in the archdiocese; and a student Bible study. In addition, Campus Ministry collaborates with Alpha Sigma Nu (the Jesuit honor society), the Knights of Columbus, and the Ladies Auxiliary in their mission-related activities.

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

General Financial Policy

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

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

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

GENERAL FINANCIAL OBLIGATIONS

The following provisions apply to all programs of the College:

1. All tuition, fees, and required forms are due by the first day of class. If tuition, fees, and the required forms are not received by the Student Accounts Office on or before the first day of class, 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 Student Accounts 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 Student Accounts 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 circum-

stances 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 Student Accounts Office by the first day of class using the options form.

5. Spring Hill College deferred payment plans must be approved by the Student Accounts Office before the first day of class. 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. 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 students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

A. Spring Hill College's Refund Policy

Students who withdraw from all classes prior to completion of 60% 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 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*, and various student life activities.
- 9. A Spring Hill College Enrollment Agreement Form and Options 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 may include loans, work, and/or grant (gift) assistance in addition to any scholarship that may have been awarded. Scholarships are considered a resource to help meet the student's financial need. Documented need, funding limits, availability of funds, and the date of FASFA filing are considered in determining the particular funds in a student's financial aid package. Returning student awards are usually consistent with the awards from previous years—if the student submitted all required application materials by the priority deadline of March 1, and if the family's financial situation 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 preferably by our March 1st priority date. Students may 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 the “family contribution” from the costs of a Spring Hill College education for one academic year.

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. Academic scholarships shall not exceed eight consecutive semesters or the fulfillment of graduation requirements, whichever comes first. Scholarship funds cannot be used for summer enrollment. All scholarships awarded to undergraduate students by Spring Hill College are intended to assist the student to obtain an undergraduate degree or, in the case of combined or accelerated degree programs, to meet the undergraduate requirements for the combined or accelerated degree.

Scholarship recipients' grades are reviewed at the end of each academic year. If the student's grade point average is less than required, the student will be granted a one-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 Provost and 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.

SPECIAL SCHOLARSHIPS

Spring Hill Scholars—Spring Hill offers a limited number of full tuition 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, and volleyball scholarships are awarded annually by the Athletic Department. Athletic scholarships do not exceed eight consecutive semesters and are renewed annually at the sole discretion of the College. 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
Kelly Powell Nursing Scholarship
John Howell Pugh & Francis Sparague Pugh Scholarship
Christopher L. Reuter Memorial Scholarship
The Rimes Scholarship Fund
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 Carol Harrison Nursing Scholarship
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
John C. Downey/TKE Book Award
Jack Edwards Scholarship
Robert Stahr Hosmon Funded Scholarship
The Mitchell M. Kalifeh, Sr., Memorial Scholarship
Buddy Lauten Award
Phyllis D. & Franklin P. McDonald Scholarship Fund
James McGah '79 Funded Scholarship
Deacon J.P. McGonagle Book Award
Pocase-Miller Scholarship
Providence Hospital Nursing Scholarship
St. Louis Alumni Association Scholarship
Seaman's Club of Mobile Scholarship
Florence Staples Nursing Scholarship
Treadwell Foundation 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 non-credit continuing studies 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 Senior Associate Director of Admissions, 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.

Spring Hill College Grants—Awarded based on demonstrated need.

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 a limited number of students each year with its own funds. The student must possess the academic or technical skills in demand by the College. Students with financial need will be given priority for campus employment.

The amount of need may be less than required 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, Federal Supplemental Educational Opportunity Grant, Federal College Work-Study Program, Federal Perkins (NDSL) Student Loans, and Federal Direct William D. Ford 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 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-seeking or approved certificate program; and must meet the eligibility requirements of the particular government aid program. A new FAFSA 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 \$5,550 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). Eligibility for Pell Grant is determined by the FAFSA results. The Financial Aid Office then includes the grant as part of the award letter.

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 complete an application which will be reviewed by the Financial Aid Office for assignment to a job vacancy on campus or through the Foley Center for community service. Student job assignments may be in administrative or faculty offices, laboratories, the library, or residence halls. Each job usually requires four to ten hours per week. Students are paid the current minimum wage. Student checks are issued bi-weekly by the Student Accounts 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 Loans

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

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

Federal Direct Subsidized Student Loan Program

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 fixed rate set yearly on July 1st. Freshmen may borrow up to \$3,500, sophomores may borrow up to \$4,500, and juniors and seniors may borrow up to \$5,500 per year in subsidized funds. In addition to the subsidized loan limit, an unsubsidized Stafford loan in the amount of \$2,000 per year is also available, increasing the borrowing eligibility of all students. This portion of the loan is not restricted to having a parent denied a Parent Loan for Undergraduate Students (PLUS). The Federal Direct Loan requires that a separate application be submitted via an online application (www.studentloans.gov). After submission of the application, the student's loan eligibility and enrollment are certified by the Financial Aid Office. The funds are disbursed and applied to the individual student's school account two or three days after the end of add/drop. The subsidized aggregate limit for undergraduate students is \$23,000, with an overall aggregate limit of \$31,000 for dependent students including the yearly unsubsidized eligibility.

Federal Direct Unsubsidized Student Loan Program

Students who do not qualify on a need basis for the full amount of the Federal Stafford Loan (\$5,500, 6,500, or \$7,500) may borrow funds through the Direct Unsubsidized Loan Program up to their full eligibility. This program is the same as the Federal Direct Subsidized Student Loan program except that it does not qualify for interest benefits. Interest on new loans is at a fixed rate set at 6.8%. The interest starts accruing immediately on disbursed Unsubsidized 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 Direct Subsidized Student Loan with interest continuing 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. Undergraduate students have an aggregate limit of \$57,500 in a combination of either subsidized and/or unsubsidized loans which includes additional unsubsidized funds received through PLUS denials or "independent" dependency status.

Federal Direct Parent Loan for Undergraduate Students Program (PLUS)

Credit-worthy parents may borrow up to the cost of education minus any financial assistance. The Federal Direct PLUS Loan Program has a fixed interest

rate of 7.9%. 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 March or April. 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.

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. Details regarding repayment are set by individual lenders.

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 an 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. The GPA is calculated using only hours attempted at Spring Hill College.

Quantitative Requirements

A full-time student must complete:

- 24 credit hours by the end of the first academic year
- 48 credit hours by the end of the second academic year
- 72 credit hours by the end of the third academic year
- 96 credit hours by the end of the fourth academic year
- 120 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 that in order to continue receiving financial aid for the following semester and subsequent terms, they must write a letter requesting financial aid probation. The letter should detail what kept the student from successfully completing the minimum 12 hours/2.0 grade point average requirement per semester. *Along with the letter, the student must attach an "Academic Plan for Renewal of Financial Aid," which will be provided by the Student Academic Services Office or the student's academic advisor.* Once the satisfac-

tory cumulative number of hours completed with a 2.0 or better cumulative grade point average has been met, the student will no longer be on financial aid probation and satisfactory progress will be checked once a year. *Financial aid probation will be for one semester, one time only, although students may progress on extended probation if their term GPA and completed hours meet the requirements of their initial probation.* Federal, state, and institutional assistance will be continued the following semester only if these requirements are met. Any student placed on academic suspension will also be considered to be on financial aid suspension.

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.). The appeal will be reviewed by a 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 twelve (12) semester hours at Spring Hill College for full-time students or six (6) semester hours for half-time students with a 2.0 or better G.P.A. before the student can be placed on extended financial aid probation. In order to have his or her financial aid reinstated, the student must request it and give proof that requirements have been met. Each student's financial aid status will be reviewed on a case-by-case basis for reinstatement of aid on a probationary basis.

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.

Any student placed on academic suspension will also be considered to be on financial aid suspension.

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 Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Direct PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. FSEOG
7. TEACH Grant

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 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 Registrar, 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 Provost. 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 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. Any change in status which will result in prolonged absence should be reported to Student Academic Services. The Wellness Center circulates a sick list based on information provided by the health services director. This list is for information and verification purposes only and is not an excused absence list. 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.

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

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. The student may obtain the reason for the X grade from the instructor.
- T* graduate only; to be awarded for thesis/capstone work-in-progress.
- W* withdrawn or registration cancelled; indicates that the student's withdrawal from a course has been approved.
- NC* no credit or non-credit.
- WP* withdrawn for absences, passing (A, B, C). Does not affect grade point average.
- WF* withdrawn for absences, failing (D, F). Does not affect grade point average.

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

REMOVAL OF INCOMPLETE GRADES

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

ACADEMIC DISHONESTY AND/OR IMPROPRIETY

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

Specifically, plagiarism—that is, representation of thoughts or passages from another author as one's own work; collusion—that is, collaboration with another in the preparation of term papers or other written work; cheating—that is, giving or receiving or soliciting information from another student during a test or examination; recycling—that is, turning in work that had already been completed and turned in for another class without the express permission of the current

instructor; or using illicit materials in an examination or quiz will not be tolerated. All members of the faculty are expected to make every possible effort to discourage such practices.

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

COURSE REPEATS

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

PASS/FAIL OPTION

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

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

GRADE REPORTS

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

GOOD STANDING AND SATISFACTORY ACADEMIC PROGRESS

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

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

Under **extraordinary** circumstances, the Provost will hear immediate appeals of decisions of academic suspension. To be considered, such appeals shall be presented in writing to the Office of Academic Affairs no more than five (5) business days after the student receives written notification of his or her academic suspension.

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

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

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

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

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

ADDING AND DROPPING COURSES

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

- A. 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. After the add/drop period (first week of class) all corrections to the class schedule must be made in the Registrar's Office. If a student's name remains on a roster for a class he/she is not attending, he/she will receive a failing grade for that class. If a student's name does not appear on a class roster, he/she will not receive a grade for that class.
- C. A fee of \$10.00 per course will be charged for changes made after the add/drop period.

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

WITHDRAWAL FROM A COURSE

After the add/drop period, a student may voluntarily withdraw from a class through the 44th class day of the semester. The last date for voluntarily withdrawing from a course and receiving a W grade is found in the academic calendar published on the Registrar's web site and in the *Bulletin of Information*. Course Change forms are obtained from the Registrar's Office and must be signed by the course instructor and the student's academic advisor. If withdrawal from a course results in a program of 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 Provost. 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 Provost 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 grade point average of 3.0 or better) who desire to enrich their regular programs by undertaking individual research into a special topic or project, or who wish to intensify their study of regular course material beyond the normal curricular standards, may register for independent study. Such study will ordinarily be offered only to students in their junior and senior years.

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

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

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

TUTORIAL COURSES

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

FEES FOR INDEPENDENT STUDY AND TUTORIALS

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

STUDENT CLASSIFICATIONS

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

Freshman:	less than 30 hours	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. Secondly, its principal purpose is to assist the student to achieve specific academic goals expeditiously. Counseling begins during Preview 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.

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

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

HONORS CONVOCATION

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

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

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

DEAN'S LIST

The Dean's List is published after each fall semester and spring semester and is based on grades earned during the immediately preceding semester, not the cumulative average. To qualify, the student must have earned a minimum of 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 (3.5), and must have no incomplete grades at the time the list is compiled by the Registrar. Continuing studies 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. Courses taken at junior/community colleges *cannot* be transferred in as equivalent to upper-division course work at Spring Hill College. The courses taken at another institution must be the equivalent, in the judgment of College officials, of courses offered at the College. A grade of less than C- for course work at other institutions will not be accepted by Spring Hill College. Grades earned at other institutions do not affect the Spring Hill College grade point average.

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

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 entered.

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

The fee is \$5.00 per official transcript. [For official transcripts to be released within 24 hours, the fee is \$10.00.] The official transcript can be ordered 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.

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

The summer schedule is included with the Continuing Studies Academic Calendar in the Continuing Studies section of this *Bulletin of Information*.

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

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

Details concerning fees, policies, dates, and courses are available in an annual brochure distributed through the Office of Continuing Studies (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 during the term 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 students must begin in the Office of Continuing Studies and graduate students in the Office of Graduate Studies. The procedures include an exit interview and the completion and return of a withdrawal request form with the necessary clearance signatures. The student's final grades are recorded on the academic transcript as either W, WP, WF, or other, based on the determination of the instructor and the Provost. No notation of courses attempted is made on the permanent record of a student who withdraws from the College during the add/drop period published in the official calendar in the *Bulletin of Information*.

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

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

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

A student who withdraws on probation remains on probation.

LEAVE OF ABSENCE

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

The student must submit a formal request to the Provost 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 yearlong programs, or engineering.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Spring Hill College complies with the Family Educational Rights and Privacy Act of 1974. The College 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 twelve hours of graduation by the end of spring semester and must show evidence that they will complete their degree requirements by August 31, or they will not be allowed to participate in the commencement ceremony. Candidates for May or August graduation must be enrolled for the preceding spring semester in order to participate in commencement.

Participation in commencement does not 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 Registrar and obtain written approval. Those granted permission to graduate *in absentia* are not relieved from paying the graduation fee.

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

REQUIREMENTS FOR GRADUATION

Bachelor Degree Programs

Spring Hill College offers undergraduate curricula leading to the degrees of Bachelor of Arts (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 Provost certain variations may be permitted.

Quantitative and Qualitative Requirements

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

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

A student must complete all requirements for a December degree by December 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 grade point average of at least 2.0 and completion with a grade of C/C- (see departmental policy) or better of each of the prerequisites of the major are required.

Normally, an academic major consists of 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 interdepartmental, such as art-business, 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 (fifteen for concentrations) must be earned from non-overlapping courses in each of the two major/concentration areas. Students must pass comprehensive experiences in both fields. The applicant's designation of a "first" and a "second" major determines whether the student receives a Bachelor of Arts or Bachelor of Science degree. This rule is applicable when majors fall under different distinctions for degree earned. Students who elect to return to Spring Hill College for completion of extra majors/concentrations *after* conferral of their bachelor's degree must follow *Second Bachelor's Degree* guidelines with regard to admission and additional credit hour requirements (see below).

Second Bachelor's Degree

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

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

Comprehensive Experience

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

The purpose of the synthesizing experience is to test the student's competence in the major field, not only in retention of disparate data but also in the ability to correlate, solidify, and synthesize the various courses taken in developing the major. In addition, the synthesizing experience provides important informa-

tion 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 can be made only by the Provost.

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

Graduation with Honors

These general requirements must be obtained for graduation with honors:

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

Transfer students must complete a minimum of 60 semester hours of "graded" course work (courses where letter grades using quality points are used) at Spring Hill College in order to qualify for honors consideration.

Graduation honors will only be listed in the printed commencement program and called out at the ceremony for students who have completed all degree requirements by December or May, not for students who expect to complete in August.

Optional Minor

Students may elect to pursue minor fields of study in one or two departments. All minors require from 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*. Minors must be completed within the framework of a bachelors degree and cannot be continued after degree conferral.



II

Traditional Undergraduate Programs

General and Program Information

Academic Calendar 2012-2013

Fall Semester 2012

August	17	Friday	Late registration begins – schedule adjustment; see advisor
	20	Monday	Day classes begin, 8:15 a.m. Add/drop begins; see advisor
	24	Friday	Late registration ends Add/drop ends
September	3	Monday	Labor Day, no classes
	4	Tuesday	Classes resume, 7:45 a.m.
	7	Friday	Last day to remove “I” grades from spring and summer 2012
October	8-9	Mon-Tues	Fall break, no classes Monday and Tuesday, day or night
	10	Wednesday	Classes resume, 8:15 a.m.
	16	Tuesday	Midterm grades due in Registrar’s Office, 2:00 p.m.
	18-26	Thur-Fri	Course Advisement
	23	Tuesday	Last day to withdraw with non-penalty W
November	1	Thursday	Last day for degree application for May 2013 graduation
	7	Wednesday	Last day to request pass/fail option
	21-23	Wed-Fri	Thanksgiving holiday, no classes
	26	Monday	Classes resume, 8:15 a.m.
	30	Friday	Last day of classes
December	3-7	Mon-Fri	Final examinations
	7	Friday	Last day to remove “I” grades for spring/summer 2012 graduate students
	11	Tuesday	Final grades due in Registrar’s Office by noon
	20	Thursday	All degree requirements must be completed for December 2012 conferral of degree Conferral of December degrees; no Commencement

Spring Semester 2013

January	4	Friday	Late registration begins - schedule adjustment; see advisor
	7	Monday	Day classes begin, 8:15 a.m. Add/drop begins; see advisor
	11	Friday	Late registration ends Add/drop ends
	21	Monday	Martin Luther King Holiday, no classes
	25	Friday	Last day to remove "I" grades from fall 2012
February	11-13	Mon-Wed	Mardi Gras Break (includes Ash Wednesday), no classes
	14	Thursday	Classes resume, 7:45 a.m.
March	5	Tuesday	Midterm grades due in Registrar's Office, 2 p.m.
	13	Wednesday	Last day to withdraw with non-penalty W
	14-22	Thurs-Fri	Course Advisement
March 25 - April 1	Mon - Mon		Spring Break (includes Good Friday and Easter Monday)
April	2	Tuesday	Classes resume, 7:45 a.m.
	3	Wednesday	Last day to request pass/fail option
	19	Friday	Honors Convocation (no afternoon classes after 1 p.m.)
	24	Wednesday	Last day of classes
	25-26	Thur-Fri	Final examinations begin
April 29 - May 1	Mon-Wed		Final examinations continue
May	1	Wednesday	Last day for removing "I" grades for fall 2012 graduate students
	2	Thursday	Grades for degree candidates due in Registrar's Office by 2 p.m.
	3	Friday	Baccalaureate Mass
	4	Saturday	Commencement
	7	Tuesday	Final grades due in Registrar's Office by noon

Note: Some graduate classes begin in the spring semester earlier than the dates given above. Check with the Teacher Education Division, Theology Department, and/or Graduate Studies Office for exact dates.

ITALY CENTER

Visit the current, interactive calendar at <http://kudzu.shc.edu/italycenter/academics/calendar/>.

Note: Students who arrive in Italy with a student visa issued from the Italian Consulate in the United States are allowed to remain in Italy for further travels.

Expenses

TUITION, FEES, ROOM AND BOARD FOR TRADITIONAL UNDERGRADUATE PROGRAMS

TUITION AND GENERAL FEES

Tuition (12-18 semester hours for credit or audit per semester)	\$13,835.00
Tuition Part-time (per semester hour if less than 12)	975.00
Tuition Overload (per semester hour earned, attempted, or audited in excess of 18)	975.00
Comprehensive Fee (per semester)	890.00
Comprehensive Fee (per semester hour if less than 12)	50.00
Rooms (per semester):	
<u>Double Occupancy</u>	
Toolen Hall	2,950.00
Walsh Hall	2,950.00
Viragh Hall (freshmen)	2,950.00
O'Leary Hall	2,950.00
New Hall	3,271.00
Skip's Place	3,412.00
Skip's Place (with private bath)	3,580.00
Mobile Hall Super Double (2 interior rooms, with private bath)	3,410.00
<u>Single Occupancy</u>	
O'Leary Hall	3,282.00
New Hall	3,629.00
Skip's Place	3,776.00
Mobile Hall (with private bath)	3,977.00
Mobile Hall Super Single (with private bath)	3,864.00
Fairway Apartments	3,902.00
Housing Commitment deposit	150.00
Meal plans (Mandatory for all residents, per semester):	
Unlimited Plan (+\$75 Badger Bucks)	2,698.00
15 meals per week (+\$125 Badger Bucks)	2,698.00
10 meals per week (+\$175 Badger Bucks)	2,698.00
Fairway Plan (+\$75 Badger Bucks) (Fairway Apartment Residents only)	1,444.00
Commuter 5 Plan (5 meals per week—No Badger Bucks)	562.00

MISCELLANEOUS FEES

Application Fee (for new students, non-refundable)	\$ 25.00
Admissions Deposit for First-time Students (Refundable before May 1)	
Residential Deposit	350.00
Commuter Deposit	250.00

84 Expenses: Tuition, Fees, Room and Board

Course Change Fee (after drop/add period)	10.00
Late Registration Fee	25.00
Returned Check Fee	35.00
Returned ACH Fee	10.00
Payment Plan Registration Fee (per year)	65.00
Orientation/Badger Connection Fee (mandatory for freshmen)	275.00
Orientation/Badger Connection (mandatory for transfers)	100.00
Parking Decal (residential and commuter students)	100.00
Commencement Fee (mandatory for all graduating seniors including those graduating in absentia)	220.00
Senior Class Assessment Fee (mandatory for traditional seniors)	60.00
Certificate Fee (joint programs)	90.00
Diploma Replacement Fee	40.00
Replacement Student ID	30.00
Health Insurance (minimum 12-month coverage)	1,433.00
Laundry Fee (per semester for residential students)	65.00
Transcripts	5.00
Transcripts (within 24 hours)	10.00
Online Instruction Support Fee (per course):	
fully online	95.00
hybrid course	45.00

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., options form, proof of insurance coverage, enrollment agreement) are due on or before the first day of class 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. Students and/or parents desiring to pay education expenses in monthly installments should contact the Student Accounts Office of the College or the following company:

Tuition Management Systems
P.O. Box 742627
Cincinnati, OH 45274-2627
Customer Service (1-800-356-8329)
www.shc.afford.com

4. All returning students signing a housing contract for the residence halls agree to a non-refundable \$150 housing commitment deposit. The \$150 non-refundable housing commitment deposit will be applied towards the student's balance owed for the upcoming fall semester and must be paid by the stated due dates.
5. All new students signing a housing contract for the residence halls must provide a \$150 housing commitment deposit to the Admissions Office. The \$150 housing commitment deposit will be applied towards the student's balance owed for the upcoming semester.
6. Private rooms in all residence halls, when available, are on a first-come basis. There is an additional charge for these accommodations.
7. Full-time students carrying more than 18 hours earned, attempted, or audited, exclusive of military science and certain exempt courses such as LEA 101, must pay an overload fee for each hour over 18. **CAUTION:** Courses dropped after the add/drop period are considered hours attempted and are subject to the course overload fee.
8. Refunds are only calculated for total withdrawal from an enrollment period. All traditional students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

A. Spring Hill College 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 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).

9. 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 of their health insurance will **automatically be billed for the cost of the College-approved health and accident plan.** If you have any questions about health insurance coverage, please contact the Wellness Center at (251) 380-2271.

10. 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. The cost is \$398 for a residential student and \$295 for a non-residential student. It is vital that you notify the College of your participation, or not, by the first day of class for the fall or spring semester. Option forms may be obtained from the Student Accounts Office. If you have any questions about the coverage please call A.W.G. Dewar, Inc., at (617) 774-1555.

Admission

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

ADMISSION POLICY FOR DEGREE PROGRAMS

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

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

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

STUDENTS APPLYING FOR ADMISSION

Students seeking admission should contact the Office of Admission for official application forms, which they should complete and return with a non-refundable application fee. Students may also apply online at www.shc.edu. 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 including Algebra II, three in natural science, three in social science, and three other units in academic areas.)

Application Procedures

In addition to the application form 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 statement.

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

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

Any student who has been home-schooled for any part of his/her high school education should submit a comprehensive portfolio of the educational experience. The portfolio should include, but is not limited to, a thorough explanation of all 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 home-schooled students are encouraged to visit campus for a personal interview.

Unconditional Admission

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

Conditional Admission

The College may, at its discretion, grant conditional admission to applicants who do not clearly meet all requirements for unconditional admission but who demonstrate the potential to complete a course of study successfully at Spring Hill College. Students may be asked to take prerequisite courses that will count towards graduation.

TRANSFER ADMISSION

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

Application Procedures

In addition to the application form, personal statement, and fee, a transfer student should 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. Any transfer student who is admitted to the College for the fall semester but wishes to take prerequisite courses for a particular program (i.e., nursing or teacher education) during a summer term should consult with the Dean of Admissions prior to the beginning of the summer term.

Probationary Transfer Admission

If the student does not meet all of the above conditions but has a satisfactory high school grade point average and satisfactory scores on the ACT or SAT, the College may grant unconditional admission or provisionally admit the applicant 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 Continuing Studies 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 graduate and continuing studies.

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 in the program of concentration, must be completed at Spring Hill College. Exceptions can be made only by the Provost.

INTERNATIONAL STUDENT ADMISSION

An international student is someone who does not have United States citizenship or is not a permanent resident of the United States. Any student who is "in process" to receive 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 minimum score of 80 on the Internet-based TOEFL Examination (213 on the computer-based version), 6.5 on the IELTS, C on the Cambridge Examinations (CPE or CAE) or 90 on the Michigan Test (MELAB). Students applying from other English speaking countries are asked to submit either an ACT or SAT score.

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

- International application.
- Personal statement.
- 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 necessary if student has less than 20 credit hours and/or a cumulative GPA below 2.5.

Additional Information for International Students

- The Office of Admissions will issue the I-20 Form after the student has 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, merit scholarships are available.
- It is Spring Hill College's expectation that students should apply to Spring Hill College with the understanding that they will be personally responsible for providing funds to attend the college.

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) highly competitive standardized test scores;
- 3) a recommendation from the high school principal;
- 4) a personal interview (including the student's parents or guardian) with the Dean of Admissions or his designate.

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. Continuing studies students absent from the College for one or more years must make formal application for readmission through the Office of Continuing Studies. See the section on “Continuing Studies—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 Continuing Studies.

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 Provost.

No more than nine credit hours taken while in non-degree status at Spring Hill College may be applied to a degree program.

High School Students

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

ENROLLMENT DEPOSITS

Upon receiving notice of their acceptance, all applicants are asked to forward a \$350 deposit which will reserve their place in the first-year class. The deposit is to be paid by the National Candidates Reply Date and is 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. See the Student Affairs section of the *Bulletin* for more details.

REGISTRATION PROCEDURES

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

Registration for returning students for the next semester occurs midway through the semester. All continuing students are expected to register for the subsequent semester during the designated registration period. Prior to each registration period, students will receive registration instructions from the Registrar's Office. Students not registering during this registration period will register the day before classes begin for the next semester. No student shall be allowed to enroll for the next term unless all required admission records have been received by the College (official high school transcripts and/or test scores).

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

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 may result in cancellation of the registration and will necessitate re-registering during the add/drop period. All student schedules are accessed through the BadgerWeb online database. Questions regarding registration procedures should be addressed to the Registrar's Office.

DUAL ENROLLMENT

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

INTERNATIONAL BACCALAUREATE (IB)

Credit will be awarded on a course-by-course basis as approved by the department. Scores of 5 or better on the higher-level examinations will be considered for credit.

ADVANCED PLACEMENT PROGRAM

Students whose academic preparation in high school is beyond that normally expected for admission at the freshman level may qualify for advanced placement. The term “advanced placement” means that the student is placed in courses advanced beyond those normally required of an entering student and 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

Advanced Placement (AP) Credit Policy (continued)

Exam Title	Minimum Grade	SHC Equivalent	Semester Hours
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
Mathematics—Calculus BC	4	MTH 121, 122	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	4	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 <i>or</i> MTH 163	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.

Traditional Undergraduate Programs of Study

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

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

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

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

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

A “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

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

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

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

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

Students develop broad intellectual and practical competencies, including

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

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

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

All degree candidates at Spring Hill College are required to study the core curriculum specified below, except students enrolled as major in the Division of Nursing. For those students, the curriculum requirements will change in this fashion: from the present curriculum, nursing students will delete the follow core electives:

- 1 Philosophy (3 hours)
- 1 Theology (3 hours)
- 1 English (3 hours)
- 1 History (3 hours)

In addition, nursing students will be required to take one interdisciplinary course in Bioethics taught by Theology/Philosophy and taken in the senior year as a capstone. For the remaining history course, nursing students can choose from HIS 101, 102, and 104. For the remaining English course, nursing students

can choose from among any of the 200-level ENG offerings. In philosophy, PHL 101 Introductory Logic is required, and in theology, THL 101 is required. Students continue to have flexibility in the choice of the remaining theology and philosophy elections.

Completion of the core curriculum will ensure that graduates attain college-level competencies in critical thinking, writing, reading, and quantitative reasoning. The core curriculum for students seeking baccalaureate degrees 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 and non-western literature and thought. To assist in fulfilling these goals, the Department of English offers core courses that emphasize excellence in writing and provide a coherent sequence of the best literature of the past and present, thus challenging students to new ways of reading and thinking. 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 and essays. 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. One of the following may be substituted for one of the above: Asian Literature, Hispanic-American Literature, African-American Literature, American Indian Literature, Special Topics in World Literature, Special Topics, or WRI 276 Introduction to Creating Writing.

*ENG 121, 123, and 190 are graded A, B, C, or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, and F, but a student must still earn a C- or higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. Once students matriculate, they may not take a freshman-level English course at another institution. 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 230 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 101/190 Introduction to Christian Theology as an introduction both to the study of theology and to the development Christian tradition of faith. Thereafter they may choose any two theology courses at the 200 or 300 level. Courses at the 400 level do not satisfy the core requirement.

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.

100 Traditional Undergraduate Programs of Study

****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.

The first social science core requirement is a foundational (100 level) course in psychology, sociology, economics, or political science. The second core requirement may be fulfilled in one of two ways:

1. By completing a foundational course in a second social science discipline;
2. By taking one of the following courses, which apply the social sciences to issues relating to justice and the common good:

ECO 453	Economic Development (D)	3
POL 363	Politics of Developing Countries (D,W)	3
POL 365	Latin American Politics (D,W)	3
POL 367	Middle Eastern Politics (D,W)	3
SOC 250	Social Problems	3
SSC 295	Issues in Social Justice (D)	3
SSC 395	Issues in Social Justice	3

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.

Students may select, based on declared major (if any) and having satisfied the prerequisites, either MTH 111 Precalculus, MTH 113 Contemporary Mathematics, MTH 121 Calculus I, MTH 122 Calculus II, MTH 140 Calculus with Business Applications, or MTH 163 Basic Statistics for the Sciences.

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, or CIS 120.

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 (designated 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), or has a multi-cultural topic (e.g., World Religions), or explores themes relating to a non-dominant group in American society (e.g., African-American Literature, Women's Studies, or Poverty in America). In order to qualify as a cultural diversity course, the course as a whole must focus on cultural diversity issues rather than simply include one or more components on cultural diversity. Because of the pervasive cultural diversity in the curriculum of the Nursing major, students in this program may have their D requirement waived by a petition from the division chair.

Writing Across the Curriculum

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.

LEAP Course

Each fall semester a set of freshman core courses will be designated as LEAP courses, and every incoming freshman will be required to take one (and only one) of these courses. Any three-credit introductory core course or course taken only by freshmen can be designated as a LEAP course. To be designated as one of the LEAP courses for that year, the course: (1) must focus on one of the five topics selected by the faculty for that year; (2) must be accompanied by a one-credit LEAP lab, which will include both college life and academic introduction and formation, as well as co-curricular events and experiences related to the course and theme; and (3) will require all areas of the campus community (Student Academic Services, Student Affairs, Campus Ministry, Admissions, and Advancement) to work together in creating this high-impact freshman experience.

ENGLISH PROFICIENCY

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

MATHEMATICS PROFICIENCY

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

INFORMATION LITERACY

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

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 sophomores must pass three writing-enriched courses;

3. Transfer students who begin their studies at Spring Hill as juniors must pass two writing-enriched courses; and
4. 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.

Division of Business

Division Chair/Program Director: Sergio Castello, 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, financial economics, computer information systems, international business, and management and marketing. 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 have the same lower- and upper-level core body of knowledge requirements. 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 <i>or</i>	International Business (3) <i>or</i>	
ACC 402 ²	International Accounting	3
BUS 499	Business Strategy and Policy (comprehensive experience)	3

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

²Accounting concentrations should register for ACC 402.

Social Sciences:

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

Mathematics:

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

Comprehensive Experience:

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

Senior Examination:

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, 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. Five courses are specifically designated as "Writing Enhanced" (designated

by “W” after the course title in the course description list) in accordance with the College’s Writing Across the Curriculum initiative. These courses are BUS 210 Business Communication, BUS 499 Business Strategy and Policy, BUS 320 International Business, FIN 321 Money and Capital Markets, and CIS 403 Systems Organization.

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 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.

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

LOWER-DIVISION COURSES

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

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

UPPER-DIVISION COURSES

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

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

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

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

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

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

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

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

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

GRADUATE COURSES

(Prerequisite: 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.

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

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

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

BUS 490. Independent Study in Business Administration (credit to be assigned) Readings, research, and reports in various fields of business administration. Prerequisite: permission of instructor.

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

COMPUTER INFORMATION SYSTEMS (CIS)

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

Computer Information Systems

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 115	Applications in Computer Information Systems (part of Business Division Core)	3
CIS 221	Introduction to Object-Oriented Programming	3
CIS 322	Advanced Object-Oriented Programming	3
CIS 381	Information Systems (part of Business Division Core)	3
CIS 403	Operating Systems	3
CIS 484	Systems Analysis and Design	3
<i>and any 2 of the courses below:</i>		6
CIS 371	Web Site Development (3)	
CIS 382	Database Management Systems (3)	
CIS 470	e-Commerce (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

Minor in Computer Information Systems

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 115	Applications in Computer Information Systems	3
CIS 221	Introduction to Object-Oriented Programming	3
MGT 301	Management Principles	3
CIS 381	Information Systems	3
CIS 484	Systems Analysis and Design	3
<i>and any two of the following courses:</i>		6
CIS 322	Advanced Object-Oriented Programming (3)	
CIS 371	Web Site Development (3)	
CIS 382	Database Management Systems (3)	
CIS 403	Operating Systems (3)	
CIS 470	e-Commerce (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

Minor in Computer Information Systems for Non-Business Majors

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CIS 221	Introduction to Object-Oriented Programming	3
CIS 322	Advanced Object-Oriented Programming	3
CIS 403	Operating Systems	3
CIS 484	Systems Analysis and Design	3
<i>and any two of the following courses:</i>		6
CIS 371	Web Site Development (3)	
CIS 381	Information Systems (3)	
CIS 486	Digital Communications and Networks (3)	
CIS 495	Special Topics in Computer Information Systems (3)	

LOWER-DIVISION COURSES

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

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

UPPER-DIVISION COURSES

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

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

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

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

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

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

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

Prerequisites: CIS 381 and senior standing.

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

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

FINANCIAL ECONOMICS (FIN AND ECO)

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

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

Financial Economics

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

Minor in Finance

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

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

LOWER-DIVISION (ECO) COURSES

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

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

ECO 120. Business, Society, and Sustainability (3) An introduction to the role of business in society highlighting the importance of Ignatian business and leadership principles and global business citizenship. Students will also study the traditional business disciplines of accounting, finance, economics, information

technology, marketing, management, and business ethics and strategy. Moreover, this course will have a service-learning component.

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

UPPER-DIVISION (ECO) COURSES

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

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

LOWER-DIVISION (FIN) COURSES

FIN 100. 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.

UPPER-DIVISION (FIN) COURSES

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

FIN 310. Financial Planning (3) This course provides a comprehensive examination of the entire financial planning process. Specific areas covered include tax planning, risk management and insurance, investment planning, retirement planning and estate planning. Prerequisites: ACC 202, ECO 101, FIN 301.

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

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

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

implications of modern portfolio theory. Prerequisite: FIN 301 or permission of instructor.

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

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>	Comparing Nations and Cultures <i>or</i>	
POL 161 ¹	International Politics	3
Language 201 and 202	Intermediate Foreign Language	6
Language 3xx or 4xx	Advanced Foreign Language	6
ECO 434	International Trade and Finance	3
CIS 371	Web Site Development	3
<i>Choose two of the following (six semester hours)</i>		6
SAS 301	Internship I (3)	
BUS 376	Intercultural Communication (3)	
BUS 3xx or 4xx	Business Elective (3)	

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

Students may use LAN 101 or 102 (second language) in a study abroad program (e.g., SHC Italy Center) in place of courses SAS 301 or BUS 376 or approved upper-division business course. It may be 3 or 6 hours, depending on whether LAN 102 is taken. American Sign Language does not satisfy the foreign language requirements of this concentration.

It is recommended that the student choose two of the following to satisfy the theology college core requirement:

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

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

MANAGEMENT AND MARKETING (MGT AND MKT)

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

Management and Marketing

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

Minor in Management and Marketing

Course	Title	Hours
BUS 263 & 264	Business Statistics & Management Science	6
CIS 381	Information Systems	3
MGT 301	Management Principles	3
MGT 320	Organizational Behavior	3
MKT 311	Marketing Principles	3
MKT 422	Marketing Research	3

UPPER-DIVISION COURSES IN MANAGEMENT

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

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

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

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

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

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

UPPER DIVISION COURSES IN MARKETING

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

MKT 364. Advertising Media (3) Study of the evaluation and selection of traditional and nontraditional advertising media to meet the goals of a promotional plan. Survey of the media planning theory and practice including audience measurement, reach, frequency, media comparison, and budgeting for media scheduling and buying. Prerequisites: MKT 311 or permission of instructor. Cross-listed as CMM 364.

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

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

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

- MKT 443. Promotional Strategy (3)** Nature, scope, and contribution of advertising, personal selling, sales promotion, and publicity to the firm’s problems of demand stimulation. Emphasis is placed on those principles and concepts that relate to the integration and organization of the promotional effort in achieving optimal allocation of the effort to facilitate movement of goods. Prerequisite: MKT 311.
- MKT 450. Marketing Management (3)** Strategies and techniques in marketing management. This course focuses on opportunity analysis and problem solving in the context of marketing decision-making in the areas of product, pricing, distribution, and integrated communication strategies. The usual pedagogy will be case analysis. Prerequisite: MKT 311.
- MKT 472. Student Agency (3)** A course in which students, working in teams, act as a full-service agency to prepare a comprehensive campaign for a real-world client, including research, planning and materials production using all KSAs (knowledge/skills/abilities) expected of an entry-level professional. Industry professionals, the client, and the instructor critique student campaigns. Prerequisite: CMM 366 or permission of instructor. Cross-listed as CMM 472.
- MKT 495. Special Topics in Marketing (3)** A course designed to address topics of special interest to marketing students. Possible areas include international marketing, personal selling, and retail management. Prerequisites: MKT 311 and permission of instructor.

MINOR IN BUSINESS ADMINISTRATION

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

Division of Communication, Fine and Performing Arts

Division Chair: Stephen F. Campbell, S.J.

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, and opinions as well as the incorporation of art and aesthetic values into our lives. 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 these communication media and of all the arts in their full social contexts.

COMMUNICATION ARTS (CMM)

Department Chair/Program Director: Sharee L. Broussard, Ph.D., APR

Mission Statement:

We believe there is intrinsic value for all students in examining the role of media and communication processes in our society today. They permeate our lives in both overt and subtle ways; and their serious study is very appropriate within a liberal arts context, where students are trained to be both free and responsible thinkers. For our majors we seek to cultivate a high level of media literacy and a keen awareness of the impact these media have on our life and culture. The Communication Arts Department aims to provide students with a foundation for graduate study, for future professional accreditation and for careers within media and related fields. We believe that preparing our students to eventually participate in these media fields is a significant and worthwhile endeavor. Students progress from analysis and reflection to ethical action both as consumers and as potential producers of media content.

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

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:

Lower-division courses are designed to provide students with introductory level familiarity with mass communication systems as well as the prerequisites for an upper-division concentration in one of the three major areas: Public Relations and Advertising (PR/Ad), Digital Video Production, and Journalism. In both the Journalism and PR/Ad concentrations there are 22 lower-division required hours. In the Digital Video Production concentration there is a total of 19 lower-division required hours.

In the first year freshmen take CMM 145 Introduction to Media Studies, 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 the sophomore year, students take additional lower-division skills courses, with CMM 251 Introduction to Media Writing, CMM 260 Visual Communication, and CMM 290 Pre-professional Development (only 1 hour) required of all Communication Arts majors. In addition they will take one more three-hour sophomore-level course as outlined in the paradigms below, depending on their choice of concentration.

Two lower-division CMM courses are cross-listed as ART courses: CMM 253 Introduction to Digital Video Production and CMM 254 Introduction to Photography. Communication Arts majors cannot take these courses as ART to fulfill their Spring Hill College core requirement because these courses are departmental electives or requirements.

Upper Division Requirements: A total of 27 upper-division credit hours for Digital Video Production and 24 in Journalism and Public Relations and Advertising are required.

All Communication Arts majors are required to take the following four courses: CMM 324 Media Law and Professional Ethics, CMM 370 Communication Theory, at least two hours of CMM 490 Communication Arts Internship, and the four-credit-hour, yearlong CMM 495/496 Senior Seminar I and II. The Seminar is the synthesizing experience for Communication Arts majors. Additional hours of Communication Arts upper-division electives are required to complete the B.A. degree in Communication Arts. One other upper-division course—outside the student's concentration and preferably outside the department—that will support the student's concentration is required. That course will be determined in consultation with the student's advisor. Refer to the individual concentration paradigms below for more detailed procedures, requirements, and recommendations.

All Communication Arts majors must earn a grade of C- or better in all CMM courses and program elective requirements. A course in which a student earns a grade below C- must be repeated. In such cases, it is important to remember that only the original number of hours of credit will be awarded when required courses are repeated successfully.

Bachelor of Arts in Communication Arts
Core Courses Required for All Three Concentrations

LOWER-DIVISION COMMUNICATION ARTS CORE:

13 Semester Hours

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 260	Visual Communication	3
CMM 290	Pre-professional Development	1

UPPER-DIVISION COMMUNICATION ARTS CORE

12 Semester Hours

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 370	Communication Theory	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495/496 ²	Senior Seminar I and II	4

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

²Four credit hours earned over two semesters. One (1) for CMM 495; three (3) for CMM 496.

Concentration Paradigms

Public Relations and Advertising Concentration (PR/Ad)

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

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 220	Principles of Strategic Communication	3
CMM 251	Introduction to Media Writing	3
CMM 260	Visual Communication	3
CMM 280	Publication Editing & Design	3
CMM 290	Pre-professional Development	1
Electives:		
CMM 2xx	Lower-division CMM elective (excluding 221)	3
ART 208	Introduction to Computer Graphics (3)	
Total		22

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 335	Communication Research	3
CMM 365 <i>or</i>	Strategic Writing (3) <i>or</i>	
CMM 366	Strategic Planning for PR & Advertising	3
CMM 370	Communication Theory	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495/496 ²	Senior Seminar I and II	4
<i>Choose two from the following:</i>		6
CMM 3xx or 4xx	Electives (3)	
CMM 472	Student Agency (3)	
MKT 311	Marketing Principles (3)	
CIS 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total		24

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

²Four credit hours earned over two semesters. One (1) for CMM 495; three (3) for CMM 496.

Minor in Public Relations and Advertising

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

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 220 <i>or</i>	Principles of Strategic Communication (3) <i>or</i>	
CMM 221	Public Relations and Advertising Foundation	3
CMM 251	Introduction to Media Writing	3
CMM 280	Publication Editing & Design	3
Total		15

UPPER-DIVISION REQUIREMENTS

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

Bachelor of Arts in Communication Arts Digital Video Production

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

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 253	Introduction to Digital Video Production	3
CMM 260	Visual Communication	3
CMM 290	Pre-professional Development	1
<i>Choose one other CMM lower-level elective</i>		3
Recommended:		
CMM 254 <i>or</i>	Introduction to Photography (3) <i>or</i>	
CMM 280 <i>or</i>	Publication Editing & Design (3) <i>or</i>	
A course outside the department to be determined in consultation with the advisor. (3)		
	Total	19

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 327	History of Film & TV	3
CMM 331	Scriptwriting for Film & TV	3
CMM 370	Communication Theory	3
CMM 429	Advanced Digital Video Production	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495/496 ²	Senior Seminar I and II	4
<i>Choose any two of the following courses:</i>		6
CMM 321	Multimedia Journalism (3)	
CMM 331	Scriptwriting for Film & TV (3)	
CMM 338	Advanced Photography (3)	
CMM 415	Photojournalism (3)	
CMM 430	Advanced Editing & Motion Graphics (3)	
CMM 489	Independent Study (3)	
Possible other courses outside the department to be determined in consultation with the advisor.		
Total		27

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

²Four credit hours earned over two semesters. One (1) for CMM 495; three (3) for CMM 496.

Minor in Digital Video Production

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

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 253	Introduction to Digital Video Production	3
<i>Electives: Choose two from the following:</i>		6
CMM 150	Introduction to Public Speaking (3)	
CMM 251	Introduction to Media Writing (3)	
CMM 254	Introduction to Photography (3)	
CMM 260	Visual Communication (3)	
CMM 280	Publication Editing & Design (3)	
Total		12

UPPER-DIVISION REQUIREMENTS

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

Bachelor of Arts in Communication Arts Journalism

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

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 254	Introduction to Photography	3
CMM 260	Visual Communication	3
CMM 280	Publication Editing & Design	3
CMM 290	Pre-professional Development	1
<i>Choose one lower-division elective:</i>		3
CMM 242	Feature Stories for Media (3)	
CMM 253**	Introduction to Digital Video Productions (3)	
ART 208	Introduction to Computer Graphics (3)	
Total		22

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 321	Multimedia Journalism	3
CMM 324	Media Law and Professional Ethics	3
CMM 343	Advanced Newsgathering	3
CMM 370	Communication Theory	3
CMM 400	<i>SpringHillian</i>	3
CMM 490 ¹	Communication Arts Internship	2
CMM 495/496 ²	Senior Seminar I and II	4
<i>Choose one upper-division elective:</i>		3
CMM 371	Media History (3)	
CMM 375	Gender Communication (3)	
CMM 376	Intercultural Communication (3)	
CMM 401	<i>SpringHillian</i> Leadership (3)	
CMM 415	Photojournalism (3)	
CMM 429 **	Advanced Digital Video Production (3)	
CMM 430 **	Advanced Editing & Motion Graphics (3)	
CMM 446	Position and Commentary in Media (3)	
CIS 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total		24

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

²Four credit hours earned over two semesters. One (1) for CMM 495; three (3) for CMM 496.

** Students interested in broadcast careers are encouraged to choose from these electives.

Minor in Journalism

The minor in Journalism requires a total of twenty-four (24) hours.

LOWER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 145	Introduction to Media Studies	3
CMM 150	Introduction to Public Speaking	3
CMM 251	Introduction to Media Writing	3
CMM 280	Publication Editing & Design	3
Total		12

UPPER-DIVISION REQUIREMENTS

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 324	Media Law and Professional Ethics	3
CMM 343 <i>or</i>	Advanced Newsgathering (3) <i>or</i>	
CMM 321	Multimedia Journalism	3
CMM 400	<i>SpringHillian</i>	3
<i>Choose one upper-division elective:</i>		3
CMM 371	Media History (3)	
CMM 375	Gender Communication (3)	
CMM 376	Intercultural Communication (3)	
CMM 401	<i>SpringHillian</i> Leadership (3)	
CMM 415	Photojournalism (3)	
CMM 429 **	Advanced Digital Video Production (3)	
CMM 430 **	Advanced Editing & Motion Graphics (3)	
CMM 446	Position and Commentary in Media (3)	
CIS 371	Website Development (3)	
WRI 495	Special Studies in Writing (3)	
Total		12

** Students interested in broadcast careers are encouraged to choose from these electives.

LOWER-DIVISION COURSES

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

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

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

CMM 221. Public Relations and Advertising Foundation (3) (W) Introduction to the principles and practice of advertising and public relations as well as the fundamentals of persuasion. Seven-week course offered through Graduate and Continuing Studies.

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

CMM 242. Feature Stories for Media (3) (W) A course that emphasizes the development and production of stories that reach the emotions of audience members. Students will prepare the stories for use in a variety of different media. The class will also explore the genre of alternative journalism. Prerequisite: CMM 251.

CMM 251. Introduction to Media Writing (3) (W) A survey of writing formats, techniques, and styles (journalism, advertising and public relations) for a number

of media: newspapers, magazines, broadcasting, and the Internet. Prerequisite: ENG 123. Cross-listed as WRI 251.

CMM 253. Introduction to Digital Video Production (3) An introduction to the process of producing short narrative or documentary/journalistic digital videos. Students will write, produce, edit, and distribute appropriately in Web and DVD formats a variety of projects, learning the equipment, techniques, history, and new developments in moving imagery forms today. Emphasis will be on learning the various processes in relation to the art and craft of film and video storytelling—in fiction and/or nonfiction formats. Also offered as ART 253.**

CMM 254. Introduction to Photography (3) This course will examine, on a basic level, the nature and importance of the photographic medium today in the areas of artistic expression and documentary or social commentary. This will be accomplished primarily in photo assignments covering a variety of basic techniques using digital cameras and Photoshop. Also offered as ART 254.**

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

CMM 280. Publication Editing & Design (3) A course involving the preparation and production of images and text for publication in print media and Web pages. Prerequisite: CMM 251 or permission of instructor.

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

**CMM 253 and 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 321. Multimedia Journalism (3) A course in news reporting for television and the Web, emphasizing writing, production, and presentation across various media platforms. Prerequisite: CMM 251.

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

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

CMM 331. Scriptwriting for Film and TV (3) (W) A course that covers both dramatic/comedic fictional formats and informational/documentary/persuasive

formats. A creative screenwriting course for short (under one-half-hour) productions for Web and TV distribution. Prerequisite: ENG 123. Cross-listed as WRI 331.

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

CMM 338. Advanced Photography (3) A course that emphasizes the mastering of photographic skills from picture taking to exhibition (in print and online). Development of a personal artistic vision in image making while learning to perfect the craft of modern photography using digital tools. Advanced Adobe Photoshop skills stressed. Prerequisite: CMM/ART 254 or permission of instructor.

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

CMM 364. Advertising Media (3) Study of the evaluation and selection of traditional and nontraditional advertising media to meet the goals of a promotional plan. Survey of the media planning theory and practice including audience measurement, reach, frequency, media comparison, and budgeting for media scheduling and buying. Prerequisite: MKT 311 or permission of instructor. Cross-listed as MKT 364.

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

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

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

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

CMM 375. Gender Communication (3) (D) This course examines the relationship between gender and communication, particularly in the context of our modern media-saturated culture. It includes discussion of verbal and nonverbal communication patterns of males and females and the portrayal of gender roles in the media. Also offered as CMM 502.

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

CMM 400. *SpringHillian* (3) (W) Production of the weekly campus newspaper and website. Opportunities in newswriting, review and column writing, photography, advertising sales, online publishing and design. Prerequisites: CMM 251 and 280 or instructor's permission.

CMM 401. *SpringHillian Leadership* (3) (W) Advanced journalism students may take the second part of the newspaper/Web publishing class, but are expected to take one of many leadership roles in the organization, including: student editor, section editor, Webmaster, advertising sales manager, design editor, or photographic editor. Prerequisite: CMM 400 or permission of instructor.

CMM 415. Photojournalism (3) A hands-on course for advanced photographers wishing to hone their skills in the areas of journalistic and documentary imagery. The medium's history, its ethical codes in picture-making, and the vast diversity of content and approaches will be covered. Having a digital SLR with interchangeable lenses is a must. Photoshop skills will also be stressed. Prerequisite: CMM/ART 254.

CMM 429. Advanced Digital Video Production (3) A hands-on course emphasizing more advanced and sophisticated elements of production and postproduction of short narrative fiction or documentary and journalistic stories. Emphasis on learning the professional processes and procedures that are both traditional and also relevant to the digital revolution and online distribution. Prerequisite: CMM 253 or permission of instructor.

CMM 430. Advanced Editing and Motion Graphics (3) A hands-on course concentrating on manipulation of digital video materials, particularly of stills, typography, and other graphic elements in a variety of video formats. The course includes an introduction to computer animation software principles and applications. Prerequisites: CMM 253 or permission of instructor.

CMM 446. Position and Commentary in Media (3) (W) An advanced course that studies the media's use of subjectivity (opinions and interpretations) in print, Web, or broadcast editorials and commentaries. Persuasive techniques will be studied, all with an emphasis on using authoritative sources to anchor persuasive communications. Prerequisite: CMM 251 or permission of instructor.

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

CMM 489. Independent Study (1-3) Individualized study or research with a faculty supervisor on topics not covered in scheduled courses. A substantial paper or project should result. Topics and all other requirements must be agreed upon in writing before student begins independent study. Prerequisite: permission of instructor. Variable credit; may be repeated up to nine (9) credit hours.

CMM 490. Communication Arts Internship An internship experience under the supervision of SHC faculty and an experienced advertising, public relations, journalism, digital video production, graphic design, or similar professional. Provides students meaningful field experience, building their portfolios and benefiting the professionals to whom they are assigned. Prerequisites: CMM 290 or permission of instructor. Variable credit; may be repeated for up to six (6) credit hours. Cross-listed as ART 490. The combined maximum earned hours for CMM 490 and ART 490 is six (6) hours.

CMM 495. Senior Seminar I (1) and CMM 496. Senior Seminar II (3) (W) The two parts of the capstone experience allow communication arts seniors to synthesize their entire program of studies. They involve independent academic/professional work and build a portfolio review at the end. Students are responsible for designing and accomplishing a substantial research paper or applied communication project on their own. Work carries over two semesters. Students first enroll for one credit hour either in the summer session (for December graduates) or the fall semester (for May graduates), then for three credit hours in the fall (December graduates) or in the spring (May graduates). Senior standing required.

CMM 499. Special Studies (3) A course in one of several specialized areas. The content of the course will vary to suit the needs of the students and interests of the faculty. Variable credit; may be repeated up to nine (9) credit hours.

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, 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 three options: Studio Art, 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 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 245, 248, 249, 250, 340, 341, 493, and 494) may

be applied toward the core requirement. THR courses in Dramatic Literature and Theater History do not fulfill the core requirement in Fine Arts.

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 Fundamentals of 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.

All Studio Art majors are required to participate in a portfolio review in the fall semester of their junior year. Upon completion of the review the director of the program will submit an evaluation and recommendations for the successful completion of a degree in Studio Art or another degree program at Spring Hill College.

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

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

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	Fundamentals of 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 495	Studio Senior Seminar I	2
ART 496	Studio Senior Seminar II	2
<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	Fundamentals of 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

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

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.

Bachelor of Arts in Art-Business

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Fundamentals of Design*	3
ART 102	Drawing I	3
ART 202	Drawing II	3
ART 1xx or 2xx	Fine Art Electives	9
Choose one:		3
CMM 150	Public Speaking (3)	
THR 250	Acting I (3)	

*Fulfills core requirements 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	9
CIS 371	Website Development **	3
MKT 311	Marketing Principles	3
MGT 301	Management Principles	3
MGT 351	Entrepreneurship & Small Business Management	3
ART 490	Fine Arts Internship	3
Choose one:		3
MKT 3xx/4xx	Marketing Elective (3)	
MGT 3xx/4xx	Management Elective (3)	

**Fulfills MTH/SCI/CIS core requirement.

GRAPHIC DESIGN

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

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.

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

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Fundamentals of 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
ART 230	Color Theory	3
ART 240	Typography	3
CMM 145	Introduction to Media Studies	3
Choose any two:		6
ART 206	Painting I (3)	
CMM 220	Principles of Strategic Communication (3)	
ART 254	Introduction to Photography (3)	
CMM 260	Visual Communication (3)	
CMM 280	Publication Editing & Design (3)	

*Fulfills core requirement for fine arts majors.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ARH 312	Modern Art	3
ARH 315	History of Graphic Design	3
ART 320	Graphic Design II	3
ART 420	Graphic Design III	3
ART 421	Advanced Website Design	3
ART 491	Graphic Design Senior Seminar	3
CIS 371	Website Development*	3
ART 490	Fine Arts Internship	3
Choose any two:		6
ART 302	Illustration Techniques (3)	
ART 306	Painting II (3)	
ART 307	Printmaking I (3)	

ART 341	Advanced Typography (3)	
ART 406	Painting III (3)	
ART 407	Printmaking II (3)	
ART 430	Package Design (3)	
Choose any two:		6
CMM 324	Media Law and Professional Ethics (3)	
CMM 327	History of Film & Television (3)	
CMM 338	Advanced Photography (3)	
CMM 364	Advertising Media (3)	
CMM 366	Strategic Planning for PR & Advertising (3)	
CMM 430	Advanced Editing & Motion Graphics (3)	

*Fulfills MTH/SCI/CIS core requirement for fine arts majors.

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

Minor in Graphic Design

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

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ART 101	Fundamentals of Design*	3
ART 102	Drawing I	3
ART 208	Introduction to Computer Graphics	3
ART 220	Graphic Design I	3
ART 240	Typography	3
CMM 260	Visual Communication	3

UPPER-DIVISION

ARH 315	History of Graphic Design	3
ART 320	Graphic Design II	3

*Fulfills fine arts core requirements.

VISUALART: LOWER-DIVISION COURSES

ART 101. Fundamentals of Design (3) A studio course introducing the basic elements and principles of 2- and 3-dimensional design through projects in a variety of media.

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

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

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

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

ART 208. Introduction to Computer Graphics (3) An introduction to the use of the Macintosh computer to generate images for advertising and fine art applications. Topics will vary.

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

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

ART 240. Typography (3) A studio course in the use of typography. Students gain insight into typographic design as they complete studies (on Mac computers) revealing underlying concepts of typographic form and meaning. (A highly recommended elective.) Prerequisite: ART 208.

ART 253. Introduction to Digital Video Production (3) An introduction to the process of producing short narrative or documentary/journalistic digital videos. Students will write, produce, edit, and distribute appropriately in Web and DVD formats a variety of projects, learning the equipment, techniques, history, and new developments in moving imagery forms today. Emphasis will be on learning the various processes in relation to the art and craft of film and video storytelling—in fiction and/or nonfiction formats. Cross-listed as CMM 253. (Communication Arts students take this course as CMM 253, not ART 253.)

ART 254. Introduction to Photography (3) Same course as CMM 254.

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.

VISUALART: UPPER-DIVISION COURSES

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

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

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

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

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

ART 310. Mixed Media (3) This course will emphasize the use of mixed media in an increasing range of complexity. Projects will be directed toward personal development with discussion and analysis. Students will develop a series of

mixed-media objects that demonstrate visual research and technical proficiency. Prerequisites: ART 101 and 102.

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

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

ART 341. Advanced Typography (3) Studio course in the use of advanced and conceptual typography. Students gain insight into typographic layout design, applied typography, magazine/publication design, and experimental typography. Prerequisite: ART 220, 230 and 240.

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

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

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

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

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

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

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

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

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

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

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

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

ART 430. Package Design (3) Exploration of creative solutions to 3-dimensional packaging. Students develop an understanding of composition, form and color as essential elements of package design. History and social context of advertising will be covered. Prerequisites: ART 320.

ART 490. Fine Arts Internship An internship experience under the supervision of Spring Hill College faculty and an experienced art-business, studio art, graphic design or similar professional. Provides students meaningful field experience, building their portfolios and benefiting the professionals to whom they are assigned. Prerequisite: Permission of the instructor. Cross-listed as CMM 490. Variable credit; may be repeated for up to 6 credit hours. The combined maximum earned hours for CMM 490 and ART 490 is six (6) hours.

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

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

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

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

ARH 315. History of Graphic Design (3) (W) A survey of graphic design, major achievements and schools from prehistory to the present. The course emphasizes the evolution of graphic communication and places contemporary design in historical context.

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)

Contact: Stephen F. Campbell, S.J.

MUS 130. Applied Piano (1) (May be repeated for up to 8 hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, 7 to 10 hours per week. Students will attend private lessons and will perform each semester in a piano recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$390.00 per semester.

MUS 140. Applied Organ (1) (May be repeated for up to 8 hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, 7 to 10 hours per week. Students will attend private lessons and will perform each semester in an organ recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$390.00 per semester.

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

MUS 160. Applied Voice (1) (May be repeated for up to 8 hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, 7 to 10 hours per week. Students will attend private lessons and will perform each semester in a vocal recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$390.00 per semester.

MUS 170. Liturgical Chorus (1) (May be repeated for up to 8 hours credit) Vocal ensemble focused on the study of sacred music from the medieval through contemporary for performance in the context of worship. Members are expected to perform weekly for college liturgies.

MUS 180. Applied Guitar (1) (May be repeated for up to 8 hours credit) 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, 7-10 hours per week. Students will attend private lessons and will perform each semester in a recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$390.00

MUS 190. Chorale (1) (May be repeated for up to 8 hours credit) Vocal ensemble focused on preparation of choral music from the Renaissance to contemporary periods for performance in concert.

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

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

MUS 285. Jazz Band (1) (May be repeated for up to 8 hours of credit) This course provides the opportunity for participation in a performing ensemble.

Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, student should be able to effectively participate in performances presented by the ensemble.

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

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

THEATER (THR)

Program Director: 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 I	3
THR 250	Acting I	3
ENG 242	Introduction to Drama and Theater*	3
Recommended:		
SOC 256	Cultural Anthropology	3
ART 101 <i>or</i>	Fundamentals of Design (3) <i>or</i>	
ART 102 <i>or</i>	Drawing I (3) <i>or</i>	
ART 206	Painting I	3
ART 202	Drawing II	3
ART 220	Graphic Design I	

*Fulfills one of four English core courses.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
<u>Required:</u>		
THR 481	Theater History and Literature I	3
THR 482	Theater History and Literature II	3
THR 498	Senior Synthesis Project	3
<u>Choose One:</u>		3
ENG/THR 465	Modern Drama (3)	
ENG/THR 485	Shakespeare (3)	
<u>Choose One:</u>		3
THR 350	Acting II (3)	
THR 490	Theory and Practice of Play Directing (3)	
THR/WRI 492	Playwriting (3)	
<u>Choose Three:</u>		9
ENG/THR 4xx	Theater Electives	
THR 3xx/4xx		
<u>Recommended Program Electives:</u>		
<u>Choose Two:</u>		6
ARH 310	Prehistoric to Renaissance Art	
ARH 311	Renaissance to Modern Art	
ENG 402	Literary Theory and Criticism	
PHL 360	Philosophy of Art	

Minor in Theater

The minor program in theater consists of the following courses:

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THR 245	Theater Production I	3
THR 250	Acting I	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THR 3xx/4xx or THR/ENG 4xx	Upper-division Theater courses	9

THEATER: LOWER-DIVISION COURSES

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

THR 250. Acting I (3) 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 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.

In accordance with the educational goal of Spring Hill College, to prepare students for responsible leadership in service to others, the Division of Languages and Literature aims at professional preparation and development of the person as an intellectual, spiritual, and creative being. Toward that end we help students to engage with great ideas, to develop awareness of the ways that language and literature operate in the world, and to be open to new ways of reading and thinking.

Students may major in English, writing, 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: Catherine A. Swender, Ph.D.

We see the study of literature as essential to our Jesuit mission. The narrative imagination and the art of interpretation help us understand the human condition and our place in the global community. Awareness of the power of language and the ability to use it effectively are vital skills for informed citizenship and civic engagement.

The English Department offers studies in the English language; American, British, Irish, and world literature; ethnic and minority literature; and creative and expository writing. Building upon the core curriculum courses in composition, world literature and genre studies, the English major programs are designed to develop communication skills, appreciation of reading for its own delight, critical and historical understanding of the English language and its literature, advanced research and analytical abilities, and self-awareness as a fully human person intent on the good of others and open to the transcendent.

In addition to its course work, the English Department offers to students small classes and close relationships with faculty, opportunity to work on or contribute to a literary journal *The Motley*, an annual lecture series, membership in its honorary society *Sigma Tau Delta*, a common off-campus experience for freshmen, and a significant senior seminar project.

English Core Curriculum (Required of All Students)

Rationale: 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, ENG 296, and WRI 276—see exceptions for ENG 244, 245, 246, 247, 248, 295, and 296 listed in the paradigm of each major and minor). 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 placement credit will be applied to English core requirements. Any excess credit hours may be applied to meet general elective credit. All entering first-time students must take ENG 123 Composition II (Writing and Research), irrespective of advanced placement credit.

Bachelor of Arts in English

In accordance with the college mission, the general purpose of the major in English is to graduate students who have achieved (1) mastery of written communication; (2) knowledge of Western literature, especially British and American, and exposure to the literature of other traditions; (3) cultural literacy and respect for diversity; (4) ability to interpret written expression independently through skills of critical analysis; (5) ability to perform research and evaluation of conflicting interpretations; (6) ability to reach confident esthetic judgments; and (7) confidence to enter the world as responsible, caring citizens.

The major requires ten 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

Career Opportunities and Internship Program

Because of its scope and flexibility, the English major prepares students for success in a variety of professional and leadership roles. It provides an excellent background for advanced graduate work in areas such as the humanities, law, medicine, library science, or business. Our graduates often work in journalism or the arts or become teachers or professional/technical writers. Others find service opportunities in social and civil service work, sometimes after spending time in community service such as the Peace Corps, Jesuit Volunteer Corps, or Teach for America. Majoring in English at Spring Hill College provides students with reading

and communication skills and analytical abilities found highly desirable by any employer or graduate school.

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 internship program is an excellent opportunity for the student to make the transition between the academic world and the world of work.

REQUIREMENTS FOR MAJOR IN ENGLISH

The English major requires 10 courses/30 hours of upper-division course-work and has four main emphases:

1) Breadth and Depth

English majors are expected to have breadth of knowledge and depth of knowledge; thus, we offer a core set of courses for the major that emphasize a broad-based exposure to British and American literary traditions and that develop capacities for intensive literary study. Students are required to take 12 hours, broken down in the following way:

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG308	British Literature to 1798	3
ENG318	American Literature to 1865	3
ENG 309 <i>or</i>	British Literature from 1789 to the Present <i>or</i>	3
ENG319	American Literature from 1865 to the Present (3)	
ENG 320 <i>or</i>	Literary Movement or Period <i>or</i>	3
ENG321	Major Authors (3)	

Students may take more than 4 of the above courses; the additional courses will be counted as English electives.

2) Diversity

Because of the globalized world in which we live and the rich literary traditions representing non-Western, non-dominant cultures, English majors must take one course that gives them exposure to diverse literatures.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG496	Special Topics in Diversity	3

3) Electives

Students also need the flexibility to shape their course of study, pursuing their own intellectual interests. English majors take 12 hours of elective credits in English at the 300 or 400 level. One of these courses can be an upper division WRI or THR course.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG3xx-4xx	English Electives	12

4) Senior Synthesis Seminar

An independent research project undertaken in the senior year under the direction of a faculty mentor, culminating in a substantial research paper and a presentation to the faculty.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG498	Senior Synthesis Seminar	3

REQUIREMENTS FOR MINOR IN ENGLISH

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG3xx-4xx	English Electives	12

COMPOSITION PREREQUISITES

ENG 105. College Composition (3) This course allows students to review fundamentals in preparation for ENG 121 and is designed to ground students in the critical thinking and writing skills central to college-level course work. Course emphasizes all stages of the composing process, with attention to the editing skills required to identify and correct error patterns. This course does not satisfy a core requirement in English. Students who score lower than the 50th percentile on a standardized test will normally be placed in this course. A C- or above is required to pass the course; otherwise an NC (no credit) is assigned and students must re-take the class and receive a letter grade (A-F).

ENG 121. Composition I (3) This course cultivates the intensive reading and analytical writing skills necessary for college-level work. Texts are drawn from across the disciplines to cultivate wide-ranging vocabularies and varied analytical approaches. Placement in this course is normally restricted to students scoring at or above the 50th percentile on a standardized test. A C- or above is required to pass the course; otherwise an NC (no credit) is assigned and students must re-take the class and receive a letter grade (A-F).

ENG 123. Composition II (Writing with Research) (3) This course expands on skills cultivated in ENG 121 by training students to place their ideas within a larger intellectual context by locating, evaluating, and integrating outside research into their writing with appropriate documentation. Course readings on a theme are drawn from literature in any literary period. A C- or above is required to pass the course; otherwise an NC (no credit) is assigned and students must re-take the class and receive a letter grade (A-F). Successful completion of the research component of the course is necessary to receive credit for the course.

ENG 190. Honors Composition and Literature (3) A writing course, at an advanced level, that focuses on the research process in relation to readings from the Classical period through the 18th century. Works might include Homer, Virgil, Sophocles, Aeschylus, Dante, *Beowulf*, Chaucer, Shakespeare, Donne, Milton, and Aphra Behn. Prerequisite: Honors Standing.

LOWER-DIVISION COURSES

Any two of the following 200-level courses fulfill the core requirement for 6 hours of credit in English. ENG 123 is a prerequisite for all of the following courses.

ENG 244 - ENG 248 also fulfill the campus-wide diversity requirement. Students with an A or B in all previous English courses may elect to take an upper-division course for the last three hours of the English core requirement.

ENG 240. Introduction to Poetry (3) (W) An introduction to poetry by a range of authors with special attention to poetic forms and devices. Poets covered might include classic poets such as Shakespeare, Wordsworth, Emily Dickinson, and Wallace Stevens as well as recent and contemporary poets such as Allen Ginsberg, Paul Muldoon, Li-Young Lee, and Sharon Olds. Poetic forms studied might include lyric, narrative, epic, haiku, villanelle, and eclogue. Course emphasizes appreciation of poetry in everyday life.

ENG 241. Introduction to Fiction (3) (W) An introduction to fiction as a literary genre. Readings might include short stories, fairy and folktales, and novels by the Brothers Grimm, Kafka, Poe, Twain, Borges, O'Connor, DeLillo, Lahiri, or LeGuin. Course emphasizes the ability of fiction to teach us about ourselves, our world, and different ways of thinking and knowing.

ENG 242. Introduction to Drama and Theatre (3) (W) An introduction to the genre and representative plays covering major movements from classical to Renaissance to 18th century to realism to postmodernism. Representative authors might include Sophocles, Aeschylus, Shakespeare, Jonson, Wycherley, Sheridan, Ibsen, Shaw, Miller, Pinter, Stoppard, Mamet, August Wilson, Wendy Wasserstein, Marsha Norman, Friel, Synge, and Chekhov.

ENG 243. Introduction to Non-Fiction Prose (3) (W) An introduction to the many genres of nonfiction prose. Selections may include the classical works of Aristotle, Thucydides, Longinus, etc.; the 18th century essays of Addison and Steele; the personal and meditative essays of Ellison and Dillard; the literary journalism of Talese and Plimpton; and the nonfiction novels of Capote and Mailer. Selections may also include works of science, sports, or travel writing; memoirs and autobiographies; and much more.

ENG 244. Asian Literature (3) (D,W) An introduction to the literature in translation of Asian writers. Readings are usually in 20th century fiction and might include the work of Yukio Mishima (Japan), Pramoedya Ananta Toer (Indonesia), Duong Thu Huong (Vietnam), and Mo Yan (China).

ENG 245. Introduction to African-American Literature (3) (D,W) A multi-genre exploration of the rich literary contributions of African-American writers, primarily focusing on the 20th century from the Harlem Renaissance through the Black Arts Movement and Contemporary Fiction. May include some 19th century texts, such as slave narratives and early poetic works. Readings might include works from such writers as Frederick Douglass, W.E.B. Du Bois, Langston Hughes, Zora Neale Hurston, James Baldwin, Malcolm X, Toni Morrison, August Wilson, and Gwendolyn Brooks.

ENG 246. Introduction to Hispanic-American Literature (3) (D,W) An introduction to literature written by Hispanic-Americans living in the U. S. and writing in English. Texts can be essays by Gloria Anzaldúa, novels by authors such as Junot Diaz, Rudolfo Anaya, Piri Thomas, Cristina Garcia, Julia Alvarez, and poetry and short stories by assorted authors. The course usually offers an opportunity to meet Hispanic-American immigrants and hear their stories.

ENG 248. Introduction to American Indian Literature (3) (D,W) An exploration of myths and legends, fiction, poetry, autobiography and other non-fiction by American Indians spanning from pre-colonial times through the late 20th century Renaissance in native writing. Readings include such writers as Zitkala Sa, Leslie Marmon Silko, Sherman Alexie, Peter Blue Cloud, and John (Fire) Lane Deer.

ENG 290. Honors Literature (3) (W) A study, at an advanced level, of major works of British, American, and world literature from the 19th century to the present, typically in conjunction with the campus-wide theme for the year. Representative works might include Jane Austen, the Romantic and Victorian poets, Dickens, Hardy, T.S. Eliot, Hawthorne, Melville, Twain, Achebe, Conrad, Fugard, Dostoevski, Robert Frost, Jamaica Kincaid, Toni Morrison, August Wilson and others. Prerequisite: Honors Standing.

ENG 295. Special Topics (3) (W) Sophomore-level literary studies of specialized areas. Sample topics from past courses include Science Fiction, Gender and Literature, and Detective Fiction.

ENG 296. Special Topics in World Literature (3) (D,W) A study of literature from non-Western and/or non-dominant traditions, for example from the Middle East, Africa, and/or the Caribbean. Authors might include Ngugi wa Thiong'o, Chinua Achebe, Zadie Smith, Jamaica Kincaid, Khaled Hosseini, and Naguib Mahfouz.

UPPER-DIVISION COURSES

ENG 308. British Literature to 1798 (3) (W) The period of British literature from *Beowulf* to *Gulliver's Travels* is astonishingly vast. This course gives students both a survey of the broadest movements of this period (Medieval Chivalry, Reformation Theology, and the rise of print journalism) and opportunities for deeper explorations of forms (the love sonnet and the beginnings of the novel). Key authors covered include Chaucer, Shakespeare, Spenser, and Milton.

ENG 309. British Literature from 1798 to Present (3) (W) A survey of British literature from the Romantic period to the present. Readings range across the genres of poetry, fiction, non-fiction prose, and drama and may include such authors as Mary Wollstonecraft, William Wordsworth, Percy Shelley, Charlotte Brontë, Robert Browning, Christina Rossetti, Gerard Manley Hopkins, Oscar Wilde, James Joyce, Virginia Woolf, and Tom Stoppard.

ENG 318. American Literature to 1865 (3) (W) This course covers the beginnings of what we call American literature from the time of first contact by Europeans through 1865 in order to understand the evolution of American literature and culture. Possible authors include Puritans such as Bradford, Bradstreet, and Rowlandson; colonial writers such as Franklin, Jefferson, and Paine; romantic non-fiction writers such as Thoreau and Emerson; and creative writers such as Melville, Hawthorne, Dickinson, and Whitman.

ENG 319. American Literature from 1865 to the Present (3) (W) A multi-genre survey of American literature from the end of the Civil War until the present, including representative works of Realism, Modernism, the Harlem Renaissance, Postmodernism, and Contemporary literature. Authors may include Twain, Kate Chopin, Hemingway, Faulkner, Zora Neale Hurston, Robert Frost, Tennessee Williams, Kurt Vonnegut, Sandra Cisneros, and Ursula LeGuin.

ENG 320. Literary Movement or Period (3) (W) An in-depth investigation of the literature of a specific literary period or movement. Topics might include literary movements (Romanticism or Modernism), historical periods (the Victorian Era or 1920s America), or literary traditions (the Gothic or Regionalism).

ENG 321. Major Authors (3) (W) An in-depth study of the work and time of a major author or pair of complementary authors (usually British or American). Examples include Faulkner, Hawthorne, Jane Austen, Hemingway/Fitzgerald, and Dickinson/Whitman.

ENG 402. Literary Theory and Criticism (3) (W) A survey of major principles of literary theory from Plato to the present. Course includes both readings of primary texts by authors such as Saussure, Derrida, Foucault, Fetterley, Bhaba, and Greenblatt and applications to literary texts.

ENG 426. European Fiction. (3) (W) A study of modernist and postmodernist European fiction. A substantial number of the writers covered have won the Nobel Prize in literature (indicated by an asterisk after the names). The course usually treats writers from most of the major countries and regularly includes Lagerkvist* and Hamsun* (Scandinavian); Bunin*, Voinovich (Russian); Calvino and Bufalino (Italian); Camus*, Beauvoir, Yourcenar (French); Hesse*, Wolf, Boll* (German); Cela* and Roderio (Spanish); Kundera (Czech); Saramago* (Portuguese).

ENG 435. Postmodern Poetry and Poetics (3) (W) A study of the major postmodern poets writing in English and related poetic theories. Authors might include Ashberry, Berryman, Bishop, Lowell, James Wright, Charles Wright, Philip Levine, Brooks, Clifton, Creeley, Dove, Ferlinghetti, Ginsberg, Harper, Merwin, Merrill, and others.

ENG 440. The American Novel (3) (W) A study of classic and popular American novels from the 18th to the 21st century. Course may include the work of Hawthorne, Twain, Fitzgerald, Faulkner, DeLillo, Pynchon and key novels, such as Melville's *Moby Dick*, Ellison's *Invisible Man*, and Silko's *Ceremony*.

ENG 445. American Drama (3) (W) A study of the development of American drama from its beginnings to the present. Dramatists might include Eugene O'Neill, Tennessee Williams, Suzan-Lori Parks, August Wilson, Arthur Miller, and Wendy Wasserstein.

ENG 450. The British Novel before 1900. (3) (W) A study of the development of the British novel through the start of the modern period. Authors may include Fielding, Behn, DeFoe, Sterne, Austen, the Brontes, Eliot, Dickens, Hardy, Glaskell, and Meredith.

ENG 460. Irish Literature (3) (W) A broad survey of the poetry, fiction, and drama of modern Ireland with attention to major writers such as W. B. Yeats, J.M. Synge, Sean O'Casey, James Joyce, Patrick Kavanaugh, and Seamus Heaney.

ENG 462. Modern Irish Fiction (3) (W) A study of major Irish fiction writers from the 19th century to the present, such as Maria Edgeworth, Summerville and Ross, Elizabeth Bowen, Frank O'Connor, Kate O'Brien, Brian Moore, and James Joyce.

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

ENG 485. Shakespeare (3) (W) A detailed study of the best-known works of Shakespeare—histories, comedies, and tragedies. (Same course as THR 485. This course can fulfill the major requirement for depth, ENG 321).

ENG 491. The English Language (3) (W) An introduction to the study of language (linguistics) and to the history and development of The English Language. The course also surveys current language controversies such as sexism, religious language, politics and advertising, free speech, bilingual education, and approaches to the teaching of English in schools. Of special interest to both English and Education majors.

ENG 492. Special Topics in American Literature (1-3) (W) An upper-level study of a specialized theme in American literature, often exploring interdisciplinary and cultural contexts. Examples include the following: Madness in American Literature and American Literature and Film.

ENG 493. Special Topics in British Literature (1-3) (W) An upper-level study of a specialized theme in British literature, often exploring interdisciplinary and cultural contexts. Examples include the following: Nineteenth Century British Women's Novel and Contemporary British Drama.

ENG 494. Special Topics in World Literature (1-3) (W) The course may cover any number of non-American and non-British literary traditions, ranging from Russian authors such as Tolstoy and Dostoyevsky, to French authors such as Flaubert, Zola, and Proust, or other continental European writers.

ENG 495. Special Studies (1-3) (W) An in-depth study of a specialized topic in literature and culture. Examples include the following: Literature and Film and Gender and Literature.

ENG 496. Special Studies in Diversity (1-3) (D, W) An exploration of diverse or non-dominant literary and cultural traditions. Course may focus on multi-ethnic American literatures or literatures from around the world, exploring critical models (e.g. identity theory, postcolonialism, globalization, transnationalism) and cultural backgrounds to help students understand the literary texts. Authors may include Salman Rushdie, Chinua Achebe, Jamaica Kincaid, Americo Paredes, Louise Erdrich, and Maxine Hong Kingston.

ENG 497. Internship (3-6) A supervised, professional work experience in a field related to English or writing. Placements might include publishing, editing, advertising, non-profit work, journalism (*Press Register* or *Lagniappe*), or technical writing. The student will normally work from eight to ten hours a week for three to six academic credits, applying three of those credits to the English major. Internships taken for English or writing credit will be assigned to a faculty member in the English Department who will supervise, evaluate, and assign a grade for the work. An alternative internship, graded on a pass/fail basis, is available through SAS 301.

ENG 498. Senior Synthesis Seminar (3) (W) An independent research project undertaken in the senior year under the direction of a faculty mentor, culminating in a substantial research paper and a presentation to the English faculty.

WRITING (WRI)

Program Director: Michael A. Piafsky, 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/WRI 276 ¹		6

¹All students may substitute a multi-cultural course (ENG 244-248) or ENG 295/296 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.

Note: WRI 276 satisfies a core English 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

¹All students may substitute a multi-cultural course (ENG 244-248) or ENG 295/296 or WRI 276 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 251. Introduction to Media Writing (3) (W) A survey of writing formats, techniques, and styles (journalism, advertising and public relations) for a number of media: newspapers, magazines, broadcasting, and the Internet. Same course as CMM 251. Prerequisite: ENG 123.

WRI 276. Introduction to Creative Writing (3) (W) A multi-genre introduction to creative writing covering poetry, drama, and fiction.

WRI 295. Introductory Special Studies in Writing (3) (W) A course in one of several specialized areas. Content of the course will be varied to suit the needs of students and the interests of the faculty. Prerequisites: ENG 121 and 123.

UPPER-DIVISION COURSES

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

WRI 365. Strategic Writing (3) (W) A comprehensive writing course which builds upon WRI 251 and is designed to develop professional writing skills for advertising and public relations practitioners including the mechanics, form and style of public relations and business writing as well as advertising copywriting. Students produce written materials for a local nonprofit client. Prerequisite: ENG 123, WRI 251. Same course as CMM 365 and MKT 365.

WRI 401. Classical Rhetoric (3) (W) A study of and practice with the traditional forms and theories of rhetoric from both ancient and modern times. Prerequisites: 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 and WRI 276 (for majors).

WRI 452. Creative Writing: Poetry (3) (W) A study of the craft of poetry writing, emphasizing the forms and techniques of the genre. Prerequisites: English core requirements and WRI 276 (for majors).

WRI 453. Creative Writing: Non-fiction (3) (W) The Art of Truth, the Literature of Reality, the Fourth Genre: all of these labels refer to the work produced by using fictional techniques to present nonfictional subjects. A study of representative examples of this genre, including personal essays, travel narratives, memoirs, cultural and political reporting, etc. Prerequisites: English core and WRI 276 (for majors).

WRI 475. Writing for Publication (3) (W) A course in the writing of feature articles which might be sold to magazines or newspapers; in the practice of different forms and techniques of such features; in the process of researching, revising, and marketing an article. Prerequisites: English core requirements.

WRI 477. Special Topics in Print Culture (3) (W) Study in specialized areas. The content of the course will vary to suit the interests of students and faculty. Possible topics include literacy, history of books, the social life of books, book arts, publishing, new media. 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, at least eighteen hours of upper-level WRI courses.

FOREIGN LANGUAGES

Department Chair: Colette J. Windish, 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.

International students will not be allowed to pursue lower-division courses in their native language or to take CLEP tests in their native language and receive credit for them at Spring Hill College.

HISPANIC STUDIES

Program Director: Fabian Balmori, Ph.D.

Requirements

The major program in Hispanic Studies requires thirty (30) semester hours of upper-division courses. Eight courses (or 24 hours) must be in the Spanish language at the 300-400 level. These courses must include SPA 301 Advanced Spanish Grammar and Composition I and one of the following: SPA 302 Advanced Spanish Grammar and Composition II or SPA 303 Advanced Spanish Conversa-

tion. All majors must complete SPA 450 Senior Seminar and at least fifteen hours (five courses) of Spanish 300-level electives taken within the Department of Foreign Languages. Within the fifteen hours (five courses) of Spanish 300-level electives, at least one elective must have a Latin American focus and at least one must have an Iberian/Peninsular focus.

Up to six hours of approved program electives may be completed outside the department in subjects such as literature, theater, art history, philosophy, theology, history, or political science. Students will complement their Spanish language study with 300- or 400-level courses in these subject areas. Students may also apply any LAN course toward the maximum of six hours of approved program electives. For a list of approved program electives that may be taken outside of the Foreign Languages Department (and LAN courses available inside the department), students should see the Hispanic Studies Program Director or their Hispanic Studies major advisor.

All Hispanic Studies majors are required to complete successfully (grade of C or above) SPA 450 Senior Seminar.

Majors are required to have at least a C average (2.00) or higher in all the courses of their major. While a C- is less than a 2.00, students making such a grade will not be required to retake the course or substitute another course as part of the major. However, a C- in a major course should serve as a warning of a potential problem. Students who receive more than one C- are required to have a conference with their academic advisor to discuss the problem.

Hispanic Studies majors may fulfill the speech competency requirement with CMM 150, THR 250, 350, 494, or through certified proof of competency approved by the chair of Foreign Languages.

Study abroad is strongly recommended for Hispanic Studies majors, who may transfer up to three (3) upper-division study abroad courses into their major with the approval of the Foreign Languages Department Chair.

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 total of course work completed at Spring Hill College or in a college-level study abroad program. In other words, “placing out” of an elementary or intermediate course through a language placement exam **does not confer any hours or credits towards the minor**. At least twelve hours (4 courses) of the eighteen total hours required for the minor must be at the upper-division (300 or 400) level.

Study abroad is recommended for all foreign language minors, who may transfer study abroad courses into their minor with the approval of the Foreign Languages Department Chair.

Bachelor of Arts in Hispanic Studies

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPA 101-102	Elementary Spanish I-II	6*
SPA 201-202	Intermediate Spanish I-II	6*

* Placement in elementary and intermediate language courses depends on previous studies and the student's score on the Spanish language placement exam.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPA 301	Advanced Spanish Grammar and Composition I	3
SPA 302 or 303	Advanced Spanish Grammar and Composition II or Advanced Conversation	3
SPA 3xx ¹	Upper-level electives	15
SPA 450	Senior Seminar	3
3xx-4xx	Approved Electives (outside department or any LAN course)	6

¹At least one course must have a Latin American focus and at least one must have an Iberian/Peninsular focus.

Minor in French or Spanish**LOWER-DIVISION**

<u>Course</u>	<u>Title</u>	<u>Hours</u>
FRE or SPA 101-102	Elementary French or Spanish I-II	6*
FRE or SPA 201-202	Intermediate French or Spanish I-II	6*

*Placement in elementary and intermediate language courses depends on previous studies and the student's score on the language placement exam. "Placing out" of an elementary or intermediate course **does not confer any hours or credits towards the minor**. Students may apply only FRE 201/SPA 201 and/or FRE 202/SPA 202 to the minor if they are placed in that course by the placement exam and they successfully complete the course.

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
FRE or SPA 3xx-4xx	Upper-Division Courses	12-18*

*Depends on previous studies and the student's score on the foreign language placement exam. See notes above regarding "placing out" of elementary or intermediate language courses.

CERTIFICATE IN FOREIGN LANGUAGE PROFICIENCY

The purpose of the certificate in French or Spanish language proficiency is to verify that the student has achieved sufficient mastery of the language to use it as an auxiliary skill in future employment or personal endeavors.

The requirements for the certificate in French or Spanish proficiency are four courses beyond the intermediate level (a grade of C or better is required in these courses) and an oral and written examination after completion of 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, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

FRE 201-202. Intermediate French I-II (6) Review of French grammar; 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. Advanced French Grammar and Composition (3) A study of advanced grammar, reading and composition. Extensive writing practice in French using literary and/or periodical texts as points of departure and models of style. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 303. Advanced French Conversation (3) Continued development of oral skills; themes of current interest are presented for discussion. This course is designed for those who desire a more practical and intensive approach to conversational French. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 310. Survey of French Literature I (3) This course presents a wide variety of French literary readings from La Chanson de Roland to the Age of Enlightenment. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 311. Survey of French Literature II (3) This course presents a wide variety of French and Francophone literary readings from the nineteenth century to the present. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 315. Survey of French Cinema (3) This course presents a wide variety of French and Francophone movies from the 1930s to the present. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

FRE 381. Selected Studies (3) A course devoted to topics of interest to students and faculty. 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, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

SPA 107-108. Spanish for Medical Personnel I-II (6) These courses are designed to teach the basic structure of Spanish with a focus on pragmatic, health care language use. Enrollment is restricted to nursing and biohealth majors. These courses may not be mixed with any other introductory Spanish courses without the permission of the department chair. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

SPA 201-202. Intermediate Spanish I-II (6) Review of grammar, the reading of prose of moderate difficulty, written and oral work. Prerequisites: SPA 101-102 or their equivalents.

SPA 205. Readings in Spanish (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: SPA 101-102 or their equivalents.

UPPER-DIVISION COURSES

SPA 301-302. Advanced Spanish Grammar and Composition I-II (6) A study of advanced grammar, reading and composition; expansion of oral skills. Extensive written practice in Spanish using literary and/or periodical texts as points of departure for discussion and models of style. Prerequisites: SPA 201-202 or their equivalents. Both courses taught in Spanish.

SPA 303. Advanced Spanish Conversation (3) Continued development of oral skills; themes of current interest are presented for discussion. Exercises designed to provide the student with a working knowledge of conversational Spanish. 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 314. Cervantes (3) This course offers an in-depth reading and discussion of the works of Miguel de Cervantes. An in-depth reading of *Don Quijote* and other masterpieces will be studied. Course taught in Spanish.

SPA 315. Nineteenth-Century Spanish Literature (3) Study of the drama, poetry, and prose of the nineteenth-century within the social and historical context of the period. Selected authors (Alas, Pardo-Bazan, Galdos, Zorrilla) will be presented in this period course. Course will be taught in Spanish.

SPA 320. Latin American Poetry: Modernism to 21st Century (3) This course will read the major works of poetry from the late 19th century to the 21st century in Latin America. Major figures such as Ruben Dario, Cesar Vallejo, Pablo Neruda, Octavio Paz, among many others, will be read and discussed. Course taught in Spanish.

SPA 381. Selected Studies (3) A course of the literature and culture of a particular region, culture, genre in Peninsular Spanish or Spanish-American literature. 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) (W) The study of a chosen literary genre, theme, author, or work in either Spanish Peninsular or Spanish-American literature. Required of all senior Hispanic Studies majors and intended principally for them. Prerequisite: Senior standing or permission. Course taught in Spanish.

OTHER LANGUAGES

From time to time, depending on student interest and instructor availability, the department will offer courses in German, Italian, Latin, Greek, and/or American Sign Language (at the 101-102 level only).

101-102. Elementary I-II (6) An introduction to grammar, oral and written exercises; suitable readings. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

201-202. Intermediate I-II (6) Review of grammar; reading of prose of moderate difficulty; oral and written work. Prerequisites: 101-102 or their equivalents.

205. Readings (1-3) A course devoted to topics of interest to students and faculty. Prerequisites: 101-102 or their equivalents.

381. Selected Studies (3) A course devoted to topics of interest to students and faculty. Prerequisites: 201-202 or their equivalents. Course taught in the language.

401-402. Independent Study (credit to be assigned) Individual research on a particular aspect of the language or literature. Prerequisites: 201-202 or their equivalents. Course taught in the language.

Division of Nursing

Division Chair/Program Director: Terran A. Mathers, R.N., D.N.S.

The mission of the Division of Nursing is to provide quality baccalaureate and master's nursing education in a Jesuit liberal arts environment. Through its professional nursing courses students are prepared to become critical thinkers and conscientious caring health care professionals who are committed to excellence and responsibility in service to others. Spring Hill College nursing graduates are guided by an ethical framework nurturing both the personal and social dimensions of faith while meeting the health care needs of a diverse and ever changing society. Graduates are prepared to accept leadership responsibilities in service to others.

GOALS OF THE DIVISION:

1. Support the mission of Spring Hill College and encourage growth of body, mind, and spirit throughout the nursing curriculum
2. Collaborate with other departments and divisions within the college to enhance the educational experience of each individual nursing student
3. Educate professional nursing students to function as leaders in service to others
4. Fulfill AACN/CCNE Standards and Board of Nursing regulations
5. Maintain and update facilities, equipment and other resources
6. Recruit and retain qualified nursing faculty who will adhere to the philosophy of Jesuit and liberal arts education
7. Foster an environment within the division that enhances open communication and collaboration
8. Assess, plan and enhance curriculum and program policies based on informal and formal evaluation

ACCREDITATION

The baccalaureate program is approved by the Alabama Board of Nursing, and the baccalaureate and master programs are accredited by the Commission on Collegiate Nursing Education.

DEGREES OFFERED

The Division of Nursing offers a Bachelor of Science in Nursing (BSN) for traditional 4-year students, second-degree students, and registered nurses; a Masters Degree in Nursing (See Nursing under Graduate Programs of Study); and a Pre-Med Nursing Degree.

ADMISSION

The BSN degree option is divided into pre-nursing and professional nursing. If a student has transferred in credits from other academic institutions/nursing programs, letters of good standing must be submitted in order to be admitted to the Division of Nursing. Letters from academic institutions are to be addressed to the Office of Admissions and letters from the nursing programs to Dr. Terran Mathers, Chair, Division of Nursing.

Any student enrolled in Spring Hill College may be enrolled in the pre-nursing component, but this does not assure admission into the professional component. To take any nursing course in the pre-nursing component, a student needs to be registered as a pre-nursing major or have special permission from the Division Chair to take the course. Anyone who chooses part-time and registers as a pre-nursing student is not allowed to take any nursing course until within one (1) year of the potential semester of application to the professional component. A student who receives a D+ or lower in any nursing course within the pre-nursing component will not be allowed to retake the nursing course or apply to the professional component of nursing.

To enter the professional component a student must apply for admission to the professional component by submitting a complete and accurate nursing professional program application, which will be reviewed by the nursing faculty. Enrollment is limited and the admission process is selective and competitive. Spring Hill College students who have been enrolled for two traditional semesters, excluding summer, will receive priority for admission placement. When the number of qualified applicants exceeds the number of students which can be accommodated in the clinical courses, students are admitted according to GPA ranking.

Applicants must meet these qualifications and apply during the spring semester prior to enrollment in the professional component the following fall:

1. Achieve an ACT composite score of 23 or higher.
2. Achieve a minimum of a 3.0 cumulative grade point average in Spring Hill College courses.
3. Achieve a minimum of a 3.0 cumulative grade point average in required prerequisite courses. Prerequisite GPA is calculated on all nursing, science, mathematics, and social science courses required in pre-nursing (first two years) prior to the junior year. A minimum grade of C is required in the following: NUR 100, 201, 202, 300; BIO 136, 138, 231, 232, 233, 234; MTH 163; SOC 101; PSY 101, 204, and 225.
4. Students must make a C or higher in any nursing course within the pre-nursing component the first time the course is taken.
5. Once a student has matriculated or if a student withdraws from or receives a grade lower than a C in any of the courses listed under number 3 above (excluding nursing courses), the student must complete the course at Spring Hill College or a four-year college or university approved by the Division of Nursing.
6. If a student has transferred in credits from other academic institutions/nursing programs, letters of good standing, both academically and

disciplinary, must be submitted in order to be admitted to the Division of Nursing. Letters from academic institutions are to be addressed to the Office of Admissions and letters from the nursing programs should be addressed to Dr. Terran Mathers, Chair, Division of Nursing.

7. Students must meet all legal, moral and legislative standards required for licensure to practice as a registered nurse and be familiar with the Alabama Board of Nursing Code.
8. Students dismissed from another nursing program will not be accepted into the Division of Nursing.

Application Process:

To apply to the professional component, the student must submit/agree upon the following:

1. Complete an accurate nursing professional program application to include a medical history and physical exam performed by a qualified health care professional.
2. Provide verification of required immunizations and/or titers and skin tests.
3. Provide current CPR certification.
4. Submit to a background check by a contracted licensed company selected by the Division of Nursing. An unsuitable background check will result in denial of admission into the professional component.
5. Submit to a drug screen performed by a contracted licensed company selected by the Division of Nursing. Failure to submit to a drug screening or a positive drug screen will result in denial of admission to the professional component.
6. Meet essential mental and physical qualifications set forth by the Division of Nursing Disability Statement.

Grading Scale

The Division of Nursing has the following grading scale.

93 - 100 = A
84 - 92 = B
76 - 83 = C
68 - 75 = D
67 - below = F

Progression in the Professional Program

1. Achieve a passing score of C (76%) in both theory and clinical in all nursing courses.
2. A student receiving a D, F, or WF in any nursing course will be dismissed from the nursing program, but not necessarily from Spring Hill College.
3. Maintain a cumulative GPA of 2.75 or above. If the GPA falls below 2.75, then the student will be placed on nursing probation for one (1) semester.

If at the end of that semester the GPA has not increased above 2.75, the student will be dismissed from the nursing program, but not necessarily from the College.

4. Meet all agency requirements of CPR, immunizations, skin test, HIPPA and attire.
5. Continue to comply with legal, moral and legislative standards required for licensure to practice as a registered nurse set forth by the Alabama Board of Nursing Administrative Code.
6. Continue to meet essential mental and physical qualifications set forth by the Division of Nursing Disability Statement.
7. Submit to random drug screening at the discretion of the faculty. Failure to submit to drug screening or a positive drug screen will result in the dismissal of the student from the professional program.

The Division reserves the right to request withdrawal from the program or nursing courses, but not the College, because of unsatisfactory performance in the theory or clinical components and or inappropriate behavior. A student who is dismissed for reasons of conduct or aptitude shall be accorded due process review, if requested, by a review committee made up of nursing and non-nursing faculty. Appeals of decisions made by the review committee may be made to the Provost. Dismissal from the nursing program for failure to meet the scholastic requirements of the program may be appealed to the Academic Standards Committee. Such dismissal does not normally, although it may, involve suspension or dismissal from the College under the general academic policies for these measures.

Graduation Requirements

In order to qualify for graduation in nursing, students must meet, in addition to the general graduation requirements of the College, the following criteria:

- Pass standardized nursing comprehension exam(s)
- Initiate plans for licensure
- Complete a transcript request form in the Registrar's Office

REQUIREMENTS

The core curriculum requirements for the BSN student include 51 hours of general liberal arts requirements and 15 hours specifically to prepare the student for the professional component and a nursing career.

English - 9 hours: ENG 121, 123 and one 200-level course
 Philosophy - 6 hours: PHL 101 and one philosophy elective
 Philosophy for nursing students - 3 hours: PHL 318 (taken only by senior nursing students)
 Theology - 6 hours: THL 101 and one theology elective
 History - 3 hours: HIS 101, 102 or 104
 Foreign Language - 6 hours
 Fine Arts - 3 hours
 Science - 15 hours: BIO 136, 138, 231, 232, 233, 234; CHM 101
 Mathematics: MTH 163 Basic Statistics for the Sciences
 Social Science - 12 hours: PSY 101, 204, 225 and SOC 101

The nursing major requirements for the BSN student include 62 hours of nursing curriculum. Students must adhere to the program curriculum sequence.

Computer-based applications are integrated throughout the program. Writing and speech are inherent components of the majority of nursing courses, and written and oral competency requirements are fulfilled in designated nursing courses. Students must achieve a passing grade on the nursing comprehensive examinations administered during the senior year.

Bachelor of Science in Nursing

Pre-professional Phase

FRESHMAN YEAR

First Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 121	Composition I	3
MTH 163	Basic Statistics for the Sciences	3
PSY 101	General Psychology	3
THL 101	Introduction to Christian Theology	3
	Fine Arts Core	3
	TOTAL	15

Second Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 100	Introduction to Professional Nursing and Health	1
BIO 136 & 138	Microbiology with Laboratory	4
CHM 101	Chemistry and Life Processes	3
ENG 123	Composition II	3
HIS 101 ¹	Western Civilization to 1648	3
PHL 101	Introductory Logic	3
	TOTAL	17

¹HIS 102 or HIS 104 may replace 101.

SOPHOMORE YEAR

Third Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 201	Normal and Therapeutic Nutrition	2
ENG	English Core	3
BIO 231 & 233	Anatomy & Physiology I with Laboratory	4
	Foreign Language	3
PHL	Philosophy Core	3
PSY 204	Developmental Psychology	3
	TOTAL	18

Fourth Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 202	Med Math	1
NUR 300	Foundations of Nursing Care	3
BIO 232 & 234	Anatomy & Physiology II with Laboratory	4
	Foreign Language Core	3
PSY 225	Abnormal Psychology	3
SOC 101	Introduction to Sociology	3
	TOTAL	17

Professional Phase (Admission Required)**JUNIOR YEAR*****Fifth Semester***

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 301	Health Assessment	2
NUR 302	Pharmacology	3
NUR 330	Adult Health I	5
NUR 420	Community as a Client	5
TOTAL		15

Sixth Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 303	Human Pathophysiology	3
NUR 310	Community Mental Health	5
NUR 320	Childbearing Family	5
THL*	Theology Core*	3
TOTAL		16

SENIOR YEAR***Seventh Semester***

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 401	Scientific Inquiry	3
NUR 410	Adult Health II	5
NUR 411	Child and Adolescent Health	5
PHL 318	Christian Medical Ethics for Nurses	3
TOTAL		16

Eighth Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 430	Leadership & Management	3
NUR 440	Practicum: Hospital	3
NUR 445	Critical Care	5
NUR 460	Senior Seminar	3
TOTAL		14

Core Curriculum:	51
Other Program Requirements:	15
Nursing Curriculum:	<u>62</u>
Total Credit Hours:	128

*Strongly encouraged to take prior to junior year.

PRE-MED BSN TRACK

For students who choose to apply to medical school, a Pre-Med BSN Degree Track is available. Contact the Division of Nursing for further information.

RN TO BSN TRACK

Spring Hill College offers a Bachelor of Nursing (BSN) degree designed for RNs who hold an associate degree or diploma in nursing to prepare them for leadership in the health care delivery system. The BSN program combines online courses and clinical integration with local preceptors to allow nurses to complete degree requirements in their local communities and work settings. Working with health care partners, the BSN program enables nurses to learn by applying new concepts and approaches to their own professional practice.

Application is made through the Division of Nursing, which then reviews the application. Official transcripts are submitted to verify completion of course requirements, both in nursing and general education. A current RN license is also submitted and verified before acceptance into the program is considered.

Listed below are the Spring Hill College core course general education requirements for transfer students for this program, as well as the required nursing courses. Students can transfer only 64 hours from a two-year program. The bridge courses listed are required for the transition from RN to BSN. Only grades of C- or better will be accepted towards fulfillment of general education requirements. RN to BSN students must maintain a GPA of 3.0 or better in the RN to BSN bridge nursing courses. Students receiving a C or D in an RN to BSN nursing course may repeat the course one time. Students who receive an F in an RN to BSN bridge nursing course will be dismissed from the program.

RN to BSN Track

Nursing courses and general education courses verified through transcripts.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 100	Introduction to Professional Nursing and Health	1
NUR 201	Normal and Therapeutic Nutrition	2
NUR 202	Med Math	1
NUR 300	Foundations of Nursing Care	3
NUR 302	Pharmacology	3
NUR 310	Community Mental Health	5
NUR 320	Childbearing Family	5
NUR 330	Adult Health I	5
NUR 410	Adult Health II	5
NUR 411	Child and Adolescent Health	5
NUR 445	<u>Critical Care</u>	<u>5</u>
	Total	40

Note: Credit for these courses is only given after completion of the remainder of the program requirements.

General Education Requirements (for Associate or Diploma RNs)

<u>Courses</u>	<u>Hours</u>
Sciences	15
English	9
Psychology	9
History	3
Sociology	3
Theology	6
Philosophy	6
Statistics	3
Fine Arts	3
Foreign Language	6
<u>Philosophy/Theology</u>	<u>3</u>
Total	66

RN to BSN Bridge Courses

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 301	Health Assessment	2
NUR 303	Human Pathophysiology	3
NUR 401	Scientific Inquiry	3
NUR 403	Professional Nursing Roles: Enhancements and Updates	3
NUR 420	Community as Client	5
NUR 430	Leadership and Management	3
NUR 441	<u>Practicum for RNs</u>	<u>6</u>
	Total	25
	Total Hours for BSN	131

**LOWER-DIVISION COURSES (BSN AND PRE-MED BSN TRACKS)
(Nursing Core)**

NUR 100. Introduction to Professional Nursing and Health (1) The course explores career opportunities in professional nursing. The process of moving toward optimal health through positive changes and life-style behaviors is addressed. Prerequisite: Declare a pre-nursing major or permission of Division Chair.

NUR 201. Normal and Therapeutic Nutrition (2) The study of the human body's physiological response to normal nutrition throughout the lifespan. The course further emphasizes nursing care of the patient with health promoting guidelines and patient diet therapy for various system disorders. Prerequisite: Declare a pre-nursing major or permission of Division Chair.

NUR 202. Med Math (1) A course to focus on safety and accuracy in the calculation of medications. Students will understand the differences in the systems of measurement and how to safely calculate between the systems. Drugs will be calculated in the liquid, pill, mixture, and concentration methods. Prerequisite: Declare a pre-nursing major or permission of Division Chair.

NUR 300. Foundations of Nursing Care (3) Assessment of physical, developmental, psychosocial, cultural and spiritual dimensions of the client across the lifespan. Psychomotor skills are introduced that address comfort, personal

hygiene, safety, and other advanced nursing skills. Prerequisites: BIO 231/233; Prerequisites/Corequisites: NUR 100, 201, and 202; BIO 232/234. A minimum grade of C must be obtained in the prerequisite and corequisite courses.

UPPER-DIVISION COURSES (BSN AND PRE-MED BSN TRACKS)

(Prerequisites for all courses: Completion of the Nursing Core)

The following courses are to be taken sequentially according to the Nursing Paradigm and/or Pre-Med Nursing Paradigm. The Division of Nursing has the option to change the sequencing and the prerequisites/corequisites as the need arises.

NUR 301. Health Assessment (2) Focuses on the nursing assessment of the whole person and includes physical, psychological, sociocultural, and spiritual assessment. The emphasis is on the development of skills in obtaining a health history and performing a health examination. Prerequisite: Admission to the professional component; corequisite: NUR 330.

NUR 302. Pharmacology (3) Introduction to basic concepts of pharmacology: drug classification, routes of administration, standards, legislation and nursing responsibilities. Mathematics for dosages and solutions and developing drug administration skills are also addressed. Prerequisite: Admission to the professional component.

NUR 303. Human Pathophysiology (3) This course is an introduction to the study of the phenomena that produce alterations in human physiologic function. Disorders affecting cells, organs, and systems involved in the regulation of structure and functions within the human organism. Disease processes will be explored as they relate to genetics, ethnicity, environment and age. Prerequisite: NUR 420.

NUR 310. Community Mental Health (5) 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 420.

NUR 320. Childbearing Family (5) 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 (5) 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. Prerequisite: Admission to the professional component.

NUR 401. Scientific Inquiry (3) (W) The primary purpose of this course is to promote interest and participation in the research process, particularly research conducted by health care leaders. Nursing research improves patient care and demonstrates that nurses are key members of the health care team. Critiquing research and understanding the importance of evidence-based practice is essential to the practice of nursing. Prerequisite: NUR 320.

NUR 410. Adult Health II (5) Students examine the pathophysiological and psychosocial changes in clients in acute care and rehabilitation settings. Students

enhance their psychomotor, community and leadership skills while collaborating with other health care workers and with families. Prerequisite: NUR 320.

NUR 411. Child and Adolescent Health (5) The utilization of developmental theory and nursing process in providing care to children, adolescents and their families. Altered states of health are examined as they affect normal growth and development. Prerequisite: NUR 410.

NUR 420. Community as Client (5) Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent in planning and implementing a project designed to meet an identified group health need. Prerequisite: NUR 330.

NUR 430. Leadership and Management (3) (W) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change and management; they explore issues of access, availability, utilization, quality of health and the role of health care workers in providing leadership toward resolutions. Prerequisite: NUR 411.

NUR 440. Practicum: Hospital (3) Working with a preceptor in a hospital setting, the student will actively participate in the management of nursing care for individuals, with an emphasis on clinical practice from a theoretical, holistic and wellness-oriented perspective. Prerequisite: NUR 445.

NUR 445. Critical Care (5) The course offers a continuing learning experience designed to further the students' ability in the application of the nursing process. The emphasis is placed on the assessment and care of patients with complex, life-threatening illnesses. Building on nursing concepts and the liberal arts and sciences, students examine the pathophysiological changes experienced by patients in the acute care setting. The role of the nurse as a caregiver and as a member of the health care team is emphasized. Prerequisite: NUR 411.

NUR 460. Senior Seminar (3) Decision-making, collaboration and the management of change, of power and of conflict are emphasized. The course addresses professional accountability and critical thinking in analyzing contemporary issues; it also focuses on professional development, leadership styles and nursing and management philosophies. Prerequisite: NUR 445.

NUR 499. Special Topics (1-3) A course of individual study or research. Admission by approval of division chair. Hours and credits to be arranged by faculty facilitator.

BRIDGE COURSES (RN TO BSN TRACK)

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/Corequisites: NUR 100, 201, and 202.

NUR 303. Human Pathophysiology (3) This course is an introduction to the study of the phenomena that produce alterations in human physiologic function. Disorders affecting cells, organs, and systems involved in the regulation of structure and functions within the human organism. Disease processes will be

explored as they relate to genetics, ethnicity, environment and age. Prerequisites/ Corequisites: BIO 232 and BIO 234.

NUR 401. Scientific Inquiry (3) The primary purpose of this course is to promote interest and participation in the research process, particularly research conducted by health care leaders. Nursing research improves patient care and demonstrates that nurses are key members of the health care team. Critiquing research and understanding the importance of evidence-based practice are essential to the practice of nursing.

NUR 403. Professional Nursing Roles: Enhancements and Updates (3) Designed for the RN-BSN and the RN-MSN students to enhance their professional nursing roles and scholarly writing. Current and emerging issues and trends related to nursing practice are explored, and activities focus on professional growth and development through readings, discussions, and assignments. Prerequisite: Must be admitted into the RN to BSN program.

NUR 420. Community as Client (5) Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent in planning and implementing a project designed to meet an identified group health need. Prerequisite: NUR 330.

NUR 430. Leadership and Management (3) (W) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change and management; they explore issues of access, availability, utilization, quality of health and the role of health care workers in providing leadership toward resolutions. Prerequisite: NUR 300.

NUR 441. Practicum for RNs (6) The purpose of this course is to expand the knowledge of the RN to many areas of the health care arena and increase the knowledge of a separate area of nursing in which the RN does not have experience. The seminar portion will discuss the facets of health care challenges along with increasing the nurse's knowledge of health care diversity and challenges. Prerequisites: This course is the completion of the program and all other courses must have been satisfactorily completed.

CERTIFICATE OFFERING

Faith Community Nursing (Parish Nursing) is offered as an online course through Spring Hill College. According to the International Parish Nursing Resource Center:

Parish nursing is a growing specialty practice of nursing, recognized by the American Nursing Association. It is also a ministry that is embraced by many different Christian denominations. Registered nurses also serve in similar capacities in several other faith traditions.

Contact the Division of Nursing for more information.

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 questions of ultimate meaning.

PHILOSOPHY (PHL)

Department Chair/Program Director: Christopher R. Dodsworth, 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, or 230. Third course: any lower- or upper-division philosophy course. Choices of core courses are to reflect breadth, but students are encouraged to select a third course that reflects their interests.

Transfer students with a six-hour philosophy requirement usually take PHL 101 and any other philosophy course.

Philosophy majors must take the following philosophy courses: three lower-level courses (including PHL 101 and two from PHL 210, 220, 221 or 230); and eight upper-level courses including PHL 498 Senior Seminar, which fulfills one of two parts of the comprehensive requirement. For the other part of their comprehensive requirement, students will keep a portfolio of all their essays submitted for upper-division work in the major. Their final presentation to the department, given as part of their Senior Seminar, will be of essays selected from their portfolio. In addition, they must successfully complete six hours of upper-division program electives outside of the department. To fulfill the speech competency requirement, majors may complete one of the following courses—CMM 150, BUS 210, 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 210,220,221,230	Philosophy Requirements	6
CMM 150 <i>or</i> BUS 210 <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
Any 4 Upper-Division Philosophy Courses		12
PHL 498	Senior Seminar	3
3xx-4xx	Program Electives	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 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 214. 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 314 may not enroll in PHL 214 and vice-versa. Prerequisite: PHL 101; corequisite: BIO 110 (or designated semester).

PHL 220. Philosophy of Human Nature (3) The philosophical examination of what it is to be a human being. Topics may include free will, weakness of will, emotions, rationality, knowledge, skepticism, personal identity, race, gender, and the meaning of life. Prerequisite: PHL 101.

PHL 221. Existentialism (3) A philosophy of human nature course from the perspective of existentialism. Topics may include free will, weakness of will, emotions,

rationality, knowledge, skepticism, personal identity, race, gender, and the meaning of life. Special emphasis on themes of authenticity, choice, commitment, emotion, motivation, self-creation, self-deception, and social heteronomy, among others. Prerequisite: PHL 101.

PHL 230. Philosophy of Religion (3) A philosophical reflection on religious issues, language, and beliefs. Topics may include the existence of God, immortality, evil, and religious pluralism. Prerequisite: PHL 101. Students who wish to take this course on the upper-division level should register for PHL 335.

PHL 291. Honors Ethics (3) This is an accelerated course introducing the student to ethics (cf. PHL 210). Prerequisites: PHL 190 and Honors Standing.

PHL 292. Honors Philosophy of Human Nature (3) This is an accelerated course introducing the student to the Philosophy of Human Nature (cf. PHL 220). Prerequisites PHL 190 and Honors Standing.

PHL 293. Honors Philosophy of Religion (3) This is an accelerated course introducing the student to the philosophy of religion (cf. PHL 230). Prerequisites: PHL 190 and Honors Standing.

PHL 294. Honors Philosophy Special Topics (3) An accelerated philosophy course covering a topic of interest to students and their director on the philosophy faculty. Prerequisites: PHL 190 and Honors Standing.

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 311. 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 312. 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 313. Business Ethics (3) (W) An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management. Prerequisites: PHL 101 and a lower-division course.

PHL 314. Advanced Environmental Ethics (3) (W) An in-depth examination of the issues covered in PHL 214 plus an additional 10-page critical essay on one of the following: a piece of nature writing for English majors, an environmental audit case for business or science majors, a public policy case for economics and social science majors, etc. Students who have taken PHL 214 may not enroll in PHL 314 and vice-versa. Prerequisite: PHL 101 and one PHL 2xx or higher.

PHL 315. Ethical Theory (3) A study of classical and contemporary ethical theories. Topics may include ethical relativism, ethical egoism, utilitarianism, deontology, virtue ethics, feminism, moral realism, natural rights and justice. Prerequisites: PHL 101 and a lower-division course.

PHL 316. Justice (3) (W) An examination of the nature of justice from a number of classic and contemporary philosophical perspectives. Readings drawn from Aristotle, Marx, Darwin, Rawls, Nozick, and contemporary philosophers. Prerequisites: PHL 101 and one lower-division course.

PHL 318. Christian Medical Ethics for Nurses (3) A basic exploration of bioethical issues: their philosophical and theological concepts and their ethical work-up from a distinctively nursing perspective. Enrollment is restricted to nursing majors. Prerequisites: PHL 101, a lower-division course, and admission to the professional component of the nursing program.

PHL 321. Existentialism (3) (W) A study of the Existentialist movement, its roots and contemporary development. Special attention will be given to Kierkegaard, Sartre, and Marcel. Prerequisites: PHL 101 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 335. Advanced Philosophy of Religion (3) (W) An in-depth examination of the central metaphysical and epistemological issues concerning religious belief. Topics may include classic arguments for the existence of God, the problem of evil, the nature of faith and its relationship to rational criteria, the nature of religious language. Students who have taken PHL 230 may not enroll in PHL 335. Prerequisites: PHL 101 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 351-352. Western Political Philosophy I, II (3,3) Same course as POL 381-382, (see Political Science for course description). Either the first or the second part of this course may be taken for three hours credit in philosophy. Prerequisites: PHL 101 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 370. Philosophy of Science (3) (W) An examination of the central issues in the philosophy of science, including theory confirmation, scientific explanation, scientific method, laws of nature, and the relation between theory and the world. Prerequisites: PHL 101 and one lower-division course.

PHL 371. Philosophy of Biology (3) (W) A survey of a number of the central questions in the philosophy of biology, including, what is the nature of selection? Is there an “essential” human nature determined in our biology? What is a biological function? What defines a biological species? What is life? Prerequisites: PHL 101 and one other 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 395. Special Topics (1-3) (W) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101 or 190 and a lower-division course.

PHL 396. Special Topics (1-3) (D) Work in an important area of philosophy of special interest to the students and their director on the philosophy faculty. Prerequisites: PHL 101 or 190 and a lower-division course.

PHL 397. Special Topics (1-3) (W, D) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101 or 190 and a lower-division course.

PHL 398. Special Topics (1-3) Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101 or 190 and a lower-division course.

PHL 402. Philosophy of Language (3) (W) This course examines theories about what our sentences mean and how we should assess the truth of what we say, focusing on philosophy of language in the analytic tradition. Prerequisites: PHL 101 and two other philosophy courses or instructor approval.

PHL 420. Contemporary Epistemology (3) (W) 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 422. Philosophy of Mind (3) (W) A study of philosophical theories concerning the nature of the mind and its relation to the body. Among the theories considered are dualism, behaviorism, physicalism, and functionalism. Prerequisites: PHL 101 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 450. Philosophy of Education (3) (W) A study of philosophical problems concerning aims, methods, and organization in education. Same course as EDU 401. Prerequisites: PHL 101 and a lower-division course.

PHL 498. Senior Seminar (1-4) (W) The content of the seminar will rotate each year among the following areas: philosophical anthropology, ethical theory, metaphysics, epistemology, philosophy of God, philosophy of science, philosophy of language, philosophy of law. Prerequisite: philosophy major; non-majors with consent of the instructor.

THEOLOGY (THL)

Department Chair/Program Director: Christopher J. Viscardi, 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 are at the heart of the Christian gospel. With the view that faith is not simply one isolated area of human experience and reflection but, rather, is the expression of a life vision from which all thought and action flow, the College considers a critical reflection on faith an integral part of its curriculum.

The fundamental rationale of the theology core requirement is to introduce students to serious, critical reflection on questions of ultimate meaning and transcendence. Courses range from the study of world religions and the human experience of faith in general, to an exploration of sacraments, liturgy, and sacred scriptures in the Christian tradition. Students, regardless of religious affiliation, are challenged to a deeper understanding of their own religious experience and the religious heritage of Western civilization.

For students interested in a broader understanding of theological questions or in preparation for some form of church ministry, there are several special programs: a minor in theology, a major or double major, and a certificate in ministry. Special programs for adult students offer a certificate in theological studies, a certificate in ecclesial ministry (see the Continuing Studies section of this *Bulletin*), as well as the graduate theology degrees and certificates (see Graduate section of *Bulletin*). In addition to regular course offerings, a complete introduction to Catholic faith and practice (as preparation for confirmation or for entrance into the Church) is offered by the RCIA program, sponsored jointly with Campus Ministry.

Teacher education majors who plan to teach in Catholic schools, whether in the Archdiocese of Mobile or elsewhere, will be able to complete many of the courses leading to the “catechist certification,” which is required by the Catholic school system in most areas, by choosing their theology core courses as follows: THL 101/190 (freshman year), any Scripture course (sophomore/junior), THL 242 Catholicism (sophomore/junior), THL 421 Religious Education (junior/senior). In addition, several states recognize philosophy or theology courses to qualify teacher education majors for an endorsement in religious studies.

Requirements

General College core requirements for all students, regardless of religious affiliation, include 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. Courses at the 400 level do not satisfy the core requirement.

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, including at least two sections of THL 490 or 495 and the senior seminar, THL 496. The 30 hours in theology must include (at either the 200, 300, or 400 level) 2 courses (6 hours) in biblical category, 2 historical, 2 moral, 1 pastoral, and 1 systematic (as identified in the course descriptions below). Students 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. All courses of the major must have a grade of at least C- and a cumulative average of at least C (2.0).

Comprehensive Experience: The senior seminar is a 3-credit-hour course taken in the senior year, culminating in a major research paper (20-30 pages long). The paper will be read by two faculty (the seminar director and a second reader) and presented by the student in a public forum.

All courses are identified by a letter indicating which area(s) of theology they fall under: B (Biblical), H (Historical), M (Moral), P (Pastoral), S (Systematic).

Lower-division courses are distinguished from upper-division either by content (broader, survey approach) or by depth of treatment (more basic, introductory level). Upper-division courses will be more specialized and/or more demanding. Unless otherwise noted in the course description, the only prerequisite for all courses is THL 101/190.

Bachelor of Arts in Theology¹

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 101/190	Introduction to Christian Theology	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	9
(or any THL 5xx taken for undergraduate credit)		
THL 490/495	Advanced Electives	6
THL 496	Senior Seminar	3
3xx/4xx	Program Electives ²	12

¹A minimum of 30 credits (or a maximum of 33) must be courses in theology (either upper- or lower-division), selected from the following categories: 2 Biblical, 2 Moral, 2 Historical, 1 Systematic, 1 Pastoral.

²Selected in consultation with advisor, ordinarily from humanities or social sciences.

Minor in Theology¹

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
THL 101/190	Introduction to Christian Theology	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. Introduction to Christian Theology (3) An introduction to the theological study of the Christian tradition of faith. The course is divided into two components: biblical and doctrinal. Both components will investigate the historical development and contemporary understandings of Bible and Tradition, the two fundamental expressions of Christianity.

or

THL 190. Honors Theology I: Introduction to Christian Theology (3) An introduction to the theological study of the Christian tradition designed especially for Honors students. The course has two components: the study of Scripture in the light of contemporary biblical scholarship; and the study of leading figures and turning points in the history of doctrine.

BASIC CORE: LOWER-DIVISION COURSES

THL 221. Ritual & Worship (3) P/H A study of Christian worship and its central role in the life of the Church through an historical analysis of sacred time, church architecture, ritual structures, and popular piety. Prerequisite: THL 101/190.

THL 230. New Testament Survey (3) B An introduction to the literature and social context of the New Testament. Students will examine the historical and religious setting of New Testament gospels and letters, the process of development and literary genres, as well as methods of interpretation of the New Testament in their own lived experience. Ordinarily taught as an online course, for the Nursing bridge program.

THL 231. Old Testament Survey (3) B An introduction to modern scriptural studies and methodology in the context of a survey of the Old Testament. Prerequisite: THL 101/190.

THL 232. Synoptic Gospels (3) (W) B An introduction to the historical-critical study of the Gospels comparing and contrasting the Gospels of Matthew, Mark, and Luke in their origins, styles, and major themes. Prerequisite: THL 101/190.

THL 242. Catholicism (3) S/H An overview of the major areas of Catholic teaching and practice: spirituality, Christology, church, sacraments, biblical interpretation, ethics. This course surveys both the historical roots of the Catholic tradition and the views of contemporary theologians. Prerequisite: THL 101/190.

THL 250. Introduction to Christian Ethics (3) M An introduction to Christian ethics in three parts: reflection on the theological context of Christian morality, analysis of its traditional methods of moral reasoning, and application of these methods to various contemporary moral issues. Prerequisite: THL 101/190.

THL 261. World Religions (3) (D) H A survey course covering the major world religions, such as Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Prerequisite: THL 101/190.

BASIC CORE: UPPER-DIVISION COURSES

THL 321. Worship as Ethics (3) (W) P/M This course draws on liturgical texts, classical authors, and modern writers to develop a liturgically based understanding of the Christian moral life and to apply that understanding to selected ethical issues. Prerequisite: THL 101/190.

THL 331. Prophets (3) (W) B A study of the major prophets of the Old Testament that will examine the historical context, literary style, and theological themes of each. Prerequisite: THL 101/190.

THL 332. Gospel & Letters of John (3) (W) B An analysis of the structure and purpose of John's Gospel and Letters, their formation and literary problems. An examination of the distinctive Johannine community. Prerequisite: THL 101/190.

THL 333. Letters of Paul (3) (W) B A study of the life and writings of St. Paul with an emphasis on his major theological insights (sin, freedom, faith, and union in Christ) and the pastoral motivation for his letters. Prerequisite: THL 101/190.

THL 342. 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 101/190.

THL 343. Sacraments (3) S/H A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II. Prerequisite: THL 101/190.

THL 344. Christology (3) S/H An investigation into the theology of the personal identity of Jesus Christ. A critical analysis will focus selectively on the New Testament data, the trinitarian and Christological formulations of dogma, as well as some of the principal modern historical and theological interpretations. Prerequisite: THL 101/190.

THL 345. Religion & Culture (3) (D) S A study of religious faith as a central fact of history and world culture through a reflective interpretation of major literary, historical, and theological documents. Prerequisite: THL 101/190.

THL 350. Catholic Social Thought (3) (D,W) M Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as POL 383. Prerequisite: six hours of theology or permission of instructor.

THL 352. Peace and Justice Issues (3) M A Christian approach to the basic ethical demands arising from being a citizen in the human family: the responsibility of nations and individuals to pursue, protect or establish peace; the imperative to

seek justice in social and political structures. Current issues, e.g., war and peace, economic systems, environmental concern. Prerequisite: THL 101/190.

THL 353. Human Sexuality & Marriage (3) M A Christian understanding of human sexuality and the ethical imperative for personal responsibility and integrity in behavior; issues of pre-marital sex and homosexuality. Catholic theology of marriage as sacrament, issues of divorce and remarriage, impediments, requirements for marriage. Prerequisite: THL 101/190.

THL 354. Religion and International Politics (3) (W/D) M This course will explore the ambivalent role played by religion in global affairs: a source both of deadly conflicts and of acts of peacemaking. Particular themes include Islam in the international arena, religion and human rights, conceptions of world order, and United States foreign policy. Prerequisite: THL 101/190.

THL 363. American Religious History (3) (W) H A study of the principal developments of religious experience and religious thought in the history of America, along with consideration of their impact on American culture. Prerequisite: THL 101/190.

THL 365. Judaism (3) (D) H A theological study of the teaching and practice of Judaism. Both its historical traditions and present-day expressions are examined. Sponsored by the Jewish Chautauqua Society. Prerequisite: THL 101/190.

THL 385. Special Topics in Theology I (3) (D) This course satisfies the college-wide diversity requirement. Prerequisite: THL 101/190.

THL 386. Special Topics in Theology II (3) (W) This course is recognized as writing intensive. Prerequisite: THL 101/190.

THL 387. Special Topics in Theology III (3) (D,W) This course is writing intensive and also satisfies the college-wide diversity requirement. Prerequisite: THL 101/190.

THL 388. Special Topics in Theology IV (3) Content of this course will vary, to offer special areas of study which satisfy the theology core requirement. Prerequisite: THL 101/190.

THL 390. Honors Theology II: Major Themes (3) (W) An advanced seminar on a particular topic in religious studies (e.g., Catholicism, Christology, Gospels, Religion & Culture, World Religions), designed especially for Honors students. Prerequisite: THL 101/190.

THL 391. Honors Theology II: Major Themes (3) (D,W) A course designed for Honors students which has been previously approved for the Diversity designation. Prerequisite: THL 101/190.

SPECIALIZED/ELECTIVE: NON-CORE COURSES

The following courses do not ordinarily satisfy the core requirement in theology. They are sometimes taught as separate, independent courses, but most often are used to designate courses from the graduate program which are taken for undergraduate credit (with appropriate adjustments in assignments and expectations).

THL 421. Religious Education (3) P A study of both the theory and practice of religious education. This course is designed for educators who will work either in Catholic schools or in parish programs. Prerequisite: THL 101/190.

THL 425. Special Topics in Pastoral Theology (3) P This course will focus on a particular aspect of the theology of Church or ministry, including liturgical and

catechetical topics. The course presumes familiarity with basic liturgical and pastoral theology. Prerequisite: THL 101/190.

THL 428. Liturgy, Art & Architecture (3) P A study of the development of the history and theology of Christian worship as embodied in art and architecture. Liturgical theology and practice will be examined through an investigation of sacred space. Prerequisite: THL 101/190.

THL 431. Old Testament Topics (1-3) B An in-depth study of a special topic in Old Testament literature, such as a major theological theme, a particular literary genre, a period in Israelite history. Prerequisite: THL 101/190.

THL 432. New Testament Topics (1-3) B An advanced study of a special topic of interest in the New Testament, such as a particular New Testament book or literary form, or a common theme from various New Testament perspectives. Prerequisite: THL 101/190.

THL 440. Reconciliation (3) (W) P/S As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. This course explores the sacrament of reconciliation in its broader theological context, from a variety of angles: historical, systematic, liturgical, and pastoral. Prerequisite: THL 101/190.

THL 441. Eucharistic Theology (3) S/P A doctrinal study of the Eucharist with special emphasis on its liturgical context, as a sacrament of Christ and Church, and as the source and summit of sacramental life. Prerequisite: THL 101/190.

THL 451. Christian Spirituality (3) 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 101/190.

THL 452. Special Moral Topics (1-3) M This course presumes familiarity with fundamental ethical categories. It will focus on one particular ethical issue for an extensive and thorough treatment. Prerequisite: THL 101/190.

THL 455. History of Spirituality (3) H/P A study of major traditions or authors of spirituality throughout the history of Christianity, such as the desert monks, the mystical traditions of the middle ages, Ignatian spirituality, Teresa of Avila or Thomas Merton. Prerequisite: THL 101/190.

THL 461-462. History of Christian Thought I-II (3,3) H/S This course explores the history of Christian theology, focusing on developments during one of the major historical epochs: i.e., early, medieval, reformation, modern. Prerequisite: THL 101/190.

THL 469. Major Theologian (3) S/H An in-depth study of the life and works of an eminent theologian: e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Rahner. Prerequisite: THL 101/190.

THL 471. The Way of Zen (3) (D) H A study of the historical and philosophical origins of this major school of Japanese Buddhism, examining the actual experiences of Zen and reflecting on their cross-cultural (American and Christian) appropriation. Prerequisite: THL 101/190.

THL 490. Intensive Reading Seminar (1-3) (W) An in-depth study of a particular theologian or theological school; limited to students with junior or senior standing and includes a formal research paper. Prerequisites: fifteen hours theology or permission of chair of theology.

THL 494/495. Advanced Topics in Theology (3) (W) Designed primarily for theology majors and minors, the content of this course will vary, but will always include a formal research paper. It offers greater depth of inquiry and assumes a

basic foundation in theological study. When this course has an approved D (diversity) designation, it will be listed as THL 494 (D,W). Prerequisite: nine hours theology or permission of instructor.

THL 496/497. Senior Seminar (3) (W) Designed for graduating theology majors, ordinarily taken during the senior year, it requires independent critical research, culminating in a thesis paper (20-30 pages) and formal presentation in a public forum. When this course has an approved D (diversity) designation, it will be listed as THL 497 (D,W). Prerequisite: Senior standing or permission.

THL 499. Theology Seminar (1-4) Special problems in religious thought. Content of course will be varied to meet more specialized needs/interests of the students and instructor. Prerequisite: THL 101/190.

Certificate of Ministry

The Certificate of Ministry is designed for students interested in some form of church-related work, such as catechetical, family or youth ministry. The certificate requires completion of 12 credit hours in applied theology, offered in collaboration with the Archdiocese of Mobile. Students complete the 12 hours according to a range of required courses, depending on their area of interest: 4-8 credits in field education (MIN 390/392), usually 2 credits per semester during sophomore, junior or senior years; 3-6 credits in ministry workshops or seminars (MIN 395); and 2-4 credits in spirituality (SPT) courses. In addition to MIN and SPT courses, approved courses in applied theology, such as THL 421 (Religious Education), may satisfy up to 3 credits of the requirement. For theology majors, these 12 hours also fulfill the program elective requirements. As part of the holistic formation for church ministry, recommended by the U.S. Conference of Catholic Bishops (Co-Workers in the Vineyard of the LordTM), the certificate requires completion of an extracurricular spiritual formation component, which consists of participation in at least three student retreats before graduation.

MIN 390. Ministry Practicum: Beginners (1-4) Field education offers a work/learning experience at an approved placement, under the supervision of a mentor and including a weekly reflection meeting, journaling and final paper. Designed to offer students practical ministry experience and opportunities for theological reflection in a seminar setting, one credit of the practicum will require approximately 30 hours at the placement site. When these placements connect students with a diverse population and with issues of social justice and social analysis, application may be made for D (diversity) credit, with approval of the chair of theology, through the Core Development Committee.

MIN 392. Ministry Practicum: Advanced (1-4) For those who have already completed one semester of Field Education (see MIN 390), with a separate weekly reflection seminar. Prerequisite: MIN 390.

MIN 395. Special Topics in Ministry (1-4) These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of 5 contact hours, along with readings and a paper.



Division of Science and Mathematics

Division Chair: Charles M. Chester, Ph.D.

The Division of Science and Mathematics includes the departments of Biology; Chemistry, Physics and Engineering; and Mathematics. Majors are offered in biology, biochemistry, biopsychology, chemistry, dual degree engineering, and mathematics. All of these majors lead to the degree of Bachelor of Science. Prospective students are urged to view the College website for more information concerning the programs available within each department.

PRE-HEALTH PROFESSIONS

Spring Hill College has a longstanding reputation of providing an academically sound background for students who desire to become health care professionals (i.e., physicians, dentists, veterinarians, physical therapists, pharmacists, etc.). We know first-hand what strengths, skills, and experiences students must develop in order to gain admission to the graduate or professional school of their choice, and the excellence of our program is recognized and appreciated by the graduate and professional schools to which our students apply and are accepted. While students who aspire to enter one of the health professions need not pursue a major in one of the sciences, the majors which can most easily be adapted to their needs are in biology, biochemistry, and chemistry.

There are three aspects of our program that set it apart from others in our region:

1. *The Core Curriculum* – Medical schools seek students who have a broad-based educational background rich in the humanities. This is exactly the sort of coursework available to students through the college's Core Curriculum.
2. *Preparation for a Post-graduate Education* – Our graduates who have entered health professional schools have confirmed the strength of their undergraduate preparation at Spring Hill. Many of the textbooks that we use in our upper-division biology courses are the same texts used to teach those subjects in medical school. Often students report that subjects were taught in greater depth at Spring Hill than they were in medical school.
3. *Support* – Pre-health science students receive guidance and support from the faculty in every aspect of their pre-medical education. Several group meetings are held each year dealing with issues such as policies and procedures for applying to medical school and preparation for the Medical College Admission Test (MCAT). The Directors of Admission of our state-supported schools of dentistry, medicine, and pharmacy visit our campus

each year (as does a representative of the school of medicine at Louisiana State University); and students have the opportunity to meet with these representatives individually. Typically, by the time students make application to the schools of their choice at the end of their junior year, they are well known by the admissions officers of those schools.

THE SPRING HILL COLLEGE/SAINT LOUIS UNIVERSITY PRE-MEDICAL SCHOLARS PROGRAM

The Spring Hill College/Saint Louis University Pre-Medical Scholars Program is a special arrangement between Spring Hill College and the Saint Louis University School of Medicine. It is intended to reduce some of the stress and anxiety that pre-medical students often experience, including preparation for the MCAT.

The program is available to students who have been offered an acceptance to Spring Hill College, have exceptional standardized test scores (ACT composite of 30 or higher, or SAT math and verbal composite of 1320 or higher), a recalculated high school GPA of 3.75 or higher, and excellent recommendations.

The successful student is given the opportunity to apply to medical school during the summer after the sophomore year without taking the MCAT. The Saint Louis University School of Medicine requires that students take the MCAT *after* they receive provisional acceptance, and students are expected to achieve their highest possible scores on the MCAT, but the scores *do not* affect the student's provisional acceptance to medical school.

To apply to the program students will check the box marked "yes, I want to be considered for the Pre-Medical Scholars Program" on the Spring Hill College application for admissions. Additional information concerning the program is available at the website of the Department of Biology.

THE POST-BACCALAUREATE PRE-MEDICAL STUDIES PROGRAM

The Post-Baccalaureate Pre-Medical Studies Program is designed for college graduates who have an undergraduate degree in a field other than the sciences and who seek admission into medical, dental, veterinary, and other health care professional schools. The program consists of basic science courses in biology, chemistry, physics, and mathematics that fulfill requirements for admission to medical school and other health-related professional programs. Additional information concerning this program can be obtained at the websites of the Department of Biology and the Office of Graduate and Continuing Studies.

INTERDISCIPLINARY MAJOR IN BIOPSYCHOLOGY

Biopsychology (also known as Neuroscience) is the study of the biological processes that relate to behavior, including the molecular and cellular basis of neural functioning. By its nature, the field of biopsychology is an interdisciplinary field of study that encompasses biology, chemistry, and psychology. It is a

broad scientific discipline that involves studying the brain from a chemical, cellular, genetic, and developmental, behavioral, cognitive, or social behavioral perspective. A graduate with a Bachelor of Science in Biopsychology could pursue various post-graduate programs in neuroscience and related disciplines as well as entry-level positions in academic or private research settings and sales positions in the biotechnology industry. In addition, the Premedical concentration within the major provides training necessary to be competitive when applying to medical school.

Major in Biopsychology - Traditional Concentration

FRESHMAN YEAR

Fall Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 & 103	Principles of Biology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
MTH 111	Precalculus	3
PSY 101	General Psychology	3
	Core	3
LEA 101	LEAP Lap	1
	Total	18

Spring Semester

CHM 112 & 114	General Chemistry II with Laboratory	4
PSY 204	Developmental Psychology	3
PSY 263	Statistics for the Social Sciences	3
	Core	6
	Total	16

SOPHOMORE YEAR

Fall Semester

CHM 231 & 233	Organic Chemistry I with Laboratory	4
PSY 351	Descriptive Research Methods	3
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
	Core	6
	Total	17

Spring Semester

CHM 232 & 234	Organic Chemistry II with Laboratory	4
PSY 352	Experimental Research Methods	3
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
	Core	6
	Total	17

JUNIOR YEAR

Fall Semester

BIO 301 & 302	Genetics with Laboratory	4
PSY 324	Health Psychology	3
BIO 322 & 324 <i>or</i>	Developmental Biology with Laboratory (4) <i>or</i>	
BIO 440	Basic and Clinical Endocrinology (3)	3 or 4
	Core	<u>6</u>
	Total	16 or 17

Spring Semester

BIO 360 & 362	Cell Biology and Molecular Biology Laboratory	4
PSY 364	Biological Psychology	3
	Core	<u>9</u>
	Total	16

SENIOR YEAR

Fall Semester

PSY 464	Human Neuropsychology	3
PSY 451	Research Experience I	2
CHM 461	Biochemistry I	3
BIO 322 & 324 <i>or</i>	Developmental Biology with Laboratory (4) <i>or</i>	
BIO 440 <i>or</i>	Basic and Clinical Endocrinology (3)	
BIO 462 & 464	General Physiology with Laboratory (4)	3 or 4
	Core	<u>3</u>
	Total	14 or 15

Spring Semester

PSY 452	Research Experience II	1
PSY 468	Historical and Contemporary Issues in Psychology	3
BIO 450	Molecular Biology	3
PSY 374	Drugs, Brain, & Behavior	3
	Core	<u>6</u>
	Total	16

Major in Biopsychology - Premedical Concentration

FRESHMAN YEAR

Fall Semester

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 & 103	Principles of Biology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
MTH 111* <i>or</i>	Precalculus (3) <i>or</i>	
MTH 121	Calculus I (4)	3 or 4
	Core	6
LEA 101	LEAP Lab	<u>1</u>
	Total	18 or 19**

Spring Semester

CHM 112 & 114	General Chemistry II with Laboratory	4
MTH 121 <i>or</i>	Calculus I (4) <i>or</i>	
PSY 263 <i>or</i>	Statistics for the Social Sciences (3) <i>or</i>	
MTH 163	Basic Statistics for the Sciences (3)	3 or 4
PSY 101	General Psychology	3
	Core	<u>6</u>
	Total	16 or 17

SOPHOMORE YEAR**Fall Semester**

BIO 240 & 243	Biomedical Anatomy & Physiology I with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
PSY 263 <i>or</i>	Statistics for the Social Sciences (3) <i>or</i>	
MTH 163 <i>or</i>	Basic Statistics for the Sciences (3) <i>or</i>	
	Core	3
	Core	<u>6</u>
	Total	17

Spring Semester

BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
PSY 204	Developmental Psychology	3
	Core	<u>6</u>
	Total	17

JUNIOR YEAR**Fall Semester**

BIO 301 & 302	Genetics with Laboratory	4
PHY 221 & 213	Physics with Calculus I with Laboratory	4
BIO 440 <i>or</i>	Basic and Clinical Endocrinology (3) <i>or</i>	
BIO 322 & 324	Developmental Biology with Laboratory (4)3 or 4	
	Core	<u>6</u>
	Total	17 or 18

Spring Semester

BIO 360 & 362	Cell Biology and Molecular Biology Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4
PSY 364	Biological Psychology	3
	Core	<u>3</u>
	Total	14

SENIOR YEAR**Fall Semester**

BIO 440 <i>or</i>	Basic and Clinical Endocrinology (3) <i>or</i>	
BIO 462 & 464	General Physiology with Laboratory (4)	3 or 4
PSY 464	Human Neuropsychology	3
PSY 324 <i>or</i>	Health Psychology (3) <i>or</i>	
PSY 375	Cognitive Psychology	3
	Core	<u>6</u>
	Total	15 or 16

Spring Semester

BIO 421 & 423	Histology with Laboratory	4
PSY 374	Drugs, Brain & Behavior	3
CMM 150	Introduction to Public Speaking	3
	Core	<u>6</u>
	Total	16

*Students must take MTH 121 or MTH 163

** Students who qualify for the Honors Program are allowed to take 19 hours in the fall of the freshman year.

BIOLOGY (BIO)

Department Chair/Program Director: Donald E. Culberson, Ph.D.

The objective of the Department of Biology is to provide students with a postsecondary education in the life sciences, the health professions, or teaching. The department offers three optional concentrations: Cellular and Molecular Biology, Organismal and Marine Biology, and Pre-Health Science (for those preparing for a career in medicine, dentistry, veterinary medicine, physical therapy, pharmacy, etc.). For additional information regarding departmental programs and faculty, please consult the College's website at: www.shc.edu. The departmental website contains faculty contact information, and prospective students are encouraged to contact departmental faculty for further information concerning our programs.

An additional objective of the department is to provide all students of the College with the opportunity to learn the general principles of the life sciences necessary for a complete liberal arts education.

Requirements

Each concentration requires BIO 101 Principles of Biology, BIO 103 Principles of Biology Laboratory, and twenty-four (24) credit hours of upper-division lecture and laboratory courses in biology, including BIO 301 Genetics and BIO 302 Genetics Laboratory, and BIO 360 Cell Biology and BIO 362 Cell and Molecular Biology Laboratory. In addition, students must complete six (6) upper-division credit hours in a discipline other than biology that supports the major and are approved by the student's advisor. Biology majors are also required to take MTH 121 Calculus I, MTH 163 Basic Statistics for the Sciences,

PHY 221 and PHY 213 Physics with Calculus I and Laboratory, and PHY 222 and PHY 214 Physics with Calculus II and Laboratory. Though not required, students are encouraged to choose upper-division biology electives within one of the three concentrations. All science and mathematics courses must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites.

The minor in biology consists of twenty-four semester hours in biology, including BIO 301 Genetics, BIO 360 Cell Biology, and BIO 362 Cell and Molecular Biology Laboratory. (Note: General and Organic Chemistry are prerequisites for many upper-division biology courses.)

In order to graduate with a Bachelor of Science degree, students majoring in biology must pass a standardized comprehensive written examination and demonstrate speech competency by taking and passing CMM 150 Introduction to Public Speaking or its equivalent.

MARINE BIOLOGY CONCENTRATION

All students following the concentration in Marine Biology should anticipate spending a portion of the summer between their junior and senior years at the Marine Environmental Sciences Consortium laboratory (also known as the Dauphin Island Sea Lab) on nearby Dauphin Island. On a space available basis, study at the Sea Lab might also be available between the sophomore and junior years. Appropriate courses taken at the Sea Lab may be substituted for most of the upper-division concentration requirements. These courses are to be arranged in consultation with the student's academic advisor and the College's liaison officer for the Sea Lab, Dr. Charles M. Chester.

Bachelor of Science in Biology (Pre-Health Science Concentration)

LOWER-DIVISION

Course	Title	Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
BIO 236 & 238	Microbial Biology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
* BIO 322 & 324	Developmental Biology with Laboratory	4
* BIO 351 & 353	Parasitology with Laboratory	4
* BIO 410	Immunology	3
* BIO 421 & 423	Histology with Laboratory	4
* BIO 440	Basic and Clinical Endocrinology	3
* BIO 450	Molecular Biology	3
* BIO 462 & 464	General Physiology with Laboratory	4
* BIO 470	Mechanisms of Disease	3
* BIO 480	Neurobiology	3
* CHM 461	Biochemistry I	3

*Elective. Students select the number of elective courses that will fulfill the major requirement of twenty-four semester hours of upper-division courses in biology.

Bachelor of Science in Biology Organismal/Marine Biology Concentration

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	4
* BIO 105	Introduction to Marine Science	3
BIO 205 & 207	Invertebrate Zoology with Laboratory	4
BIO 254 & 256	Vertebrate Zoology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
* BIO 310	Animal Behavior	3
* BIO 322 & 324	Developmental Biology with Laboratory	4
* BIO 351 & 353	Parasitology with Laboratory	4
* BIO 355 & 357	Ecology with Laboratory	4
* BIO 460	Evolution	3
* MRN 301	Marine Botany	4
* MRN 302	Marine Vertebrate Zoology	4
* MRN 306	Marine Biology	4
* MRN 312	Marine Ecology	4
* MRN 403	Marine Invertebrate Zoology	4
* MRN 414	Marsh Ecology	4
* MRN 416	Coral Reef Ecology	4
* MRN 431	Dolphins and Whales	2

*Elective. Students select the number of elective courses that will fulfill the major requirement of twenty-four semester hours of upper-division courses in biology.

Bachelor of Science in Biology Cell and Molecular Biology Concentration

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 205 & 207 <i>or</i>	Invertebrate Zoology with Laboratory <i>or</i>	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	
BIO 241 & 244 <i>or</i>	Biomedical Anatomy and Physiology II with Laboratory <i>or</i>	4
BIO 254 & 256	Vertebrate Zoology with Laboratory	
BIO 236 & 238	Microbial Biology with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I and Laboratory	4
PHY 222 & 214	Physics with Calculus II and Laboratory	4

(Normally, students take either the two-semester sequence in Human Anatomy & Physiology or Invertebrate and Vertebrate Zoology. Also, students may take Botany in place of, or in addition to, Microbial Biology.)

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
* BIO 322 & 324	Developmental Biology with Laboratory	4
* BIO 410	Immunology	3
* BIO 440	Basic and Clinical Endocrinology	3
* BIO 450	Molecular Biology	3
* BIO 462 & 464	General Physiology with Laboratory	4
* BIO 470	Mechanisms of Disease	3
* BIO 480	Neurobiology	3
* CHM 461	Biochemistry I	3
* CHM 462 & 464	Biochemistry II with Laboratory	4

*Elective. Students select the number of elective courses that will fulfill the major requirement of twenty-four semester hours of upper-division courses in biology.

The following courses are recommended for all biology majors:

PHL 311 <i>or</i>	Bioethics <i>or</i>	3
PHL 214	Environmental Ethics	
PHL 370	Philosophy of Science	3
SOC 391	Medical Sociology	3

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 <i>or</i>	Botany with Laboratory <i>or</i>	4
BIO 236 & 238	Microbial Biology with Laboratory	
BIO 205 & 207 <i>or</i>	Invertebrate Zoology with Laboratory <i>or</i>	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	
BIO 241 & 244 <i>or</i>	Biomedical Anatomy and Physiology II with Laboratory <i>or</i>	4
BIO 254 & 256	Vertebrate Zoology with Laboratory	

(Normally, students take either the two-semester sequence in Human Anatomy & Physiology or Invertebrate and Vertebrate Zoology. Also, students may take Botany in place of, or in addition to, Microbial Biology.)

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
BIO 360	Cell Biology	3
BIO 362	Cell and Molecular Biology Laboratory	1
BIO or MRN	Electives	8

LOWER-DIVISION COURSES

BIO 100. Human Biology (3) This is a biology course with human application addressing five major areas: physiology, development, genetics, evolution, and current health issues. Special laboratory exercises and demonstrations are included. Satisfies the core laboratory or general science division core requirement.

BIO 101. Principles of Biology (3) A study of fundamental biological concepts and processes. Corequisites: BIO 103, MTH 111 or MTH 121.

BIO 102. Botany (3) An introductory course in botany. (Bibliographic instruction course) Prerequisite: BIO 101 and 103 or equivalent. Corequisite: BIO 104.

BIO 103. Principles of Biology Laboratory (1) Corequisite: BIO 101.

BIO 104. Botany Laboratory (1) Corequisite: BIO 102.

BIO 105. Introduction to Marine Science (3) An introduction to the various disciplines that constitute marine science, both physical and biological. Prerequisite: BIO 101.

BIO 110. Environmental Biology (3) A study of the interrelationships between humans and their environment. Emphasis on human impact on natural ecosystems, environmental economics, politics, and ethics. Special laboratory exercises and demonstrations are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

BIO 115. Biology of Sex (3) An introduction to the biological principles of human reproduction. Reproduction anatomy and physiology as well as the social implications of sex and reproductive technology will be considered.

BIO 116. Microbes and Society (3) A study of the relationship between microbes and society. Emphasis on how microbes impact humans, the control of microbes, bioterrorism, food safety, and epidemics. Special laboratory exercises are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

BIO 117. Forensic Biology (3) An overview of basic forensic biology: death and decomposition, body fluids, microbiology, zoology, botany. Some subjects will be dealt with in laboratory format.

BIO 120. Farms to Pharmaceuticals: The Botany of Everyday Things (3) A survey of plants and plant products used by people for food, medicine, clothing, and shelter. Special laboratory exercises and demonstrations are included. Satisfies the laboratory science core curriculum requirement.

BIO 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. Prerequisite: BIO 101 or CHM 101. Corequisite: BIO 138. Non-science majors only.

BIO 138. Microbiology Laboratory (1) Corequisite: BIO 136. The laboratory emphasizes aseptic technique, and the identification of bacterial groups by differential staining, cultivation and biochemical methods.

BIO 140. Biology Community Service Seminar (1-2) A community-based learning course. The biology students work with MCPSS 7th grade students on basic biology. Includes hands-on activities and tutoring for EQTs. This course is repeatable for up to 2 credits. Prerequisite/Co-requisite: BIO 101/103; prerequisite: declared biology major.

BIO 201. Flora of the Gulf Coast (3) A survey of the plants of the Gulf Coast for education majors. Emphasizes plant taxonomy but includes aspects of anatomy, physiology, and pathology. Partially satisfies education science requirement.

BIO 205. Invertebrate Zoology (3) Study of invertebrate diversity including systematics, natural history, and anatomy. Prerequisite: BIO 101 or CHM 112 or equivalent. Corequisite: BIO 207

BIO 207. Invertebrate Zoology Laboratory (1) Corequisite: BIO 205.

BIO 231-232. 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. Prerequisites: BIO 101; CHM 111 and 112, or CHM 101. Corequisites: BIO 233-234.

BIO 233-234. Anatomy and Physiology Laboratory I-II (2) Corequisites: BIO 231 and 232. An in-depth study of human anatomy and physiology using an organ systems approach. (Bibliographic instruction course)

BIO 236. Microbial Biology (3) A course in microbiology for science majors emphasizing the role and importance of microbes in medical, environmental and molecular disciplines. Prerequisite: BIO 101.

BIO 238. Microbial Biology Laboratory (1) Corequisite: BIO 236.

BIO 240-241. Biomedical Anatomy and Physiology I-II (6) A two-semester sequence offering a comprehensive study of the form and function of the human body with emphasis placed on real life and biomedical applications of the principles of anatomy and physiology. Prerequisite: BIO 101. Corequisite: BIO 243-244.

BIO 243-244. Biomedical Anatomy and Physiology Laboratory I-II (2) A study of the form and function of the major organ systems in the human body that will utilize digital anatomy, models, and dissection. Corequisite: BIO 240-241.

BIO 254. Vertebrate Zoology (2) Study of vertebrate diversity including systematics, natural history and anatomy. Prerequisite: BIO 205 and 207 or equivalent. Corequisite: BIO 256.

BIO 256. Vertebrate Zoology Laboratory (2) Corequisite: BIO 254.

UPPER-DIVISION COURSES

BIO 301. Genetics (3) A study of problems in heredity and variation. Prerequisites: BIO 101, 241 or 254 or equivalent, and 301, or permission of instructor. Corequisite: BIO 302.

BIO 302. Genetics Laboratory (1) A practical course in methods of genetic investigation. Corequisite: BIO 301.

BIO 310. Animal Behavior (3) An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisites: BIO 301 or permission of instructor. Cross-listed as PSY 384.

BIO 322. Developmental Biology (3) Introduction to embryology, gametogenesis, fertilization, cleavage, gastrulation, and organ formation in typical vertebrate forms. Prerequisites: BIO 101, 241 or 254 or equivalent, and BIO 301, or permission of instructor. Corequisite: BIO 324.

BIO 324. Developmental Biology Laboratory (1) Corequisite: BIO 322.

BIO 330. Entomology (3) An introduction to the biology of insects. The course surveys insect anatomy and physiology, social structure, development, evolution, classification and identification, as well as economic and health impacts of human/insect interactions. Prerequisite: BIO 101. Corequisite: BIO 331.

BIO 331. Entomology Laboratory (1) A practical course in arthropod anatomy, insect morphology, and insect identification and classification. An insect collection is required. Corequisite: BIO 330.

BIO 340. History and Literature of Biology (3) The events and ideas that have contributed to the development of modern biology, and a guide to searching the literature of biology and biomedical science. Prerequisites: BIO 101.

BIO 351. Parasitology (2) A study of animal parasites which infect or infest man or serve as transmitters of pathogenic organisms to man. Prerequisites: BIO 254 or 241 or equivalent or permission of instructor. Corequisite: BIO 353.

BIO 353. Parasitology Laboratory (2) Corequisite: BIO 351.

BIO 355. Ecology (2) A study of the principles of ecology and their applications to environmental problems in a modern society. Prerequisite: BIO 301 or equivalent. Corequisite: BIO 357.

BIO 357. Ecology Laboratory (2) Corequisite: BIO 355.

BIO 360. Cell Biology (3) (W) An advanced course in cell structure and function. Prerequisites: BIO 205 and 207 or BIO 241, and CHM 231-234. Corequisite: BIO 362.

BIO 362. Cell and Molecular Biology Laboratory (1) A practical course in methods of cellular and molecular biology. Corequisite: BIO 360.

BIO 410. Immunology (3) An introduction to the language and basic concepts of immunology including the normal immune response and immune disorders. Prerequisites: BIO 236 and BIO 301.

BIO 412. Emerging Pathogens (3) A study of the human, environmental, and pathogen causes of infectious diseases to emerge. A survey of the emerging infectious diseases of current concern to humans. Prerequisite: BIO 301 or permission of instructor.

BIO 421. Histology (2) A study of microscopic structure of cells, tissues, and organs. Prerequisite: BIO 360. Corequisite: BIO 423.

BIO 423. Histology Laboratory (2) Corequisite: BIO 421.

BIO 440. Basic and Clinical Endocrinology (3) A comprehensive study of the anatomy of endocrine glands, the biochemistry of the hormones they produce, the effect of hormones on normal human physiology, and the disorders that result from both hypo- and hypersecretion of hormones. Prerequisite: BIO 241.

BIO 450. Molecular Biology (3) (W) An integrated study of gene and nucleic acid structure and function in both prokaryotic and eukaryotic organisms. Prerequisite: BIO 301 or 360.

BIO 460. Evolution (3) Introduction to the study of evolution, including basic evolutionary theory, quantitative and population genetics, life-history strategies, altruism, natural selection, sexual selection, species diversification and adaptation. Prerequisites: junior or senior biology majors.

BIO 462. General Physiology (3) An in-depth study of neural and endocrine control mechanisms, as well as muscular, cardiovascular, respiratory, renal, and digestive physiology. Prerequisites: BIO 241 and 360. Corequisite: BIO 464.

BIO 464. General Physiology Laboratory (1) Corequisite: BIO 462.

BIO 470. Mechanisms of Disease (3) Advanced topics in pathobiology and mechanisms of disease: mechanisms of cell injury, inflammation and healing, diseases of immunity, neoplasia, infectious and genetic diseases. Selected contemporary topics from current literature will be discussed. Prerequisites: BIO 462, 464 and BIO 421, 423 (concurrently).

BIO 480. Neurobiology (3) A study of the details of neuroanatomy, neurophysiology, motor and sensory systems, neuronal development, and the history of neuroscience. Prerequisites: BIO 360 and CHM 232.

BIO 499. Special Topics 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.

LOWER-DIVISION COURSES

MRN 125. Oceanology of the Gulf of Mexico (2) A survey of the physics, chemistry, biology, geology, and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent waters.

MRN 127. Commercial Marine Fisheries of Alabama (2) Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing, and economic values. Laboratory exercises include visits to local processing plants and a trawling expedition.

MRN 129. Coastal Climatology (2) Controlling factors of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.

MRN 140. GIS Basics (2) An introduction to the use of geographic information systems in the coastal and marine environment such as creating and analyzing spatial data. Prerequisite: understanding of Windows operating systems for computers.

MRN 142. GIS Applications (2) About a variety of applications, including GPS data collection, image rectification, 3D display, and Internet mapping. Prerequisite: MRN 140 or the equivalent.

UPPER-DIVISION COURSES

MRN 301. Marine Botany (4) A general survey of marine algae, vascular and non-vascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution, and ecology are considered. Prerequisite: BIO 102.

MRN 302. Marine Vertebrate Zoology (4) Lectures will include a general survey of marine vertebrates (except birds) with emphasis on the major groups of fishes. Laboratory sessions will emphasize collecting, observing, and field studies of the local fauna. Prerequisite: BIO 254.

MRN 304. Marine Protozoology (2) The taxonomy, structure, ecology, and methods of study of major groups of unicellular marine protists. Prerequisite: BIO 205.

MRN 306. Marine Biology (4) A general survey of marine habitats emphasizing the interactions between organisms and their physical and chemical environments. Prerequisite: BIO 101.

MRN 307. Introduction to Oceanography (4) A general survey of oceanic and near-coastal environments with emphasis on the interaction between physical, geological, chemical, and biological processes. Prerequisites: BIO 101, CHM 111, PHY 221.

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. Prerequisite: BIO 254.

MRN 312. Marine Ecology (4) Application of general ecological principles to both open ocean and nearshore waters. Prerequisite: BIO 254.

MRN 315. Marine Geology (4) Nearshore processes, interactions between animals and sediment, grain sizes and sorting, data gathering and report writing. Prerequisite: permission of instructor.

MRN 316. Recent Marine Sedimentation (4) A study of marine sedimentation with emphasis on sedimentary processes and depositional environments. Field exposure to modern carbonate (Florida Keys) and clastic (Gulf Coast/Mississippi River Delta) environments and to ancient analogs. Prerequisite: permission of instructor.

MRN 318. Coastal Geomorphology (2) An introduction to such topics as waves and other coastal hydrodynamics, sediment transport, and interactions with man's dredging, beach filling, and building of jetties. Prerequisite: permission of instructor.

MRN 323. Marine Technical Methods (2) An introduction to field methods, including planning, sampling from both the water-column and sediments, analysis and reporting. Prerequisite: BIO 101.

MRN 325. Identification of Vascular Flora of Dauphin Island and Coastal Alabama (2) A study of the basic characteristics of vascular plants, including experience in collecting, processing, and identifying plants. Prerequisite: BIO 102.

MRN 403. Marine Invertebrate Zoology (4) Evolution of systems in major and minor phyla of invertebrates and their adaptations, emphasizing local fauna. Prerequisite: BIO 205.

MRN 414. Marsh Ecology (4) A study of the flora and fauna elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisite: BIO 355.

MRN 416. Coral Reef Ecology (4) Ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps, with a one-week field trip to Andros Island, Bahamas. Prerequisite: BIO 355 or MRN 312 or permission of the instructors.

MRN 418. Marine Behavioral Ecology (4) Lectures, laboratory exercises, and overnight field trips to show how animal behavior is influenced by its environment and how data is collected and analyzed. Prerequisites: BIO 254 and MTH 121. Recommended: MTH 465.

MRN 420. Marine Conservation Biology (4) Application of current conservation biology to the marine realm through lectures, field trips, assigned readings and term paper. Prerequisite: BIO 355 or MRN 312. Recommended: PHL 214.

MRN 422. Marine Fish Diseases (2) An introduction to aquatic animal diseases, specifically finfish and shellfish with practical techniques for isolation and identification. Prerequisite: BIO 101. Recommended: BIO 136.

MRN 424. Marine Aquaculture (2) Techniques in marine aquaculture such as nutrition, reproductive biology, production, water quality maintenance, processing, marketing, and the economics of commercially important species. Prerequisites: BIO 102 and CHM 111. Recommended: BIO 205.

MRN 426. Coastal Zone Management (2) An examination of the major substantive and procedural aspects of specific laws and regulations governing activity in the coastal zone and of how coastal processes affect specific management issues of the zone. No prerequisites.

MRN 430. Special Topics (1 to 4) Under this title come courses that have been approved too recently by the MESC program committee to be published here with their formal names. Prerequisites: As published in the advising manual of the MESC.

MRN 431. Dolphins and Whales (2) Lectures, audiovisual presentations, and practical exercises to guide students to further study of the classification, anatomy, and ecology of the cetaceans. Prerequisite: BIO 254 or 232.

MRN 433. Marine Toxicology (4) This course will introduce basic topics of marine toxicology to students, including dose-response relationships. Data analysis and experimental design of toxicological studies will be taught, and animals of the coastal area will be used to carry out toxicological studies. Prerequisites: BIO 360, CHM 231.

MRN 435. Tropical Marine Ecosystems (4) This course will introduce students to the basic ecology, biology and geology of tropical ecosystems, with a one-week trip to the Florida Keys. Prerequisite: BIO 355 or permission of instructor.

MRN 440. Directed Research (1 to 6) Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a faculty member who will be in residence at the Sea Lab during the research.

MRN 450. Introduction to Neurobiology (4) The neuroanatomy and neurophysiology of marine invertebrates and vertebrates. Prerequisite: BIO 360. Recommended: PHY 221 and BIO 462.

GRADUATE COURSES

MRN 501. Marine Botany (4) Similar to MRN 301.

MRN 503. Marine Invertebrate Zoology (4) Similar to MRN 403.

MRN 512. Marine Ecology (4) Similar to MRN 312.

CHEMISTRY, PHYSICS AND ENGINEERING

Department Chair: Lesli W. Bordas, Ph.D.

CHEMISTRY (CHM)

Program Director: Carolyn R. Simmons, 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 understand-

ing 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.

Requirements

The Chemistry Program offers a major leading to the Bachelor of Science degree in chemistry. For the student who plans a professional career in chemistry, a program of studies is listed below.

Students majoring in chemistry must attain a grade of C- or better in every required course in chemistry, mathematics and physics. With approval of the faculty, they must conduct undergraduate research under the supervision of a faculty advisor and present this research in written or oral form. They must also successfully complete a comprehensive examination provided by the chemistry faculty and given in the senior year.

The College-wide speech competency requirement is fulfilled through the successful completion of CHM 392 and CHM 492.

Bachelor of Science in Chemistry

LOWER-DIVISION

<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 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic 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	Physics with Calculus I and Lab	4
PHY 222 & 214	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 392	Junior Seminar in Chemistry	1
CHM 395 <i>or</i> 495 ¹	Chemistry Research	3
CHM 441 & 443	Physical Chemistry I and Laboratory	4
CHM 442 & 444	Physical Chemistry II and Laboratory	4
CHM 492	Senior Seminar in Chemistry	1
CHM 451 & 453	Advanced Inorganic Chemistry and Laboratory	4
CHM 461 & 464	Biochemistry I and Laboratory	4
MTH 323	Calculus III	3
3xx or 4xx	Program Elective	3

¹Internship or summer research may be substituted with the approval of the program coordinator.

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 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic Chemistry II and Laboratory	4
CHM 251 & 253	Analytical Chemistry 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>
Choose one from the following:		
CHM 302 & 304	Instrumental Analysis and Laboratory	5
CHM 441 & 443	Physical Chemistry I and Laboratory	4
CHM 451 & 453	Advanced Inorganic Chemistry 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.

LOWER-DIVISION COURSES

CHM 100. Chemistry in the Modern World (3) An introduction to the chemistry underlying areas of interest in contemporary life. Topics include: environmental chemistry, agricultural chemistry, plastics, nutrition, chemistry and medicine, and consumer chemistry. Laboratory experiments and demonstrations are included. Satisfies the laboratory science or general science division requirement for the core.

CHM 101. Chemistry and Life Processes (3) An introduction to general and organic chemistry focusing on topics relevant to the health professions. This course is also appropriate for those students seeking a preparatory course prior to entry into CHM 111. Satisfies the laboratory science or general science division requirement for the core.

CHM 102. Forensic Sciences (3) An introduction to the basic principles and uses of forensic sciences in the American system of justice, this course will review the application of biological, physical, chemical, medical and behavioral sciences as they apply to evidence and its use in law. There are no pre/corequisites for this course. A laboratory fee is charged for this course. Satisfies the laboratory science or general science division requirement for the core.

CHM 103. Environmental Sustainability (3) A general science literacy course focusing on chemical and environmental sustainability. There are no pre/corequisites for this course. Satisfies the laboratory science or general science division core requirement. A laboratory fee is charged.

CHM 111. General Chemistry I (3) The first in a two-course series covering some of the most fundamental concepts and theories underlying chemistry. Examples of topics covered in this course are atomic and molecular structure, gases, aqueous solutions, chemical reactions, and thermochemistry. Pre/corequisites: CHM 113, 115, and MTH 111 or 121.

CHM 112. General Chemistry II (3) A continuation of CHM 111 including such topics as kinetics, equilibria, acid and base chemistry, thermodynamics, and electrochemistry. Prerequisite: CHM 111 or equivalent. Pre/corequisite: CHM 114.

CHM 113. General Chemistry I Laboratory (1) Pre/corequisite: 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) Pre/corequisite: CHM 112. Experiences and exercises to demonstrate and supplement the topics of CHM 112, including the qualitative analysis of selected ions.

CHM 115. General Chemistry I Recitation (0) Corequisite: CHM 111. A course designed to help students bridge the gap between high school and college courses. Emphasis is placed on study skills and strategies as they apply to chemistry.

CHM 231. 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. Pre/corequisite: CHM 233.

CHM 232. Organic Chemistry II (3) An introduction to structural determination of organic compounds and spectroscopy followed by functional group interconversions, aromatic chemistry, and enolate chemistry. Prerequisite: CHM 231 or equivalent. Pre/corequisite: CHM 234.

CHM 233. Organic Chemistry Laboratory I (1) Pre/corequisite: CHM 231. Laboratory exercises that teach necessary skills for performing organic chemistry reactions.

CHM 234. Organic Chemistry Laboratory II (1) Pre/corequisite: CHM 232. Laboratory exercises to complement and reinforce the concepts covered in CHM 232.

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. Pre/corequisite: CHM 253.

CHM 253. Analytical Chemistry Laboratory (2) Pre/corequisite: 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. Pre/corequisite: CHM 304.

CHM 304. Instrumental Analysis Laboratory (2) (W) Pre/corequisite: CHM 302. Hands-on experience with instrumentation with additional laboratory exercises to complement and reinforce the concepts covered in CHM 302.

CHM 392. Junior Seminar (1) Spring Semester (Bibliographic instruction course)

CHM 395-396. Junior Chemistry Research (1-2) An original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. Students in this course will meet periodically in seminar with the faculty. At the end of the semester, students will write a research report in the form of a journal article and may give an oral presentation to the chemistry seminar. By mutual agreement between the student and the faculty member.

CHM 441. Physical Chemistry I (3) Mathematical treatment of chemical laws and theories, including thermodynamics, kinetics, kinetic theory, and chemistry of solutions and surfaces. Pre/corequisites: PHY 222 or equivalent; MTH 122 or equivalent.

CHM 442. Physical Chemistry II (3) Mathematical treatment of chemical laws and theories, including quantum theory, atomic and molecular structure, and spectroscopy. Pre/corequisites: PHY 222 or equivalent; MTH 323 or equivalent.

CHM 443. Physical Chemistry Laboratory I (1) (W) Pre/corequisite: CHM 441. Laboratory exercises to complement and reinforce the concepts covered in CHM 441.

CHM 444. Physical Chemistry Laboratory II (1) (W) Pre/corequisite: 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 231. Pre/corequisite: CHM 453.

CHM 453. Advanced Inorganic Chemistry Laboratory (1) (W) Laboratory exercises to complement and reinforce the concepts covered in CHM 451. Pre/corequisite: CHM 451.

CHM 461. Biochemistry I (3) A survey of lipids, carbohydrates, proteins and enzyme chemistry with emphasis on metabolic pathways including glycolysis, the citric acid cycle, and oxidative phosphorylation. Prerequisites: CHM 232 (BIO 360 recommended).

CHM 462. Biochemistry II (3) An in-depth look at protein function, metabolic pathways, and gene expression and replication. Prerequisites: CHM 232.

CHM 464. Biochemistry Laboratory (1) Pre/corequisite: CHM 461 or 462. Laboratory exercises to complement and reinforce the concepts covered in CHM 461 & 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 232.

CHM 485. Special Studies in Chemistry (1-3) A course whose content will vary according to the needs and interests of the students.

CHM 487-488. Chemistry Internship (1-3) A program of supervised study and research in an academic or commercial chemical laboratory to give students experience with advanced methods and to prepare students for postgraduate work. Hours and credits will be decided by the student and the instructor.

CHM 492. Senior Seminar (1) Spring Semester. (Bibliographic instruction course)

CHM 495-496. Senior Chemistry Research (1-3) See course description for CHM 395-396. Biochemistry

BIOCHEMISTRY

Program Director: 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 392 and CHM 492.

Prerequisites for relevant courses are as listed in the Chemistry and Biology program descriptions.

Bachelor of Science in Biochemistry

LOWER DIVISION

<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
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic Chemistry II and Laboratory	4
MTH 121 - 122 ¹	Calculus I and II	8
PHY 221 & 213	Physics with Calculus I and Lab	4
PHY 222 & 214	Physics with Calculus II and Lab	4
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 392	Junior Seminar in Chemistry	1
CHM 441 & 443	Physical Chemistry I and Laboratory	4
CHM 461	Biochemistry I	3
CHM 462 & 464	Biochemistry II and Laboratory	4
CHM 492	Senior Seminar in Chemistry	1
BIO 301 & 302	Genetics and Laboratory	4
BIO 360 & 362	Cell Biology and Laboratory	4
BIO 450	Molecular Biology	3
BIO/CHM 3xx/4xx	Program Electives ¹	7

¹Must include either CHM 302 & 304 or BIO 462 & 464.

Students with concentrations in fields other than chemistry may elect a 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
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 232 & 234	Organic 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 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.

PHYSICS

Contact: Mark O. Byrne, Ph.D.

The objective of the physics course offerings is to provide an opportunity for all students to study physics in courses emphasizing physical principles and theories of classical and modern physics.

PHYSICS (PHY)

Presently Spring Hill College does not offer a major in physics, but it does offer elementary and advanced courses in physics. Students desiring to study physics should major in mathematics and use the elective hours in the mathematics program for courses in physics.

The courses in physics make available to students of all departments a coherent, comprehensible, and rigorous account of the current state of one of the most stimulating and satisfying intellectual adventures of today. Clear understanding of physical principles and theories is emphasized. Modern experimental techniques and powers of observation are developed in the laboratory.

LOWER-DIVISION COURSES

PHY 114. Conceptual Physics (3) A description of the fundamental concepts of physics which shape our view of the physical universe. Classroom demonstrations will emphasize the importance of measurement for the testing of scientific hypotheses. Non-science majors only. No prerequisites. Satisfies the laboratory science or general science division requirement for the core.

PHY 115. Introduction to Astronomy (3) A comprehensive survey of astronomy including laboratory exercises. Topics include classical mechanics and gravitation, atoms, light and light emission, stellar properties and evolution, stellar remnants (black holes, neutron stars), galaxies (dynamics, structure), and cosmology. No prerequisites. Satisfies the laboratory science or general science division requirement for the core.

PHY 213. Physics Laboratory I (1) Selected laboratory experiments paralleling topics covered in PHY 221. Corequisite: 221.

PHY 214. Physics Laboratory II (1) Selected laboratory experiments paralleling topics covered in PHY 222. Corequisite: PHY 222.

PHY 221. Physics with Calculus I (3) The first of a two-semester sequence in physics. The course covers Newtonian mechanics and includes kinematics in one and two dimensions, Newton's laws of motion, work, energy, momentum, rotation of rigid bodies, gravitation and oscillatory motion. Prerequisite: MTH 121. Corequisite to PHY 213.

PHY 222. Physics with Calculus II (3) The second of a two-semester sequence in physics. A survey of wave motion, classical electromagnetic theory and optics. Wave motion: mechanical wave, superposition, and standing waves. Electromagnetic theory: Coulomb's law, electric fields, electric potentials, Gauss' law, Ampere's law, Faraday's law and electromagnetic waves. Optics: geometric optics including reflection, refraction, mirrors and lenses; physical optics including interference and diffraction. Prerequisite: PHY 221 (a grade of C- or better in PHY 221). Corequisite: PHY 214.

PHY 331. Independent Study Courses Content will vary according to the needs and interests of the students. These courses may be traditional courses in areas such as electronics, optics, and quantum mechanics. Credit to be arranged. Prerequisites: PHY 222 and MTH 122.

PHY 341. Modern Physics (3) An introduction to the special theory of relativity, atomic physics, Schrodinger equation and its applications, and nuclear physics. Prerequisites: PHY 222 and MTH 122. Course is offered upon program demand.

ENGINEERING DUAL DEGREE PROGRAM

Program Director: Mark O. Byrne Ph.D.

The purpose of the engineering dual degree program is to thoroughly prepare students for successful completion of an engineering degree at an affiliated engineering school. Affiliated engineering schools are those schools with which an agreement has been reached concerning the transfer and application of credits from Spring Hill College coursework applicable toward completing the engineering degree program at the engineering school. Students normally apply for acceptance to an affiliated engineering school during their final semester of coursework at Spring Hill College, which is typically at the beginning of the spring semester of the third year of studies. Currently, Spring Hill has engineering dual-degree agreements with the University of South Alabama, Auburn University, the University of Alabama in Birmingham, the University of Florida, Marquette University, and the Dwight Look College of Engineering at Texas A & M University. When all course requirements are completed at one of these engineering schools and the student has completed all requirements at Spring Hill, Spring Hill College will award a Bachelor of Science degree (in Engineering Dual Degree) simultaneous with the awarding of the Bachelor of Engineering degree from the engineering school. Students who wish to transfer to an engineering school earlier in their studies may of course do so but will not receive a degree from Spring Hill College unless the student receives a minimum of 96 hours of Spring Hill College credit and has completed the required Spring Hill College core and pre-engineering coursework.

While Spring Hill College does not have a school of engineering, it does offer introductory and upper-level courses in all areas fundamental to engineering training. The dual-engineering program emphasizes coursework in physics, chemistry, mathematics, and computer science. These courses form the basic curriculum of the early years of any engineering program and are offered regularly by various departments. A list of the required pre-engineering courses students must complete to be eligible for the dual degree is given below in the table. A grade of C- or better is required in all mathematics, chemistry, physics, and computer science courses for the awarding of a dual degree. Dual degree students are also required to complete the core curriculum at Spring Hill College, with the exception that the foreign language requirement of the core is waived and four writing-enriched courses (designated W) are required instead of five; students in the program are exempt from the writing across the curriculum requirement, which states that at least one W course must be in the major. The program is sufficiently flexible to accommodate students should they decide to stay at Spring Hill College and major in mathematics, a scientific discipline, or a completely non-scientific field. During the entire program, academic advisors will assist students in finding and preparing for the particular fields for which they are best qualified. Particular programs of study may be tailored to fit individual needs.

Bachelor of Science Dual Degree in Engineering

LOWER-DIVISION

<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	Physics with Calculus I-II	6
PHY 213-214	Physics Laboratory I-II	2
CIS 221	Introduction to Object-Oriented Programming	3
	Electives	4

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/Program Director: Daniel S. Cyphert, 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 Introduction to Object-Oriented Programming, and two semesters of laboratory science. Other specific lower-division course requirements and upper-division mathematics course and program elective requirements distinguish the individual concentrations in mathematics. All candidates for gradua-

tion 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	Introduction to Object-Oriented Programming	3
	Laboratory Science I	4
	Laboratory Science II	4
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3

UPPER-DIVISION

<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	Introduction to Object-Oriented Programming	3
PHY 221	Physics with Calculus I	3
PHY 213	Physics Laboratory I	1
PHY 222	Physics with Calculus II	3
PHY 214	Physics Laboratory II	1

UPPER-DIVISION

<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	Introduction to Object-Oriented Programming	3
	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	Introduction to Object-Oriented Programming	3
	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	Advanced Object-Oriented Programming	3
	Program Electives ⁴	6

⁴Program electives are to be chosen from CIS 382 Database Management Systems, CIS 403 Operating Systems, 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. Intermediate Algebra (3) A course covering properties of real numbers, exponents and radicals, algebra of polynomial and rational expressions, solutions of equations and inequalities, and applications. This course does not satisfy any core requirement in mathematics. A C- or above is required to pass this course; otherwise, an NC (no credit) is assigned.

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: MTH 010, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 112. Trigonometry (3) Elements of plane and spherical trigonometry with applications. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 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, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 122. Calculus II (4) Applications of the integral, transcendental functions, techniques of integration, indeterminate limit forms, improper integrals, and infinite series. Prerequisite: MTH 121.

MTH 140. Calculus with Business Applications (3) A survey of differential and integral calculus with emphasis on applications to business problems. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 163. Basic Statistics for the Sciences (3) Organization and analysis of data; basic probability techniques and distributions; experimental design; hypothesis testing and statistical inference; linear regression, applications to engineering

and the natural sciences. Prerequisite: MTH 010, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

MTH 190. Mathematics for Elementary Teachers (3) Sets, number systems, basic number theory, and geometry. This course does not satisfy any core requirement in mathematics.

MTH 192. Mathematics for Elementary Teachers II (3) Modeling arithmetic and algebraic operations, geometry fundamentals, and coordinate geometry. This course does not fulfill the mathematics core requirement and is only open to Early Childhood and Elementary Education majors.

UPPER-DIVISION COURSES

MTH 301. Introduction to Abstract Mathematics (3) (W) Sets, relations, functions, cardinality, and techniques of proof in mathematics. Prerequisites: MTH 122 and PHL 101.

MTH 303. Mathematical Logic (3) Basic ideas of logical structure, sentential theory of inference, introduction to first order predicate logic with assigned readings for independent study. Prerequisite: PHL 101.

MTH 311. Numerical Methods (3) Study of algorithms for solving mathematical problems (such as roots of equations, differentiation, integration, initial and boundary value problems, solutions for systems of equations) by computation and error analysis of the computations. Prerequisites: MTH 122 and CIS 221.

MTH 315. Applied Mathematics I (3) Solutions of non-linear ordinary differential equations, partial differential equations and applied problems that give rise to such equations. Prerequisite: MTH 323.

MTH 316. Applied Mathematics II (3) Linear vector spaces, function spaces, orthogonal polynomials, Fourier analysis, and applications of group theory to problems in physics. Prerequisite: MTH 315.

MTH 321. Linear Algebra (3) Matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 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: Lisa D. Hager, 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, sociology, 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/Program Director: Thomas J. Ward, 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 to develop the student's historical knowledge, writing abilities, and analytical skills as a contribution to intellectual development, and to provide a sound program not only for students who major or minor in history, but also to serve students through courses that complement the liberal arts and college curricula and that contribute to a wide variety of career and educational objectives including graduate and professional programs in history, government, and law.

Requirements

To be admitted to the history program, students should complete HIS 101, 102, 104, and 203. 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.

HIS 499 Seminar is the history capstone course. Seminar is required of all history majors and secondary education majors specializing in history or social

studies. To be eligible to enroll in HIS 499 Seminar, a student must have: (1) completed all history core requirements; (2) completed three upper-division history courses with at least a passing grade (C-); (3) maintained a 2.3 GPA in history course work; (4) completed HIS 203 with at least a grade of C-; and (5) completed HIS 495 the semester before Seminar with at least a grade of C-. After matriculation, students cannot receive history CLEP credit.

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 104	United States Since 1876	3
HIS 203	Historical Methods	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 104	United States Since 1876	3
HIS 203	Historical Methods	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 Reforma-

tion, and the rise of the nation states. Political, social, and economic relationships are integrated and analyzed.

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.

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 1950s into the 1990s.

HIS 203. Historical Methods (3) (W) A survey of the basics of historical research through a study of the topic of American history from the Age of Discovery through the Civil War. Students will complete a research paper as the capstone project for this course.

HIS 290. Honors History (3) An advanced study of modern European or American history in which students analyze historical writings and primary sources. This course is writing intensive and stresses participation. This course fulfills the college core requirement for HIS 102 Western Civilization Since 1648 or HIS 104 The United States Since 1876. Prerequisite: Honors Program.

HIS 297. Special Topics in History (3) A lower-division course on a special topic in history as selected by the instructor. No prerequisites.

UPPER-DIVISION COURSES

HIS 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. The Age of Absolutism and the Enlightenment (3) A study of absolutism of the European monarchs and the influence of the Enlightenment on the intellectual life of Europe. Political, economic, social and cultural developments are analyzed with a view to marking the major transformations of the period and the effects on later western culture. Prerequisite: Six hours of history.

HIS 318. French Revolution and Napoleon (3) An examination of the background, causes, course, and significance of the French Revolution. The impact of the Napoleonic period on Europe constitutes an important portion of the course. Prerequisite: Six hours of history.

HIS 319. Europe: 1815-1900 (3) A study of the major political, economic, social, and intellectual changes in nineteenth century Europe focusing on nationalism, political participation, industrialization, socialism, Marxism, Darwinism, imperialism, and the growth of the middle class. The effects of the Irish famine and Italian and German unification are analyzed. Prerequisite: Six hours of history.

HIS 320. Europe in the Era of the World Wars (3) A study of World War I, the Russian Revolution, the interwar period, and World War II. Attention will be given to the rise of dictators. Prerequisite: Six hours of history.

HIS 322. Europe Since 1945 (3) Emphasis is on the postwar period, the Cold War, politics, the process of decolonization, the European Union, the changes in Eastern Europe, and contemporary developments. Prerequisite: Six hours of history.

HIS 323. Women in European History (3) (D) A study of the roles and lives of European women and their circumstances, activities, and achievements from the late 1700s to the present. Attention will be given to the concept of “separate spheres”; increasing public involvement; educational, vocational, and professional advancement; the suffrage movement; the role of women in the Russian Revolution and Stalin’s Russia; the situation of women in Nazi Germany; the involvement of women in the world wars; the postwar period; and the current situation of women. Prerequisite: Six hours of history.

HIS 324. Women in American History (3) (D) A study of the experiences of American women from the colonial era to the present, focusing on the major historical issues and historiographical debates surrounding American women’s history. Topics will include: the legal status of women; class, ethnic, racial, and regional differences amongst American women; women’s education; the suffrage movement; the female economy; and feminism. Prerequisite: Six hours of history.

HIS 325. Women’s History (3) (D) A study of the cultural, social, legal, and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities, and government policies regarding women. Specific topics include women in American history, women in European history, and women in the nineteenth and twentieth centuries. Prerequisite: Six hours of history.

HIS 326. African-American History (3) (D) A study of the major issues in African-American history, with a focus on the study of primary documents. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow 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 331. Asian History (3) (D) An introduction to the history of Asia with emphasis on India, China, and Japan. Although the events of Asian history from the earliest centuries are examined, the course focuses primarily on the significant developments from the nineteenth century to the present. Prerequisite: Six hours of history.

HIS 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 350. The Making of Modern America (3) This course will explore the emergence of the United States into a world power following the end of Reconstruction to the outset of the First World War. The development of American industrial might, the rise of cities, immigration, and the establishment of the American empire in the Pacific and the Caribbean will be examined. Special attention will be paid to the Populist and Progressive movements and the impact that each had on the modern United States. Prerequisite: Six hours of history.

HIS 351. US: World Wars and Great Depression (3) This course will examine World War I, the 1920s, the Great Depression, and World War II. Prerequisite: Six hours of history.

HIS 352. The United States Since 1945 (3) A study of the Cold War, the civil rights movement, Vietnam, the Watergate crisis, and other major economic, political, and social developments. Prerequisite: Six hours of history.

HIS 360. The South (3) A survey of the American South from the antebellum period through the development of the New South. Special attention will be paid to the position of Alabama in the region. Prerequisite: Six hours of history.

HIS 361. The American West (3) Course focuses on the nineteenth century American West. Attention is given to the vast geography of the West; the pioneering trails to Oregon and California; and the interaction among Native Americans, settlers, the army, and bureaucrats. Prerequisite: Six hours of history.

HIS 362. American Presidents (3) A study of American presidents from George Washington to the present that primarily uses biographies and biographical material in analyzing how the presidency has changed as an institution. Prerequisite: Six hours of history.

HIS 364. American Environmental History (3) This course examines both the ways that the environment helped shape American history as well as mankind's impact on the American environment. Issues such as the environmental movement in the U.S., including major environmental debates, will also be addressed.

HIS 495. Seminar Topic (3) Prerequisite course for HIS 499 Seminar. HIS 495 will be cross-listed with an upper-division history course each fall. Its topic will vary depending on the instructor.

HIS 496. Readings in History (3) A directed reading program. Prerequisites: Six hours of history and permission of professor.

HIS 497. Topics in History (3) An advanced history course covering a special topic. Prerequisite: Six hours of history.

HIS 498. Historical Internship (3-6) A course designed to give students an introduction to the work of the historian in various fields. Placement may include

archives, museums, and historical sites. Prerequisites: Junior or senior standing and permission of professor.

HIS 499. Seminar (3) (W) 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. Permission of professor required.

INTERNATIONAL STUDIES

Program Director: Robert C. Harding II, 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 disciplines of political science 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, such as human rights and economic development organizations.
2. International banking, trade, business, and finance.
3. Political risk analysis.
4. Those branches of the United States government concerned with American foreign policy, such as the State Department, Defense Department, Central Intelligence Agency, Defense Intelligence Agency, USAID, etc.
5. The United Nations and its affiliated agencies, such as the ILO, FAO, IMF, and the World Bank.

Program Content

The degree program in international studies is an interdisciplinary major designed to prepare students for the emerging reality of a “global community” in which the collective destiny of humanity is ever more tightly bound. The core courses provide students with a general understanding of the history, structure, and challenges of the modern international system. The program also develops analytical techniques, critical thinking skills, and an appreciation of the complexities of the world’s divergent political, economic, and cultural systems. In addition, because of the importance of foreign languages in international affairs, all students are required to attain intermediate-level competence in a modern foreign language. Majors in international studies are also strongly encouraged to include a study abroad experience in their program, either through Spring Hill College’s Italy program or an external organization.

Majors in international studies are prepared for a wide variety of pursuits, including, but not limited to, further study at the graduate level as well as work in state or national government, banking, international business and trade, and domestic and international non-profit organizations.

The minor in international studies consists of POL 151 and POL 161, plus five upper-division courses from concentrations and electives in the major's offerings.

Bachelor of Science in International Studies

REQUIRED LOWER-DIVISION CORE COURSES

<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) ¹	6

¹The foreign language requirement may be completed on campus or through a study abroad program.

REQUIRED UPPER-DIVISION CORE COURSES

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 363	Politics of Developing Countries	3
POL 346	American Foreign Policy	3
POL 493	Seminar in International Studies	3

CONCENTRATIONS

Choose two courses from one concentration and two courses from a second concentration.

International Economics and Development

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BUS 320	International Business	3
FIN 321	Money and Capital Markets	3
ECO 434	International Trade and Finance	3
POL 379	International Political Economy	3

Area Studies

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG 426	European Fiction	3
GEO 301	World Regional Geography	3
HIS 301	Modern Latin America	3
HIS 322	Europe Since 1945	3
LAN 302	The French Heritage II	3
LAN 304	The Spanish Heritage II	3
LAN 305	The Latin American Heritage	3
POL 365	Latin American Politics	3
POL 367	Middle Eastern Politics	3
POL 371	Russia and Eastern Europe	3
THL 261	World Religions	3

Peace and Conflict Studies

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 361	Comparative Foreign Policy	3
POL 375	Terrorism, Revolution, and War	3
THL 345	Religion & Culture	3
THL 351	Contemporary Moral Issues	3
THL 352	Peace and Justice Issues	3
THL 354	Religion and International Politics	3

Electives

Choose one course or an additional course from a third concentration above.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 376	Intercultural Communication	
HIS 330	World Cultures	3
HIS 331	Asian History	3
POL 385	Marxism and Twentieth Century Political Thought	3
POL 447	Problems in International Politics	3
POL 495	Study Abroad in Political Science ¹	3

¹More than three credit hours may be earned in study abroad with the prior permission of the director of International Studies.

Minor in International Studies

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 151	Comparing Nations and Cultures	3
POL 161	International Politics	3
Choose five from upper-division courses listed for majors		15

Minor in Latin American Studies

The minor in Latin American Studies is an interdisciplinary course of study that provides a comprehensive understanding of Latin America through the fields of business, economics, foreign language, history, political science, and sociology. The minor complements the College's existing majors through the expansion and development of knowledge and expertise of the region. Though not required, students are strongly encouraged to participate in a study abroad program in Latin America.

REQUIRED:

<u>Courses</u>	<u>Title</u>	<u>Hours</u>
SPA 201-202 <i>or</i>	Intermediate Spanish I-II (6) <i>or</i>	
SPA 203-204	Intensive Cultural Spanish III-IV (6)	6
POL 365	Latin American Politics	3

ELECTIVES:

<u>Courses</u>	<u>Title</u>	<u>Hours</u>
<i>Choose five (5) of the following:</i>		
HIS 301	Modern Latin America	3
ENG 246 <i>or</i>	Introduction to Hispanic-American Literature (3) <i>or</i>	
SPA 313 <i>or</i>	Survey of Spanish-American Literature II (3) <i>or</i>	
LAN 305	The Latin American Heritage (3)	3
POL 151 <i>or</i>	Comparing Nations and Cultures (3) <i>or</i>	
POL 161	International Politics (3)	3
SOC 256	Cultural Anthropology	3
POL 495	Study abroad experience in Latin America	<u>3</u>
Required credit hours		24

POLITICAL SCIENCE AND LAW (POL)

Department Chair/Program Director: Robert C. Harding II, 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 Democracy and Citizenship	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 320	Women and American Politics (3)	
POL 321	Political Parties and Interest Groups (3)	
POL 324	Public Policy (3)	
POL 325	Public Administration (3)	
POL 340	Constitutional Law (3)	
POL 341	Judicial Process and Procedures (3)	
POL 342	Civil Liberties and Civil Rights (3)	
POL 346	American Foreign Policy (3)	
B) Comparative and International Politics		6
choose two of the following:		
POL 346	American Foreign Policy (3)	
POL 361	Comparative Foreign Policy (3)	
POL 363	Politics of Developing Countries (3)	
POL 365	Latin American Politics (3)	
POL 367	Middle Eastern Politics (3)	
POL 371	Russia and Eastern Europe (3)	
POL 379	International Political Economy (3)	
POL 447	Problems in International Politics (3)	
C) Political Philosophy		6
choose two of the following:		
POL 381	Western Political Philosophy I (3)	
POL 382	Western Political Philosophy II (3)	
POL 385	Marxism and 20th Century Political Thought (3)	
POL 387	Politics and Literature (3)	
D) Comprehensive Experience		3
POL 491	Seminar in American Government and Politics (fall of senior year)	
E) POL 3xx-4xx	Political Science Electives	6

Program Electives: 6 semester hours

Six hours of upper-division course work that supports the major and is approved by the department.

Minor in Political Science

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
9 semester hours selected from:		9
POL 112	American Democracy and Citizenship	
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 320-491	Political Science Electives	

PRE-LAW MINOR

The Department of Political Science and Law offers a pre-law minor for those students who intend to pursue a legal career. The pre-law minor is intended to serve both political science majors and others who may want to minor in pre-law. This minor is designed to enhance the three basic skills needed to succeed in law school: creative and analytical thinking, understanding governmental and societal institutions, and the comprehension and use of language.

Minor in Pre-Law

Required:

<u>Courses</u>	<u>Title</u>	<u>Hours</u>
CMM 150 <i>or</i>	Introduction to Public Speaking <i>or</i>	3
BUS 210	Business Communication (3)	
POL 112	American Democracy and Citizenship	3
POL 340 <i>or</i>	Constitutional Law <i>or</i>	3
POL 342	Civil Liberties and Civil Rights (3)	
POL 381/PHL 351 <i>or</i>	Western Political Philosophy I <i>or</i>	3
POL 382/PHL 352	Western Political Philosophy II (3)	
Three electives chosen from:		9
ACC 201	Principles of Accounting I (3)	
BUS 301	Business Law I (3)	
PHL 316	Justice (3)	
PHL 350	Philosophy of Law (3)	
POL 283	American Political Thought (3)	
POL 341	Judicial Process and Procedures (3)	
SAS 303/POL 393	Pre-Law Internship/Internship in Government and Politics (3)	
SOC 353	Criminology (3)	
SOC 483	Sociology of Law (3)	

These courses, along with core courses required for all majors at Spring Hill, such as logic and English courses, offer a well-rounded educational background

to students interested in pursuing professional training in law. Of course, a high grade point average (GPA) and a competitive Law School Admission Test (LSAT) score are crucial factors in determining a student's chances of being admitted to many law schools in the United States. For further information, please contact Dr. Tom Hoffman of the Political Science faculty.

LOWER-DIVISION COURSES

POL 112. American Democracy and Citizenship (3) An intensive study of American political life, national government, and the rights and responsibilities of citizenship.

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 principles of international politics and major global issues. Topics covered focus on issues that are important for understanding common good of the global community. Human rights, globalization, conflict and war, trade and money, North-South relations, and environment and technology are major areas covered in the course.

POL 283. American Political Thought (3) The development of American political ideas, examined in the context of the Western tradition of political theory.

POL 290. Honors Political Science (3) (W) An in-depth examination of a 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 320. Women and American Politics (3) (D) A study of women in American political life, including the struggle for political rights, trends in political behavior, and the impact of women on public policy. Prerequisite: POL 112.

POL 321. Political Parties and Interest Groups (3) An analysis of the development, organization, role, and influence of political parties and pressure groups in the United States; summary of recent work on public opinion, attitudes and voting behavior, relation of parties and elections to policy outcomes. Prerequisite: POL 112.

POL 322. Congress and the President (3) A study of the major institutions of American representative democracy, their origins, development, and transformation; their current organization, functioning, and relationships. Prerequisite: POL 112.

POL 324. Public Policy (3) A survey of major public policy issues such as health care, education, crime, immigration, welfare reform, and economic problems in the United States. Prerequisite: POL 112.

POL 325. Public Administration (3) A study of the characteristics of public administration, its political context and policy-making role, and the problems and techniques of public-sector leadership. Prerequisite: POL 112.

POL 340. Constitutional Law (3) Nature and scope of American constitutional principles developed by the Supreme Court: federalism, separation of powers, taxing and commerce powers, and the presidency. Case method. Prerequisite: POL 112 or POL 283.

POL 341. Judicial Process and Procedures (3) An examination of the organization, procedures and judicial decision-making process in the United States federal court system. Prerequisite: POL 112.

POL 342. Civil Liberties and Civil Rights (3). Nature and scope of American civil liberties and civil rights as developed by the Supreme Court: particular attention to freedom of speech and religion, due process and equal protection. Case method. Prerequisite: POL 112 or POL 283.

POL 346. American Foreign Policy (3) 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. Prerequisite: POL 112 or POL 161.

POL 361. Comparative Foreign Policy (3) Analysis and comparison of the foreign policies of both developed and developing countries, examining the domestic and external influences on policymaking. Includes an overview of the competing theoretical world views and other factors that influence policymaking as well as the country- and region-specific challenges of decision-making. Prerequisite: POL 112 or POL 151 or POL 161.

POL 363. Politics of Developing Countries (3) (D) Patterns of development in the modernization of tribal and traditional societies. The impact of the technological West. The demand for change: anti-colonial and anti-imperial movements; the sequential development of leadership elites and political organizations. Problems of nation-building: unity, development of capital and industrialization. Prerequisite: POL 112 or POL 151 or POL 161.

POL 365. Latin American Politics (3) (D) 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) 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 375. Terrorism, Revolution, and War (3) An analysis of the three major forms of political violence. Study of major interstate conflict, revolutionary movements, and terrorist activities of the twentieth and early twenty-first centuries with attention given to the contending theories of conflict, security, and peace. Prerequisite: POL 112 or POL 151 or POL 161.

POL 379. International Political Economy (3) (W) An analysis of international relations in combination with political economy. The course explores the development of a world economic system and the complex synergy among political and economic forces in the world. Prerequisite: POL 112 or POL 151 or POL 161.

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) (W,D) Contemporary Christians face complex social realities increasingly hostile to human flourishing, owing to the industrial and technological revolutions, capitalism, consumerism and globalization. This course explores some of the pivotal documents in the Catholic response to these developments, the social problems underlying these documents, and the stories of persons whose lives were informed by this tradition. Same course as THL 350. Prerequisite: THL 101.

POL 384. Methods of Social Research (3) Introduction to techniques of social 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, D) An examination of political themes and experience through the study of literature, primarily fiction. Prerequisite: Sophomore standing.

POL 393. Internship in Government and Politics (1-3) A practicum in American Government and Politics; placement in an administrative agency, a legislative office, an electoral campaign, etc. Offered as a tutorial every session. Junior or senior standing recommended.

POL 447. Problems in International Politics (3) Concentrated study of key problems in international politics, such as supra-national integration, arms and disarmament, North-South politics and the ecopolitical agenda, international law, and the role of morality. Prerequisite: POL 112 or POL 161.

POL 491. Seminar in American Government and Politics (3) (W) Study of American politics at an advanced level; the senior seminar in political science. Prerequisite: Senior standing.

POL 493. Seminar in International Studies (3) (W) The study of problems in the international system at an advanced level; the senior seminar in international studies. Prerequisite: senior standing.

POL 495. Study Abroad in Political Science (3-6) Study of political science in a foreign setting. May be completed through a Spring Hill College study abroad program or through an approved university or similar institution. Topics studied

may fall under any of the four subfields of political science. Prerequisite: POL 112 or POL 151 or POL 161 and permission of political science chair.

POL 499. Readings in Political Science (1-3) A directed individual or group research course in the areas of domestic, comparative, international, or theoretical politics; dependent upon needs of political science students and interests of the staff.

PSYCHOLOGY (PSY)

Department Chair/Program Director: Royce G. Simpson, 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.

Requirements

All major courses must be passed with a grade of C- or better. All senior psychology majors are required to complete PSY 468 Historical and Contemporary Issues in Psychology as their comprehensive experience. In addition, each psychology major must take the ETS examination in psychology during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey.

All majors must demonstrate competency in oral communication. A student may document such competency by satisfying the speech component in the required PSY 446 Field Experience or PSY 451 Research Experience I and PSY 452 Research Experience II.

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
PSY 264	Social Statistics Laboratory	1
<u>Choose two of the following:</u>		6
PSY 200 <i>or</i>	Social Psychology (3) <i>or</i>	
PSY 204 <i>or</i>	Developmental Psychology (3) <i>or</i>	
PSY 225	Abnormal Psychology (3)	

<u>Choose two of the following:</u> *		6
ECO 101 <i>or</i>	Principles of Macroeconomics (3) <i>or</i>	
ECO 102 <i>or</i>	Principles of Microeconomics (3) <i>or</i>	
POL 112 <i>or</i>	American Democracy & Citizenship (3) <i>or</i>	
POL 151 <i>or</i>	Comparing Nations and Cultures (3) <i>or</i>	
POL 161 <i>or</i>	International Politics (3) <i>or</i>	
SOC 101 <i>or</i>	Introduction to Sociology (3) <i>or</i>	
SOC 256 <i>or</i>	Cultural Anthropology (3) <i>or</i>	
SSC 295	Issues in Social Justice (3)	
SSC 395	Issues in Social Justice (3)	

*Courses must be from two different disciplines (i.e., students are not allowed to fulfill this requirement by choosing ECO 101 and 102 or SOC 101 and 256).

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	Historical and Contemporary Issues in Psychology	3
<u>Choose two of the following:</u>		6
PSY 320 <i>or</i>	Personality Theories (3) <i>or</i>	
PSY 422 <i>or</i>	Tests & Measures (3) <i>or</i>	
PSY 445	Approaches to Psychotherapy (3)	
<u>Choose one of the following:</u>		3
PSY 364 <i>or</i>	Biological Psychology (3) <i>or</i>	
PSY 375	Cognitive Psychology (3)	
<u>Choose one of the following:</u>		3
PSY 446 <i>or</i>	Field Experience (3) <i>or</i>	
PSY 451 & PSY 452	Research Experience I (2) and Research Experience II (1)	
PSY	Elective (any level)	3
	Program Electives*	6

*Upper-division courses that support the major; must be approved by advisor (may not be PSY courses).

Minor in Psychology

<u>Course</u>	<u>Title</u>	<u>Hours</u>
PSY 101	General Psychology	3
PSY 263	Statistics for the Social Sciences	3
PSY xxx	Psychology Electives*	15

*Nine hours of electives must be upper-division.

LOWER-DIVISION COURSES

PSY 101. General Psychology (3) This course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered

are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. Required of psychology and nursing majors.

PSY 200. Social Psychology (3) Psychological and group influences on perception; attitude formation and change; the development of social relations, i.e., affiliation, attraction, and affective bonds; group processes, especially leadership, group problem-solving, status, and role differentiation; group influences on aggression, mob and panic behavior; escalation and resolution of interpersonal, intergroup, and international conflict. Prerequisites: PSY 101.

PSY 204. Developmental Psychology (3) (W) The study of social, intellectual, emotional, perceptual, and physical development from conception to death. Important theories and research are explored. Prerequisites: PSY 101.

PSY 225. Abnormal Psychology (3) This course offers descriptions of a variety of psychological dysfunction including mood disorders, anxiety disorders, schizophrenia, cognitive disorders, substance-use disorders, and personality disorders. Symptoms, causes, prevalence and treatment issues will be addressed. Further, models of understanding abnormal behavior, as well as diagnostic, assessment and classification issues will also be discussed. Prerequisites: PSY 101 or permission of instructor.

PSY 263. Statistics for the Social Sciences (3) An introduction to the use of statistics as a decision making process. Probability theory, descriptive and inferential statistics will be covered. Prerequisite: MTH 111 (must pass with a C- or higher).

PSY 264. Social Statistics Laboratory (1) An introduction to data analysis using SPSS and APA-style reporting of statistical information. Prerequisite or co-requisite: PSY 263.

PSY 290. Honors General Psychology (3) (W) PSY 290 is an honors section of the introductory survey course in psychology. The course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality, and psychological disorders. The course is writing intensive and will utilize primary source readings.

UPPER-DIVISION COURSES

PSY 310. Psychology of Gender (3) (D) This course examines the roots, nature, and social construction of gender. It will focus on psychological issues related to the roles assumed by males and females in contemporary society. Prerequisites: PSY 101 and one 200-level course.

PSY 320. Personality Theories (3) This course has two main parts: (1) the review of personality theories; and (2) the components, measurement, organization and development of personality. The focus is on understanding individual differences. Prerequisites: PSY 101 and one 200-level course.

PSY 324. Health Psychology (3) This course examines the psychosocial factors relevant to health with an emphasis on the contribution of psychological theory to the encouragement of health and wellness and prevention of physical illness. Topics include stress management, health and behavior, chronic and life-threatening illness,

treatment, and evaluation of health-related research. Prerequisite: PSY 101 and one 200-level course.

PSY 330. Industrial/Organizational Psychology (3) This course offers an introduction to the application of psychological principles and theories to the workplace. Topics include worker attitudes, stress in the workplace, job analysis, training, selection, and performance, as well as organizational development, structure and culture. There will be a strong application/experiential learning component to this class. Prerequisites: PSY 101 and one 200-level course. Cross-listed as MGT 330.

PSY 340. Psychology at the Movies (3) This course involves critical analysis of psychological processes, psychological themes, and portrayal of psychologists as reflected in popular feature films. We will explore four topic areas in psychology (Memory and Identity, Mental Disorders and Therapy, Gender and Social Processes, and a miscellaneous category) and explore the topics through readings, viewing feature films, and class discussion. Prerequisite: PSY 101.

PSY 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 263, 264, and 351.

PSY 364. Biological Psychology (3) This course is an overview of the biological processes underlying human behavior. This course begins by presenting fundamental nervous system structures and processes and concludes by examining the role of neurobiology in complex behaviors. Topics include genetics, neural communication, brain structures and their functions, human brain damage, sleep and dreaming, drug addiction, memory and amnesia, and stress and illness. Prerequisite: PSY 101 and one 200-level course; BIO 100 Human Biology is highly recommended.

PSY 374. Drugs, Brain, and Behavior (3) This course covers the behavioral effects of recreational, therapeutic, and experimental psychoactive substances. Students will learn how drug action is related to brain and other physiological processes. Topics include addiction, tolerance, and drug interactions. Prerequisite: PSY 101 and one 200-level course; Biological Psychology (PSY 364) 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, one 200-level course, and advanced standing.

PSY 380. Learning and Behavior (3) Presents the basic principles of classical and operant conditioning in a practical way where the students can learn to become effective change agents. Prerequisites: PSY 101 and one 200-level course.

PSY 384. Animal Behavior (3) An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological, and physiological approaches. Prerequisite: BIO 301 or permission of instructor. Course is cross-listed as BIO 310.

PSY 385. Special Studies in Psychology (1-3) Seminar covering a special topic. This course will be offered when: (1) Six or more students request advanced work on a topic; (2) a faculty member wants to cover material within his or her specialization not emphasized in a regular course; (3) a special or unique opportunity arises. Prerequisites: PSY 101, advanced standing, consent of the instructor, and consent of the department chair.

PSY 422. Tests and Measures (3) This course offers descriptions of various areas of psychological assessment including cognitive, personality, neuropsychological and achievement. Basic test construction, use, and interpretation will be addressed both theoretically and practically. Prerequisites: PSY 101 and PSY 263. Recommended for interns.

PSY 445. Approaches to Psychotherapy (3) This course offers an introduction to several theoretical approaches to psychotherapy as well as offers practical applications of these approaches. Cognitive, behavioral, psychodynamic, humanistic and integrative orientations are included for discussion. Other areas of clinical applications, including working with children, therapeutic assessment, and ethical considerations, will also be addressed. Prerequisites: PSY 101 and 225, or permission of instructor.

PSY 446. Field Experience (3) (W) This course provides the student with a practicum experience in one of a variety of placements in the community and on campus. Students will work 120 hours in a hands-on environment that will be individually selected by the student. Possible placements include mental health agencies, private practice settings, law enforcement agencies, and health care agencies as well as teaching assistantships at Spring Hill College. The student will be supervised by an individual at the placement and will also fulfill requirements as set forth by the faculty member teaching this course. Extensive writing, both informally and formally, will be required to allow students to synthesize, critically analyze, and report their experience. Further, in partial fulfillment of the major requirements, students will formally report their experience orally. Prerequisites: PSY 352 and advanced standing; psychology majors only.

PSY 451/452. Research Experience I (2) and Research Experience II (1) (W) These courses provide the student with a unique individualized research experience. The student will conceive, develop, implement, analyze and formally present an original research project that is chosen *by the student*. The work requires considerable commitment and the ability to work independently (with supervision). Students will utilize skills they have learned in research methodology and statistics classes to complete their projects. Students will present their research in a comprehensive, formal, APA style paper (fulfilling W designation requirements) as well as orally to their peers and/or faculty and/or at a professional meeting (fulfilling, in part, the department's requirements for oral competency). Prerequisites: PSY 352 and permission of the instructor. Psychology or traditional biopsychology majors only.

PSY 464. Human Neuropsychology (3) This course is designed to: 1) offer students an understanding of the role of neuropsychology within the neurosciences and in psychology; 2) provide fundamental history and theory of brain behavior relationships; 3) offer information regarding more specific theory and research on higher brain functions/dysfunctions in humans; 4) offer description and application of neuropsychological assessment techniques and their interpretation; 5) provide understanding of select neurological diseases and injuries; (6) provide a description of research and practice in rehabilitation of cognitive dysfunction; and (7) facilitate interest in the area of neuropsychology research and practice as an area for future study and/or work. Prerequisites PSY 263 and PSY 364 or PSY 422.

PSY 468. Historical and Contemporary Issues in Psychology (3) (W) The first half of this course will cover the development of important theories and research problems in psychology. The influences of philosophical, social, political, and historical events and ideas will be examined with an emphasis on the period from the late 19th to late 20th centuries. The second half of the course will examine critical issues that are defining contemporary approaches and future trends in the field. Prerequisite: PSY 352; Seniors only.

PSY 472. Forensic Psychology (3) This course is designed to offer students an understanding of the role of psychology in its application to the legal system. Areas of discussion will include the philosophical differences between science and law, psychological principles and research and their application to legal issues in general, and the role and techniques of the forensic psychologist in specific types of cases. Specific topics may include jury selection, eyewitness identification, and victims and punishment, though there will be an emphasis on the role of the psychologist as an expert witness. Prerequisite: PSY 263.

PSY 499. Individual Studies (1-3) A course of individual study or research. The student works under the direction of a faculty member or other specialist. Prerequisites: PSY 263, PSY 351, advanced standing, permission of instructor and department chair, and a GPA. of 2.9. Ordinarily, projects must be approved by the end of the add/drop week of the semester for which credit is requested.

A required course in which a student has made a D or F grade cannot be retaken as a tutorial or independent study.

SOCIAL SCIENCE (SSC)

Program Director: Lisa D. Hager, Ph.D.

Courses in Social Science may be taken in fulfillment of the second social science core requirement or as general electives.

SSC 295. Issues in Social Justice (3) (D) A special topics course that applies the social sciences to issues relating to justice and the common good. Prerequisite: a 100-level course in economics, political science, psychology, or sociology.

SSC 395. Issues in Social Justice (3) A special topics course that applies the social sciences to issues relating to justice and the common good. Prerequisite: a 100-level course in economics, political science, psychology, or sociology.

The interdisciplinary program in Social Science is designed to provide depth in content areas for students preparing to teach social studies at the secondary level. The program is open to any student interested in the interdisciplinary study of history and the social sciences. The History Seminar, HIS 499, serves as the comprehensive experience for this program.

Bachelor of Science in Social Science

LOWER DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 101/102	Western Civilization to 1648/Since 1648	6
HIS 104/203	The United States Since 1876/ Historical Methods	6
POL 112	American Democracy and Citizenship	3
ECO 101/102*	Principles of Macro/Microeconomics	6
PSY 101 <i>or</i>	General Psychology (3) <i>or</i>	
SOC 101	Introduction to Sociology (3)	3

UPPER DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
HIS 3xx	American History	6
HIS 3xx	World History (Europe, Latin America, etc.)	6
HIS 499	History Seminar	3
GEO 301	World Regional Geography	3
<i>Choose one of the following:</i>		3
POL 363	Politics of Developing Countries (3)	
POL 365	Latin American Politics (3)	
POL 367	Middle Eastern Politics (3)	
POL 371	Russia and Eastern Europe (3)	
<i>Choose one of the following:</i>		3
POL 321	Political Parties and Interest Groups (3)	
POL 322	Congress and the President (3)	
POL 324	Public Policy (3)	
POL 325	Public Administration (3)	
POL 340	Constitutional Law (3)	
POL 346	American Foreign Policy (3)	
ECO/SOC/POL/PSY	Upper Division Electives **	12

*Students not majoring in education may substitute PSY 101 or SOC 101 for ECO 102.

** Students majoring in secondary education may substitute upper-division hours in education.

SOCIOLOGY (SOC)

Department Chair/Program Director: Harold E. Dorton, Jr., Ph.D.

The sociology program provides intellectual resources that help students understand society. This includes structured aspects of social life such as institutions and culture, as well as the social frameworks of human interaction. A particular conceptual and theoretical framework, as well as distinct methods and techniques of inquiry, define the sociological perspective that is central to the program and the discipline. The department supports and fosters this perspective and provides courses that support other programs as part of a liberal arts education.

Students exit the program with:

- A basic understanding of the sociological perspective;
- An ability to use multiple methodological approaches;
- An ability to recognize assumptions, theoretical arguments, and empirical evidence, and the accompanying analytical skills to evaluate them; and
- A value for sociology's applications inside and outside of academic settings.

Requirements

Admission to the program requires successful completion of SOC 101. Students must earn grades of C- or better in all required sociology courses, which include SOC 101, SOC 250, SOC 345, and SOC 350, as well as SOC 480, which is required of all senior sociology majors and will fulfill the requirement for oral competency.

Bachelor of Arts in Sociology

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 101 ¹	Introduction to Sociology	3
SOC 250	Social Problems	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 480	Senior Experience in Sociology	3
SOC 3xx-4xx	Sociology Electives	15
	Program Electives	9

¹SOC 290 will always substitute for SOC 101; SOC 256 will substitute for one upper-level sociology elective.

Concentration in Criminology

The sociology department offers a concentration in criminology. The criminology concentration includes all the required courses for the general sociology degree as well as four additional required courses. Criminology students' specific work in SOC 350 and SOC 480 will center on analysis of criminality or social control.

Students will exit the program with:

- The benefits of a general sociology background;
- An ability to analyze societal responses to crime and criminal behavior and methods of social control;
- An understanding of the consequences of crime, laws, and criminal behavior; and
- An understanding of the origins of crime, laws, and social control.

**Bachelor of Arts in Sociology
with a Concentration in Criminology**

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 101 ¹	Introduction to Sociology	3
SOC 250	Social Problems	3
BIO 117 <i>or</i> CHM 102	Forensic Biology (3) <i>or</i> Forensic Sciences	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SOC 314	Deviant Behavior	3
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 353	Criminology	3
SOC 354	Juvenile Delinquency	3
SOC 480	Senior Experience in Sociology	3
SOC 483	Sociology of Law	3
	Program Electives	9

¹SOC 290 will always substitute for SOC 101.

Minor in Sociology

LOWER-DIVISION COURSES:

6 or 9 Semester Hours

Take two or three of the 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 sociology courses have been taken, twelve hours of upper-division courses are required. If nine hours of lower-division sociology courses have been taken, then nine hours of upper-division courses are required.

<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) (D) A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity.

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 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 345. Sociological Theory (3) An overview of the theories that shape the discipline of sociology and the theorists who are associated with both the theories and the discipline. Prerequisite: SOC 101 or any 200-level SOC course.

SOC 350. Research Methods in Sociology (3) An overview of methods of inquiry, data collection, and analysis in sociological research. Prerequisite: SOC 101 or any 200-level SOC course.

SOC 351. Marriage and Family (3) A sociological analysis of the contemporary American family with emphasis on the various aspects of dating, courtship, mate selection, marital interaction, and the family disorganization.

SOC 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 355 American Race Relations (3) (D) A scientific study of the relationships and problems of the major cultural, ethnic, racial, and religious minorities in American society. This course examines ethnic, racial, and other minority groups from both an historical and a contemporary perspective. Includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future race relationship patterns in the United States. No prerequisites or corequisites.

SOC 375. Gender and Society (3) (D) An examination of the nature and consequences of social differentiation and stratification on the basis of sex and gender. An inquiry into the institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism, and gender-role change. Analysis of social position of women and men in society, focusing on their positions in institutional areas such as the family, politics, work, and education. Evaluation of theories of biological, psychological, and sociological bases for the behavior and characteristics of women and men. Emphasis on contemporary American society. No prerequisites or corequisites.

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 475. Affluence and Poverty (3) (D) The scientific study of American class structure, characteristics of social classes and stratification hierarchies, trends in social mobility, problems of inequality, poverty and solutions for American society. No prerequisites or corequisites.

SOC 480. Senior Experience in Sociology (3) Senior seminar in sociology. Topics will vary. May include either independent basic research or independent applied research. Prerequisites: SOC 101 or any 200-level SOC course, 9 upper-level credit hours in sociology, and senior standing.

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 Continuing Studies)

Division of Teacher Education

Division Chair/Program Director: Lori P. Aultman, Ph.D.

The goals of the Division of Teacher Education are to prepare teachers who: (a) demonstrate **knowledge and abilities** necessary to be effective professional educators; (b) exhibit professional **values and dispositions** necessary for creating supportive and constructive learning communities in a culturally diverse society; (c) effectively implement **research-based best practices** in teaching and learning; and (d) participate in continuous **reflective practice** in order to improve their teaching and practices and make positive changes in their classrooms, schools, and communities. In July 2009, the Alabama State Board of Education adopted the *Alabama Educator Code of Ethics* which defines professional behavior and serves as a guide for ethical conduct for all public school personnel and, as applicable, pre-service teachers. Specific information about the code is available from teacher education advisors and in the Teacher Education Office.

The teacher education unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit effectively manages or coordinates all programs so that candidates are prepared to meet standards.

The programs, which combine liberal education and strong professional preparation, are designed to instill in students the highest standard of professional behavior. The desired outcome is that graduates will make a difference in the lives of their students.

Please see the Continuous Assessment of Undergraduate Programs in the Conceptual Framework on the Division of Teacher Education's website.

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, regardless of the beginning date of collegiate study, must complete twelve semester hours of college-level coursework in each of the following areas: English, mathematics, social science, and science.

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.

The Highly Qualified Teacher (HQT) requirements are determined by the Alabama State Department of Education and are subject to change at any time. Secondary education students will be expected to meet the HQT requirements in effect when they graduate.

Students who major in **secondary education** follow a dual degree program that leads to teacher certification at the high school level (grades six through twelve). Single or comprehensive teaching fields are selected from the following:

biology	Spanish (Hispanic Studies)
chemistry	English language arts
mathematics	general social science
history	

For specific details, 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 must 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 Introduction to Christian Theology (freshman year), any scripture course (sophomore), THL 242 Catholicism (junior/senior), THL 421 Religious Education (junior/senior). See the Division of Philosophy and Theology section for additional information.

Changes in any 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. Additionally, teacher education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them. (See Admission Requirements, no. 9.)

In accordance with amendments enacted in 1998 to the Higher Education Act of 1965, Section 207 (f) (1), institutions are required to make available to the general public the information supplied in Section II of the annual Title II Report. This information is available upon request in the Division of Teacher Education.

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 follow Alabama State Board of Education teacher education programs approved in October 2006.

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.
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 all sections of 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. The interview includes a self-assessment utilizing the Dispositions Checklist for Sophomore Self-Evaluation. The checklist is reviewed by the teacher education faculty.
7. Satisfactory completion of pre-professional laboratory and other experiences designed to assist the student in making a wise career choice.
8. Satisfactory completion of a Five-Day Structured Field Experience. The teacher education faculty must approve the school setting and grade level. Five-day experiences must be completed in five consecutive bell-to-bell school days.
9. Signature of the student on the appropriate form indicating that he/she is aware of and responsible for the Alabama State Department of Education knowledge and abilities rules and regulations required for completion of the desired teacher education program, and agreeing to permit Spring Hill College to share appropriate student information with the Alabama State Department of Education as requested.
10. Background and fingerprint clearance by the Alabama State Department of Education.
11. Attendance at a training session of the Children and Adolescent Protection Program, sponsored by the Office of Child and Adolescent Protection through the Archdiocese of Mobile. This training session will be provided in education courses to be selected by the teacher education faculty. The student is responsible for payment of the required fee.

12. Possession of a copy and knowledge of the contents of the current *Guidebook for Professional Experiences: Undergraduate Clinical Experiences*. The *Guidebook* is a required manual in EDU 260 *Educational Psychology*. This course includes an orientation designed to assure that the student is aware of professional performance and experiences required for successful completion of the desired teacher education program.
13. Initial review of student's portfolio.
14. Approval of the teacher education faculty.

Students who fail to meet the criteria described above upon initial application must meet all admission requirements within one year after completion of lower-division teacher education coursework.

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 in a variety of diverse learning environments. All undergraduate laboratory experiences, lower-division and upper-division, will be for at least three weeks. Students in all programs must complete laboratory experiences in blocks of at least three hours. All secondary education junior block labs/clinicals must be completed in classrooms in which instructors are master's level teachers in the appropriate teaching field.
3. Early childhood and elementary education students must complete an additional Five-Day Structured Field Experience during their junior block; secondary students must complete two additional Five-Day Structured Field Experiences during their junior block. Placement(s) must be approved by the teacher education faculty. These experiences must be completed in the appropriate teaching field(s) prior to the internship term, and must be in addition to and separate from regularly scheduled laboratory experiences. See teacher education faculty advisor or the Teacher Education Office for details.

4. Review of additions to student's portfolio by the teacher education faculty.
5. Application for internship; review of performance and approval by the teacher education faculty.
6. Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences, the five-day structured field experience or the internship can result in the teacher education faculty's refusal to permit a student to continue in the teacher education program.
7. If, in the course of the student's progressing through the program, deficiencies in knowledge, skills, teaching performance, or dispositions for teaching become evident, the teacher education faculty will meet to discuss the observed deficiency to determine a course of action.

Completion Requirements

Students must meet the following minimum completion requirements to qualify for a degree and for initial certification:

1. Satisfactory completion of 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. All course work taken to meet program requirements must be at college-level (100 or higher).

For students pursuing the early childhood and elementary education programs, the sixty semester hours of general studies must include twelve semester hours in each of the following areas: English, mathematics, social science, and science.

2. Demonstrated readiness to teach through successful on-the-job performance as an intern. The internship takes place in an approved local school. The internship shall be full-time in the schools for a full semester and 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.

Students seeking certification in two or more distinct teaching fields shall complete an additional internship.

For the early childhood program, the internship shall include a 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 local school, under the direct supervision of Spring Hill College teacher education faculty. Interns are disallowed from substitute teaching in any classroom situation during the internship semester. Students are also disallowed from enrolling in additional course work during the internship semester. If circumstances arise which make additional course work necessary, a request for approval by the teacher education faculty must be made in writing to the division chair. Interns are required to possess and be familiar with 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. A passing score report for the appropriate content area of the Praxis II Subject Assessment Test must be on file in the Division of Teacher Education before registration for the internship term will be approved. Additionally, early childhood and elementary education majors must have a passing score report on file for the Praxis II Teaching Reading test before beginning their internships. Students are required to take the exam no later than the earliest scheduled test date in their final semester of junior block.
4. Satisfactory performance on each portion of a comprehensive written examination, designed by the institution and developed from selected professional studies (EDU) courses. The comprehensive examination is administered in the internship semester of the student's education program.
5. Satisfactory assessment of the student's Dispositions Checklist for Junior and Senior Candidates by the teacher education faculty.
6. Final review of student's portfolio by the teacher education faculty.
7. 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 scheduled lab experiences and the full-time, five-day structured field experience completed in a cooperating school, (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience, and (d) completion of EDU 150 Oral and Written Language with a grade of C- or better for early childhood/elementary students who begin collegiate study at Spring Hill College August 2008 and thereafter. Secondary students complete CMM 150 Introduction to Public Speaking with a grade of C- or better.

Writing competency is evaluated and assessed by: (a) teacher education faculty during the interview required for admission to a teacher education program and in the required divisional writing intensive courses, (b) the cooperating teacher and the student during the scheduled lab experiences and the full-time, five-day structured field experiences completed in cooperating schools, and (c) the college supervisor, the cooperating teacher, and the student during the semester-long internship experience.

The interview, the structured field experiences, and the internship are required of all 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

Under the federal No Child Left Behind (NCLB) Act, elementary, middle, and secondary school teachers of "core academic subjects" (including English, reading or language arts, mathematics, science, foreign languages, civics, and government, economics, arts, history, and geography) must be highly qualified (HQT). 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 course work equivalent to an undergraduate academic major (33 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 course work equivalent (33 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.

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 150. Oral and Written Language (3) Principles of oral and written communication and practical application of those principles. Emphasizes knowledge and skills appropriate to children in oral and written language and how to apply them. Includes methods of teaching basic language skills in early childhood and elementary school. Curriculum lab fee. Prerequisite: Permission of 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 (2) (D) Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in content areas. This course, together with the accompanying laboratory course, satisfies one diversity course requirement and must be completed prior to the beginning of the internship. Curriculum lab fee. Prerequisite: Admission to teacher education program. Co-requisite: Must register for EDU 332, 333, 334, 335, 336, 337, or 338.

EDU 330. Strategies for Effective Classroom Management (3) An investigation of research related to instruction, management, learning, and discipline that provides pre-service teachers foundations upon which to develop strategies for effective classroom management. Curriculum lab fee. Prerequisite: Admission to 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. Prerequisite: Admission to teacher education program.

EDU 332. Lab: Reading in the Content Area (History/Social Studies) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in history or social studies. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 333. Lab: Reading in the Content Area (Mathematics) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is

co-taught by the instructor of EDU 329 and the secondary classroom practitioner in mathematics. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 334. Lab: Reading in the Content Area (Chemistry) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in chemistry. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 335. Lab: Reading in the Content Area (English Language Arts) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in English language arts. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 336. Lab: Reading in the Content Area (French) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in French. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 337. Lab: Reading in the Content Area (Spanish) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in Spanish. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 338. Lab: Reading in the Content Area (Biology) (1) (D) To accompany EDU 329. This course is designed as a supervised laboratory experience and is co-taught by the instructor of EDU 329 and the secondary classroom practitioner in biology. This course, together with EDU 329, satisfies one diversity course requirement. The laboratory experience will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 329.

EDU 345. Teaching Young Children (3) (W) A survey of the qualities and competencies needed by teachers and the history and development of early childhood education. Emphasis on current models. This is a writing intensive course. This course satisfies one diversity course requirement. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to 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) (D) Designed to provide students with basic understanding regarding the full range of exceptional children. Attention given to etiology, prevention, emerging issues and current methodologies. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to teacher education program.

EDU 373. Teaching Social Studies (3) (W) 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. This is a writing intensive course. 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) (W) Synthesis of knowledge from a variety of fields of educational inquiry, and examination of their impact on the school curriculum and instructional program. Curriculum lab fee. This course satisfies one diversity course requirement. Prerequisite: Admission to teacher education program. This is a writing intensive course. Supervised laboratory experiences.

EDU 391. Multicultural Teaching (3) A survey of educational and social scientific concepts to help teachers understand the social and cultural milieu of culturally-different learners. The development of teaching strategies to maximize opportunities. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to 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 450. 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 (2) (W) A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. Designed to address both general concerns and specific teaching fields, the course is completed prior to the internship. This is a writing intensive course. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to teacher education program. Co-requisite: Must be registered for EDU 451, 452, 453, 454, 455, 456, or 457.

EDU 451. Lab: Instructional Strategies and Methodology in Teaching Social Studies and History (1) (W) To accompany EDU 450. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in social science or history while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in social science. This laboratory course will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 452. Lab: Instructional Strategies and Methodology in Teaching Mathematics (1) (W) To accompany EDU 450. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in mathematics while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in mathematics. This laboratory course will be held during the day in a public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 453. Lab: Instructional Strategies and Methodology in Teaching Biology (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in biology while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in biology. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 454. Lab: Instructional Strategies and Methodology in Teaching Chemistry (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in chemistry while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in chemistry. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 455. Lab: Instructional Strategies and Methodology in Teaching English Language Arts (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in English language arts while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in English language arts. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 456. Lab: Instructional Strategies and Methodology in Teaching French (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in French while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current master's level teacher in French. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 457. Lab: Instructional Strategies and Methodology in Teaching Spanish (1) (W) This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in Spanish while instructing students and managing their behavior. Co-taught by EDU 450 instructor and current

master's level teacher in Spanish. This laboratory course will be held during the day in public, private, or parochial school. Curriculum lab fee. Co-requisite: Must be registered for EDU 450.

EDU 494. Internship in Early Childhood Education (12) A semester of supervised observation and teaching experience in an early childhood classroom; supervision provided by college staff. Includes conferences with supervising master 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 master 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. Includes conferences with cooperating master teacher and college coordinator. Attendance at a weekly seminar is required. Curriculum lab fee. 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 master 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 (12) A semester of supervised observation and teaching experience in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college supervisor. Attendance at 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>
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: 75 Semester Hours

<u>Course</u>	<u>Title</u>	<u>Hours</u>
	Mathematics*	12
	Science*	12
	English*	12
	Social Sciences*	12
EDU 150	Oral and Written Language	3
EDU 270	Art for Children	3
EDU 271	Music for Children	3
EDU 280	Literature and Creative Drama for Children	3
EDU 325	The Language Arts Program	3
EDU 326	Foundations of Reading Instruction	3
EDU 330	Strategies for Effective Classroom Management	3
EDU 373	Teaching Social Studies	3
EDU 375	Teaching Mathematics	3
EDU 377	Teaching Science and Health	3

* See teacher education faculty advisor for course approval. Must be college-level (100 or higher).

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 494	Internship in Early Childhood Education	12

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 499	Internship in Elementary Education	12

SECONDARY CERTIFICATION

Additional Course Requirements

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 150	Introduction to Public Speaking	3
EDU 329	Reading in the Content Areas	2
EDU 332 <i>or</i>	Lab: Reading in the Content Area (History/Social Studies)	1
EDU 333 <i>or</i>	Lab: Reading in the Content Area (Mathematics) (1) <i>or</i>	
EDU 334 <i>or</i>	Lab: Reading in the Content Area (Chemistry) (1) <i>or</i>	
EDU 335 <i>or</i>	Lab: Reading in the Content Area (English Language Arts) (1) <i>or</i>	
EDU 336 <i>or</i>	Lab: Reading in the Content Area (French) (1) <i>or</i>	
EDU 337 <i>or</i>	Lab: Reading in the Content Area (Spanish) (1) <i>or</i>	
EDU 338	Lab: Reading in the Content Area (Biology) (1)	
EDU 450	Strategies and Resources for Teaching in Secondary and Middle Schools	2
EDU 451	Lab: Instructional Strategies and Methodology in Teaching Social Studies or History (1) <i>or</i>	1
EDU 452 <i>or</i>	Lab: Instructional Strategies and Methodology in Teaching Mathematics (1) <i>or</i>	
EDU 453 <i>or</i>	Lab: Instructional Strategies and Methodology in Teaching Biology (1) <i>or</i>	
EDU 454 <i>or</i>	Lab: Instructional Strategies and Methodology in Teaching Chemistry (1) <i>or</i>	
EDU 455 <i>or</i>	Lab: Instructional Strategies and Methodology in Teaching English Language Arts (1) <i>or</i>	
EDU 456 <i>or</i>	Lab: Instructional Strategies and Methodology in Teaching French (1) <i>or</i>	
EDU 457	Lab: Instructional Strategies and Methodology in Teaching Spanish (1)	
	Program Electives* (See advisor)	6
EDU 495 <i>or</i>	Internship in the High School	3
EDU 496	Internship in the Middle School (3) <i>or</i>	
EDU 497	Internship in the High School	9

*See advisor in secondary education for information about teaching fields.

GEOGRAPHY (GEO)

GEO 101. Physical Geography: Atmospheric Processes and Patterns (3) An introduction to the basic themes of geography; earth/sun relations; weather elements and the physical controls which influence weather and climate conditions; the interrelationship of climate, natural vegetation, and soil. Course includes a laboratory component. Prerequisite: Admission to teacher education program. Permission of Teacher Education Chair required. This course may be taken to satisfy a science or social science course requirement for early childhood education and elementary education students.

GEO 102. Physical Geography: Landscape Processes and Patterns (3) A study of the five basic themes of geography; the basic character of the lithosphere and the impact of plate tectonics on world landscapes, the earth's major and minor landforms; geomorphic agents and processes which sculpture the earth's surface; the aquatic realm and the impact that oceans have upon terrestrial landscapes. Course includes a laboratory component. Prerequisite: Admission to teacher education program. Permission of Teacher Education Chair required. This course may be taken to satisfy a science or social science course requirement for early childhood education and elementary education students.

GEO 301. World Regional Geography (3) This course explores physical and cultural characteristics of the world's realms, the concept of economic development, factors in global disparities, and the relationship between physical environment and human culture. This course is required for Secondary Education: General Social Studies majors.

Interdisciplinary and Other Programs

BACHELOR OF ARTS IN ART-BUSINESS

(see Division of Communication, Fine and Performing Arts section)

BACHELOR OF ARTS IN LEADERSHIP

(see Continuing Studies section)

BACHELOR OF SCIENCE IN BIOPSYCHOLOGY

(see Division of Science and Mathematics section)

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 CMM 150 or BUS 210 in order to fulfill general speech competency.
3. All are required to complete with a grade of C- or higher thirty-three 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. The comprehensive requirement will be fulfilled by completion of GST 499 or HUM 460, or an acceptable and approved substitution.
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 director of the program.

BACHELOR OF ARTS IN INTERDISCIPLINARY HUMANITIES (HUM)

Program Director: Colette J. Windish, 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.

LOWER-DIVISION COURSES

HUM 295. Special Studies (3) (D) Interdisciplinary and other special studies in the humanities.

HUM 296. Special Studies (1-3) (W) Interdisciplinary and other special studies in the humanities.

HUM 297. Special Studies (0-3) Interdisciplinary and other special studies in the humanities.

UPPER-DIVISION COURSES

HUM 395. Special Studies (3) (D) Interdisciplinary and other special studies in the humanities.

HUM 396. Special Studies (3) (W) Interdisciplinary and other special studies in the humanities.

HUM 397. Topics in Women's Studies (3) (W,D) Same course as WST 397.

HUM 460. Multicultural Environments (3) (W,D) Students are introduced to the role culture plays in forming the ways people think, identify themselves, interact, and make decisions. Various culture groups are compared and contrasted in order

to understand their different values, social behaviors, and traditions. The relationship between culture and language is also examined.

HUM 490. Humanities Internship (3 - 6) Professional experience through a semester of directed part-time employment. Enrollment restricted to juniors and seniors.

HUM 495. Humanities Synthesis Paper (3) (W) 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)

FORENSIC SCIENCE MINOR

Contact: Lesli Bordas, Ph.D.

Forensic science is an interdisciplinary program which focuses on the collecting and processing of evidence as it pertains to a court of law. This minor is intended as a bridge between social scientists and the experts within the forensic fields. Through courses in biology, chemistry, political science, psychology and sociology, the behavior of criminals and the evidences of crime are examined and analyzed.

A minor in forensic science consists of a minimum of 21 credit hours. Nine (9) hours of lower-level courses must include CHM 102, BIO 117, and PSY 263. Six (6) hours of upper-level courses must include SOC 353 and POL 341. The remaining six (6) hours must be selected from among those courses specified below or must meet the approval of the discipline director. All courses must be completed with a grade of C- or better, and a maximum of nine (9) hours can be transferred from other institutions.

LOWER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 117	Forensic Biology	3
CHM 102	Forensic Sciences	3
PSY 263	Statistics for the Social Sciences	3

UPPER-DIVISION

<u>Course</u>	<u>Title</u>	<u>Hours</u>
POL 341	Judicial Process and Procedures	3
SOC 353	Criminology	3

Six additional credits must be selected from the following list depending on area of interest.

<u>Course</u>	<u>Title</u>	<u>Hours</u>
BIO 231 & 233	Anatomy and Physiology I and Laboratory	4
BIO 232 & 234	Anatomy and Physiology II and Laboratory	4
BIO 301 & 302	Genetics and Laboratory	4
BIO 360 & 362	Cell Biology and Molecular Laboratory	4
CHM 231 & 233	Organic Chemistry I and Laboratory	4
CHM 251 & 253	Analytical Chemistry and Laboratory	4
CHM 302 & 304	Instrumental Analysis and Laboratory	5
PSY 225	Abnormal Psychology	3
PSY 374	Drugs, Brain, and Behavior	3
PSY 472	Forensic Psychology	3
SOC 256	Cultural Anthropology	3
SOC 314	Deviant Behavior	3

WOMEN'S STUDIES MINOR

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 299/499	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
POL 320	Women and American Politics	3
PSY 310	Psychology of Gender	3
SOC 375	Gender and Society	3
WST 497	Special Topics in Women's Studies	3
WST 499	Internship	3

Other courses approved by the Women's Studies Advisory Council

WST 397. Topics in Women's Studies (3) (W,D) 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.

CENTER FOR ACADEMIC EXCELLENCE

Program Director: Tracey N. Childs, M.Ed.

The Center for Academic Excellence (CAE) supports students of all ability levels in developing writing and quantitative reasoning skills as well as study strategies. The CAE provides students with opportunities to become active learners and critical thinkers in a variety of disciplinary contexts through the use of peer tutors, as well as other learning models designed collaboratively by students and the CAE's faculty members.

CAE 101. College Success Strategies (2) This course focuses on learning strategies that lead to success in college, including studying in a variety of disciplines, note-taking skills, critical reading, and test preparation strategies. Grading: A, B, C, NC.

CAE 201. Peer Tutoring (1) This course is a study of the methodology and procedures involved in peer tutoring in the Center for Academic Excellence. Students selected to be peer tutors in all disciplines within the CAE are required to take this course. Grading: Pass/NC.

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 102. Transfer Student Seminar (0) This course is an extended orientation to assist transfer students in making an effective transition to Spring Hill. Topics include: transfer credit, degree audits and requirements, core curriculum, academic policies and procedures, time management and financial aid requirements. This course is a requirement; credit and grade are not awarded; course does appear on student transcript.

SAS 201. Career Decision Making (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) 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 I (1-3) Students are placed in a hospital, hospice or medical office to observe first-hand different aspects of the medical profession. Students complete a minimum of 40 on-site hours. Prerequisites: minimum of 30 credit hours (all Spring Hill College), cumulative science GPA of 3.5 or higher, permission of pre-health advisor and course instructor.

SAS 305. Pre-Health Internship II (1) Students observe five (5) areas of the medical practice. This course is repeatable for up to two credits. Prerequisite: SAS 304.

SAS 310. Peer Leadership: Mentoring (1) This course is designed to prepare students for the roles of peer mentors/peer educators and to promote their development as leaders serving in the roles of LEAP lab mentors. Other students interested in leadership development may want to consider taking this course. Prerequisite: cumulative GPA of 2.75 or above at the time of course registration.

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 Continuing Studies.

SAS 401. Senior Job Search Seminar (2) Students will start their job search by networking, finalizing job search documents, presenting professionally, mock interviewing, writing salary requirements and applying for jobs. Prerequisite: 93 earned hours, senior status.

LEAP— COURSE AND LAB

LEARNING, ENGAGEMENT AND AWARENESS, PERSONAL GROWTH

Program Director: Gentry L. Holbert, M.L.I.S.

LEAP is the entry-level program for a cohesive undergraduate experience. In the first-year LEAP course, students are introduced to experiences that promote personal growth, intellectual development, and social awareness and engagement in ways that connect to all areas of the College and to our Promise Statement— learning, faith, justice, and service for life. The LEAP course is a required freshman (100-level) core course (or a course able to be restricted to only freshmen) combined with a lab. LEAP courses with lab are versions of ordinary core courses specially designed to give freshmen an exciting, engaging, and relevant introduction to college (adult) life and learning in the larger community (local, national, and global). Only incoming freshmen can be in a LEAP course. Every incoming freshman will take one (1) and only one (1) LEAP course with lab.

The course will consists of two parts to total four hours of credit: the core course (3 credit hours) based on a predetermined theme that meets at its regular three-hour time slot and a lab (1 credit hour) that meets occasionally at its Monday 12:15 p.m. time slot and also at other times for required co-curricular activities.

LEA 101. LEAP Lab (1) This course is a lab designed to accompany a LEAP core course. A one-hour time slot during the regular class schedule will be assigned to this course; however, meetings during that time slot will not be scheduled every week. During some weeks the class will meet in the evenings for workshops and events or will meet on evenings or weekends for excursions or service experiences. The lab will contain a mix of student life and academic introduction and formation (such as time management, relationships, alcohol policy), as well as co-curricular events that support the LEAP core course content and theme. An essential element of the lab will be a highly trained student mentor who will assist the lab instructor.

LEISURE SPORTS AND RECREATION (LSR)

Contact: Jim Hall

Designed to contribute to the development of the whole person, to offer healthy life choices, and to provide students with skills and knowledge in a variety of sports and physical activities, the leisure sports and recreation courses are generally taught by the staff of the Athletic Department. All courses are offered on a Pass/Fail basis. **Note:** While students may take a number of LSR courses, a maximum of two may be applied toward credit required for graduation. A student, after completing one LSR course, may take others on a space available basis only.

LSR 100. Recreational Tennis (1) An introduction to tennis, emphasizing fundamental strokes, general techniques, and the scoring of singles and doubles play. Grading: Pass/Fail.

LSR 110. Recreational Golf (1) Introduction to the fundamentals of golf, golf etiquette, rules and scoring. Grading: Pass/Fail.

LSR 115. Advanced Golf (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of golf (i.e., golf tournaments, contests, and skill development for students who are already active golfers). Grading: Pass/Fail.

LSR 120. Weight Training (1) Students are instructed in the use of weight room equipment, in proper techniques for performing exercises to develop the total body, and in safety and spotting methods. Grading: Pass/Fail.

LSR 130. Recreational Saltwater Fishing (1) Students are introduced to the successful strategies of the sport of saltwater fishing. The ethical, environmental, and legal aspects will be emphasized with conservation in mind. Grading: Pass/Fail.

LSR 140. Walking and Jogging (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in a walking and jogging exercise program. Grading: Pass/Fail.

LSR 150. Aerobics (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in aerobic activities such as pilates, step aerobics, etc. Grading: Pass/Fail.

LSR 160. Basic RAD (Rape Aggression Defense) System for Women (1) Class elements include awareness, prevention, risk reduction and avoidance, and basic hands-on defense training within a program of realistic self-defense tactics and techniques for women.

LSR 170. Soccer (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of soccer. Grading: Pass/Fail.

LSR 180. Racquetball (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of racquetball. Grading: Pass/Fail.

LSR 190. Recreational Sports (1) This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in various recreational sport activities. Grading: Pass/Fail.

RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

DEPARTMENT OF MILITARY SCIENCE (MSC) ARMY ROTC

Contact: Lieutenant Colonel Jason J. Nowak

Our Mission: To commission the future officer leadership of the United States Army. The Military Science Department offers a progressive program, which will enhance student education regardless of academic endeavor. The program is designed to improve the leadership abilities of students; develop managerial skills; inform students concerning the roles, missions, and capabilities of the Army; and train qualified ROTC students to become commissioned officers

in the National Guard, U.S. Army Reserve, or the U.S. Army. Military Science is an accredited field of minor study.

Students may take Military Science courses and receive graduation credit in lieu of Physical Education courses. National Guardsmen, reservists, veterans and former JROTC students may receive advanced placement by requesting it through the department chair.

REQUIREMENTS FOR ENROLLMENT AND CONTINUANCE

The general requirements for enrollment and continuance in the Army ROTC program are as follows:

1. Basic course students must:
 - a. Be a citizen of the United States.
 - b. Be physically qualified.
 - c. Have freshman or sophomore standing. Students with higher standing require consent of instructor.
2. Basic course cadets applying for enrollment in the advanced course who seek a commission must:
 - a. Have successfully completed MS 101, MS 102, MS 201, and MS 202 or have accomplished one of the following: prior military service, ROTC basic military studies, practicum (LTC), three-year high school JROTC basic course.
 - b. Have two years remaining at the university (either undergraduate, graduate or in pursuit of additional course work).
 - c. Have completed a minimum of 32 hours to contract.
 - d. Be under 35 years old at the time of graduation and commissioning (waiverable).
 - e. Be enrolled as a full-time student, either at the University of South Alabama or at a partnership program university.
 - f. Meet military screening and physical requirements.
 - g. Maintain a minimum 2.0 GPA.
 - h. Maintain a B average in military science and leadership courses.

Regularly enrolled students who meet the academic prerequisites may take individual courses as electives with the permission of the department head and academic advisor.

BASIC COURSE

The purpose of the Army ROTC Basic Course is to introduce students to Army ROTC, to give them general information about the Army and to introduce them to basic skills, which have both military and civilian application. Courses and practical exercises in land navigation, orienteering, and leadership round out the student's academic life, provide a challenge, develop confidence, and break the classroom monotony. With this initial exposure, the students will have experience upon which to base their decisions to continue into the Advanced Course and into the Army as commissioned officers. There is no military obligation in connection with the Basic Course. Basic Course scholarship students earn \$300-\$350 a month upon contracting. Contracted cadets are required to pass an Army Physical Fitness Test at least once a semester.

MSC I (MSC 101-102). Meets for one hour per week. Students are required to attend a two-hour leadership lab every week and are encouraged to attend physical training lab three times per week for one hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled each semester.

MSC II (MSC 201-202). Meets for two hours per week. All contracted students are required to attend a two-hour leadership lab every week. In addition, contracted students are required to attend physical training lab three times per week for one hour per session. During leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled during the school year.

LEADER'S TRAINING COURSE (LTC) (ADVENTURE TRAINING)

Army ROTC Leader's Training Course, conducted during the summer session, is a challenging four-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 \$700 in pay and allowances. Attendance at the Leaders Training Course *does not* necessarily 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. Provided eligibility criteria are met, a student can compete for a two-year scholarship upon graduation.

ADVANCED COURSE

Upon completion of the Basic Course or Leaders Training Course (above), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions, and practicing traits considered essential in a leader. The ability to motivate subordinates, to win their confidence, and to supervise them effectively has been attributed by many civilian and military leaders to training received through ROTC in college. The ROTC Program uses and extends the intellect, education, and special abilities of college students. Its primary purpose is to produce Army officers needed for the defense of our nation in time of crisis; but, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.

All Advanced Course students earn \$450 to \$500 a month (upon contracting) beginning the first month of their junior year and continuing until they complete the Advanced Course. Additional pay and travel allowances for the 33-day Leadership Development Assessment Course (LDAC) training between the junior and senior years make the total received approximately \$10,000.

MSC III (MSC 301-302). Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend physical training lab three times per week for 1 hour per session. Three training activities off campus will be scheduled during the school year.

MSC IV (MSC 401-402). Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend physical training lab three times per week for 1 hour per session. Three training activities off campus will be scheduled during the school year.

SIMULTANEOUS MEMBERSHIP PROGRAM

The simultaneous membership program option combines the Army ROTC living allowance with membership in the Army Reserve or Army National Guard and allows the student to receive pay from both programs. ROTC cadets serve as officer trainees in direct leadership/management positions. Simultaneous membership program participation with National Guard or Reserve forces is one weekend per month and two weeks each year. Cadets participating in the simultaneous membership program are eligible for tuition assistance reimbursement up to \$4,500 per year.

BRANCH SELECTION

The curriculum of the Army ROTC program is designed to qualify the cadet for appointment as an officer. Selection for assignment to the various branches of the Army is based upon the personal interests of the cadet, the major course of study, academic accomplishments, leadership potential, and the needs of the service. Under this system, a cadet may be commissioned in any branch for which he or she is qualified and in which a need for officers exists. After graduation and commissioning, the officer will attend a service school for further specialized military training that will qualify him or her for the branch to which he or she is assigned.

ROTC SCHOLARSHIP PROGRAM

See information provided in the chapter on financial aid.

Army ROTC Scholarships

These competitive scholarships are awarded solely on potential rather than financial need and cover the costs of tuition, fees, and a flat-rate book allowance (of \$600 per semester); plus a monthly subsistence allowance of \$300 for freshmen, \$350 for sophomores, \$450 for juniors, and \$500 for seniors. This allowance is tax free. Four-year scholarships are available to designated freshmen who applied and were selected during their senior year in high school. Three- and two-year scholarships are available to eligible students enrolled in the ROTC program. Two-year undergraduate or graduate school scholarships are available to students who successfully complete the Leaders Training Course.

ACTIVITIES

In an effort to develop maximum leadership qualities among cadets, the following organizations and activities are sponsored by ROTC as an integral part of the Army Cadet Corps.

Color Guard: The color guard supports numerous university and community events. Presents the national colors for school events and civic organizations in Mobile.

Ranger Challenge: Students are trained in small-unit tactics and participate in ranger-type operations and competitions.

Running Club: Participation is open to all students. Runs from 3k to 26.2 mile marathons and triathlons.

Scabbard and Blade: Honor society for cadets. Cadets must meet national requirements to be a member.

ACADEMIC CREDIT

Academic credit is granted for the completion of Military Science course requirements as follows:

Basic Course 1st year (MSC 101 - 102)

1st & 2nd Sem. - 1 hr. ea. = Total 2

Basic Course 2nd year (MSC 201 - 202)

1st & 2nd Sem. - 3 hrs. ea. = Total 6

(Leadership Training Course in lieu of Basic Course) (6)

Advanced Course 1st year (MSC 301 - 302)

1st & 2nd Sem. - 3 hrs. ea. = Total 6

Advanced Course 2nd year (MSC 401 - 402)

1st & 2nd Sem. - 3 hrs. ea. = Total 6

AUDITING

Students who do not meet qualifications for Army contracting and commissioning may be allowed to audit a military science course. Students desiring to audit must receive the permission of the department chair. Auditing students may not participate in leadership laboratory, field training exercises, or other physical activities. Non-U.S. students must have written permission from their government prior to taking an ROTC course.

REQUIREMENTS FOR A COMMISSION AS A SECOND LIEUTENANT IN THE UNITED STATES ARMY

Students desiring a commission must complete a minimum of 23 hours of course work to include:

1. 20 hours of military science, including:
 - a. MS 101 and 102;
 - b. MS 201 and 202;
 - c. Students can receive placement credit for the 100- and 200-level courses for prior military service, Junior ROTC, ROTC Leadership Training Course, and equivalent military training with PMS approval;
 - d. MS 301 and 302;
 - e. MS 401 and 402.
2. A 3-hour military history course.
3. MS 494 (1-credit hour) as required until graduation.
4. In addition to the required courses, students must contract and attend the ROTC Leadership Development Assessment Course for 33 days of training between the junior and senior year.

REQUIREMENTS FOR A MINOR

Completion of the 20 semester hours of MS course work and one military history elective are required for a minor in Military Science. Placement credit may be awarded for the basic course for prior military service, attendance at ROTC Leadership Training Course or three or four years of JROTC. Students who are already commissioned officers are not eligible to receive a minor in Military Science. Non-contracted students are not eligible to receive a minor in Military Science.

MILITARY SCIENCE (MSC)

MSC 101. Basic Leadership Skills I (1) An introductory course of instruction and participation in common military task and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every other week. Fee.

MSC 102. Basic Leadership Skills II (1) A continuing course of instruction and participation in individual common military task and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every other week. Fee.

MSC 201. Intermediate Military Skills I (3) A further development of common task and leadership skills required to prepare cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are encouraged to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every week. Fee.

MSC 202. Intermediate Military Skills II (3) A further development of common task and leadership skills required to prepare cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are encouraged to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every week. Fee.

MSC 301. Adaptive Team Leadership (W) (3) Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Cadets also conduct physical fitness training three (3) times per week focusing on development of individual flexibility, muscular strength, and cardio-respiratory endurance. Contact Hour Distribution: 3 hours and 1 lab. Prerequisites: MSC 101, 102, 201, and 202. Fee.

MSC 302. Applied Team Leadership (3) Increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Cadets also conduct physical fitness training three times per week focusing on development of individual flexibility, muscular strength, and cardio-respiratory endurance. Prerequisite: MSC 301. Fee.

MSC 401. Adaptive Leadership (3) This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet to learning how to train, mentor and evaluate underclass cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP). Army writing style and the Army's principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events. Cadets will learn about the special trust proposed by the U.S. Constitution to Army officers: a trust above and beyond other professions. Cadets will learn Army values and ethics and how to apply them to everyday life as well as the Full Spectrum Operating Environment (OE). The MSL IV Cadet will learn about the officer's role in the Uniform Code of Military Justice (UCMJ), counseling subordinates, administrative actions and methods on how to best manage their career as an Army officer. In addition, MSL IVs are rotated through a variety of leadership positions that support a variety of ROTC battalion training and recruiting events throughout the semester where the MSL IV student will receive detailed and constructive feedback on their leader attributes and core leader competencies from experienced cadre. Students are required to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every week. Fee.

MSC 402. Leadership in a Complex World (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. Students are required to attend Physical Training (PT) Lab three (3) times per week for one (1) hour per session and a two-hour leadership lab every week. Fee.

MSC 494. Directed Studies (1-3) Directed study and research. May be repeated in different subject areas. Course work will be specified by the instructor prior to the beginning of the semester. Studies may include but are not limited to research papers, special projects, and leadership seminars. One- and three-hour courses are available. Fee.

AIR FORCE: AIR FORCE STUDIES (AFS)

Contact: Lt Col Paul Odom

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.

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.

PROFESSIONAL OFFICER COURSE (THE ADVANCED COURSE)

Enrollment in the POC is limited to those students who have applied and been accepted for the course. Selection is based on interest in the Air Force together with academic records, physical fitness, leadership abilities, and medical qualification. Application is normally made while a member of the GMC or (for students not enrolled in the GMC) early in the sophomore year. Individuals entering the POC must have two academic years remaining in college as full-time students at the undergraduate and/or graduate level. Upon completion, all POC students are obligated to accept a commission and enter the active-duty Air Force.

AFS-300 materials emphasize student involvement in learning and practicing leadership and management techniques. The AFS-400 course deals extensively with the political, economic, and social factors relating to the formulation and implementation of national security policy. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized, and communicative skills are stressed throughout the entire AFROTC curriculum.

Cadets receive a nontaxable monthly allowance while on contract (normally during the two academic years in their POC) during the school year. This allowance is in addition to any other scholarship benefits.

The POC consists of four semesters of study and leads to a commission in the United States Air Force. Three classroom hours 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.

Field Training Course

All students accepted for entry into the POC must complete a four-week field training course, conducted at an active Air Force base during the summer months. Normally, students attend field training between the sophomore and junior years.

When attending the field training course, a student is furnished transportation or payment for travel plus pay. Uniforms and free medical care are furnished while at field training.

AFROTC College Scholarship Program

The Air Force Studies Department nominates qualified freshmen and sophomores to compete for three- and two-year scholarships. The scholarship entitlement pays up to full tuition and fees, a textbook allotment, and a monthly allowance of up to \$500 per month. Scholarship consideration is predicated on

student ability, performance, potential, and specific academic majors needed in the Air Force.

Scholarships are also offered for the last two or three years for pre-med students. Interested students should contact the Department of Air Force Studies. Four-year scholarships are also available to high school students. High school students interested in making application should write: Air Force ROTC Det 14, South Residence Hall 147, Mobile, AL 36688-0002 or see the website www.AFROTC.com during their junior year or before November of their senior year.

Air Force ROTC Uniforms

Students in Air Force ROTC will be issued uniforms to wear to class and leadership laboratory. They must be turned in upon completion of the course or when the cadet drops or is dropped from the program.

GENERAL MILITARY COURSE DESCRIPTIONS (ACADEMIC CREDIT)

AFS 101. Foundations of the United States Air Force I (1) AS 101 is a survey course designed to introduce students to the United States Air Force and encourage participation in the Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 102. Foundations of the United States Air Force II (1) AS 102 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership-related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AFS 201. The Evolution of USAF Air and Space Power I (1) AS 201 is designed to examine general aspects of air and space power through a historical perspective. Utilizing the perspective, the course covers a time period from the first balloons/dirigibles to the Korean Conflict. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. The students will also complete several writing and briefing assignments to meet Air Force communication skills requirements.

AFS 202. The Evolution of USAF Air and Space Power II (1) AS 202 is designed to examine general aspects of air and space power through a historical perspective, covering a time period from the Korean Conflict to the space-age systems of the

Global War on Terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. The students will also complete several writing and briefing assignments to meet Air Force communication skills requirements.

PROFESSIONAL OFFICER COURSE DESCRIPTIONS (ACADEMIC CREDIT)

Enrollment in the Professional Officer Course (POC) requires advanced selection and approval by the Professor of Air Force Studies (PAS). Applications are normally accepted during the year prior to POC enrollment. Cadets must be mentally and physically fit.

AFS 301. Air Force Leadership Studies I (3) AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AFS 302. Air Force Leadership Studies II (3) AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AFS 401. National Security Affairs and Preparation for Active Duty I (3) AS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

AFS 402. National Security Affairs and Preparation for Active Duty II (3) AS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

AFS 494. Directed Study (1-3) Students will receive individual instructor guidance and prepare a formal report/research paper on some aspect of Air Force operations. Must have permission of the PAS.

Leadership Laboratory (No Academic Credit) There is a corequisite leadership lab for each course. The leadership lab is held once a week and provides cadets with the opportunity to further develop their leadership and followership skills. Cadets must sign up for the leadership lab which corresponds with their AFS class.



III

Graduate and Continuing Studies

A. Continuing Studies (Non-traditional Undergraduate) Programs

General and Program Information



Academic Calendar for Continuing Studies 2012-2013

Fall Semester 2012

August	17	Friday	Late registration begins – schedule adjustment; see advisor
	20	Monday	Day classes begin, 8:15 a.m. Add/drop begins; see advisor
	24	Friday	Late registration ends Add/drop ends
September	3	Monday	Labor Day, no classes
	4	Tuesday	Classes resume, 7:45 a.m.
	7	Friday	Last day to remove “I” grades from spring and summer 2012
October	8-9	Mon-Tues	Fall break, no classes Monday and Tuesday, day or night
	10	Wednesday	Classes resume, 8:15 a.m.
	16	Tuesday	Midterm grades due in Registrar’s Office, 2:00 p.m.
	18-26	Thur-Fri	Course Advisement
	23	Tuesday	Last day to withdraw with non-penalty W
November	1	Thursday	Last day for degree application for May 2013 graduation
	7	Wednesday	Last day to request pass/fail option
	21-23	Wed-Fri	Thanksgiving holiday, no classes
	26	Monday	Classes resume, 8:15 a.m.
	30	Friday	Last day of classes
December	3-7	Mon-Fri	Final examinations
	7	Friday	Last day to remove “I” grades for spring/summer 2012 graduate students
	11	Tuesday	Final grades due in Registrar’s Office by noon
	20	Thursday	All degree requirements must be completed for December 2012 conferral of degree Conferral of December degrees; no Commencement

Spring Semester 2013

January	4	Friday	Late registration begins - schedule adjustment; see advisor
	7	Monday	Day classes begin, 8:15 a.m. Add/drop begins; see advisor
	11	Friday	Late registration ends Add/drop ends
	21	Monday	Martin Luther King Holiday, no classes
	25	Friday	Last day to remove "I" grades from fall 2012
February	11-13	Mon-Wed	Mardi Gras Break (includes Ash Wednesday), no classes
	14	Thursday	Classes resume, 7:45 a.m.
March	5	Tuesday	Midterm grades due in Registrar's Office, 2 p.m.
	13	Wednesday	Last day to withdraw with non-penalty W
	14-22	Thurs-Fri	Course Advisement
March 25 - April 1	Mon - Mon		Spring Break (includes Good Friday and Easter Monday)
April	2	Tuesday	Classes resume, 7:45 a.m.
	3	Wednesday	Last day to request pass/fail option
	19	Friday	Honors Convocation (no afternoon classes after 1 p.m.)
	24	Wednesday	Last day of classes
	25-26	Thur-Fri	Final examinations begin
April 29 - May 1	Mon-Wed		Final examinations continue
May	1	Wednesday	Last day for removing "I" grades for fall 2012 graduate students
	2	Thursday	Grades for degree candidates due in Registrar's Office by 2 p.m.
	3	Friday	Baccalaureate Mass
	4	Saturday	Commencement
	7	Tuesday	Final grades due in Registrar's Office by noon

Note: Some graduate classes begin in the spring semester earlier than the dates given above. Check with the Teacher Education Division, Theology Department, and/or Graduate Studies Office for exact dates.

SUMMER 2013**ACCELERATED SESSION—MINI I****Note: On-campus housing available**

May	8	Wednesday	Classes begin Late registration Add/drop begins
	9	Thursday	Last day to cancel with no financial penalty
	16	Thursday	Last day to withdraw with non-penalty W
	27	Monday	Holiday – Memorial Day
	30	Thursday	Last day of classes
	31	Friday	Final examinations
June	5	Wednesday	Grades due to Registrar's Office at noon

ACCELERATED SESSION—MINI II**Note: On-campus housing available**

June	3	Monday	Classes begin Late registration Add/drop begins
	4	Tuesday	Last day to cancel with no financial penalty
	11	Tuesday	Last day to withdraw with non-penalty W
	24	Monday	Last day of classes
	25	Tuesday	Final examinations
	28	Friday	Grades due to Registrars Office at noon

SUMMER 2013**ONLINE I, DAY & EVENING—SUMMER III****Note: On-campus housing available**

May	8	Wednesday	Classes begin Late registration Add/drop begins
	14	Tuesday	Last day to cancel with no financial penalty
	27	Monday	Holiday – Memorial Day
	30	Thursday	Last day to withdraw with non-penalty W

Day and Evening Classes

June	19	Wednesday	Last day of classes
	20 & 24	Thur/Mon	Final examinations
	28	Friday	Grades due to Registrar's Office at noon

Online Classes

June	21	Friday	Last day of classes Final examinations
	28	Friday	Grades due to Registrar's Office at noon

ONLINE II AND EVENING—SUMMER IV**Note: No on-campus housing**

June	26	Wednesday	Classes begin Late Registration Add/drop begins
July	2	Tuesday	Last day to cancel with no financial penalty
	4	Thursday	Holiday – Independence Day
	18	Thursday	Last day to withdraw with non-penalty W

Evening Classes

August	8	Thursday	Last day of classes
	7 & 13	Wed/Tues	Final Examinations
	16	Friday	Grades due to Registrar's Office at noon

Online Classes

August	9	Friday	Last day of classes Final examinations
	16	Friday	Grades due to Registrar's Office at noon

Expenses

TUITION AND FEES FOR CONTINUING STUDIES PROGRAMS

Continuing Studies Programs

Tuition (per credit hour)	\$ 414.00
Comprehensive Fee (per credit hour)	24.00
Theology and Ministry Certificates	298.00
Experiential Learning (per credit hour for portfolio credit petitioned)	80.00
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)	220.00
Certificate Fee	90.00
Transcripts	5.00
Transcripts (within 24 hours)	10.00
Parking Decal (annually)	50.00
Returned Check Fee	35.00
Returned ACH Fee	10.00
Diploma Replacement Fee	40.00
Replacement Student ID	30.00
Easy Listening Fee (per credit hour)	50.00
CEU (per unit)	25.00
Online Instruction Support Fee	
per fully online course	95.00
per hybrid course	45.00

Specific situations and courses require additional fees, which are indicated on the schedule of classes published by the Office of Continuing Studies.

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. Continuing Studies 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, enrollment agreement) are due by the first day of class or as required by the mail-in registration procedure. If tuition, fees, and the required forms are not received by the Student Accounts 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. Continuing Studies students desiring to pay education expenses in monthly installments should contact the Student Accounts Office of the College or the following company:

Tuition Management Systems
P. O. Box 742627
Cincinnati, OH 45274-2627
Customer Service (1-800-356-8329)
Internet Site: www.shc.afford.com

4. Refunds are only calculated for total withdrawal from an enrollment period. All non-traditional students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for 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 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).

Continuing Studies Programs

Continuing Studies extends Spring Hill College's educational vision to the regional community through programs that respond to the needs of the growing number of adult students. Since its beginning in 1975, the division has provided programs that make it easy for working adults to meet their educational goals.

The division offers the following bachelor degrees: business administration, general studies, leadership, and theology. Certificate programs include gerontology, ministry, leadership and ethics, and theological studies. Business administration majors may pursue concentrations in accounting, computer information systems, financial economics, and international business, if they are able to commit to a significant amount of daytime (Monday-Friday) class attendance. A management and marketing concentration may be completed in the evenings, online, or weekends. There is also a post-baccalaureate pre-medical studies certificate that requires daytime attendance.

GENERAL ACADEMIC POLICIES

The section on "General Academic Policies" near the front of this *Bulletin* contains several policies and procedures that apply to all Spring Hill students, including the grading system, academic honors, the College's academic dishonesty policy, and policies concerning study at other institutions. These general policies apply to both traditional and continuing studies students, unless specifically overridden within the current section of this *Bulletin*.

ADMISSION POLICIES

Admission to degree and certificate programs in Continuing Studies is open to an academically qualified student without regard to race, color, sex, or creed. Applicants to the Continuing Studies program who completed high school or a GED within the five (5) years prior to application for admission must meet the admission criteria presented in Section II of this *Bulletin*. Applicants to the Continuing Studies program who completed high school or a GED more than five (5) years from the point of application for admission or who already hold a baccalaureate degree and are seeking additional undergraduate study must meet the admission requirements below.

GENERAL ADMISSION REQUIREMENTS

Unconditional Admission

Unconditional admission usually will be granted to an applicant who has completed 20 or more credit hours with a cumulative grade point average of at least 2.5 on a 4-point scale and has a status of good standing from the previous institution of higher education.

Conditional Admission

Conditional admission usually will be granted to an applicant who has completed 20 or more credit hours with a cumulative grade point average of at least 2.0 and less than 2.5 on a 4-point scale and has a status of good standing from a previous institution of higher education; or, to a student with less than 20 credit hours from a previous institution of higher learning with a cumulative grade point average of at least 2.0 and a high school diploma with at least a 2.0 grade point average on a 4-point scale or General Education Diploma (GED) with a minimum standard score of 410 or more on each of the five GED tests, a passing score on the full GED test, and a score of 2 or more on the essay exam.

Provisional Admission

Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure to complete the admission file with all required documentation within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

Probationary Admission

For those not meeting unconditional or conditional admission requirements, the Continuing Studies admission committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

International Student Admission

Students applying as international students are required to submit additional documents, as outlined below:

- 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 a certified English translation, may also be required for students who have earned less than 20 credit hours of college-level work and/or who have a cumulative GPA below 2.5.
- An official copy of test results showing English proficiency. Acceptable tests include: TOEFL, IELTS, MELAB, CPE or CAE. Proficiency is demonstrated by achieving minimum scores as indicated: TOEFL - 213 on the CBT or 80 on the IBT; IELTS - 6.5; Cambridge Examinations (CPE OR CAE) - C; Michigan Test (MELAB) - 90.
- Proof of financial resources showing the student's ability to cover expenses for the first academic year at Spring Hill College including

tuition, fees, housing, and living expenses. Proof of financial resources includes one of the following:

- a. An affidavit of support and a confidential bank statement from the student, student's parent, a relative or personal sponsor showing that sufficient funds are available.
 - b. A sponsorship letter from a government agency, organization, institution or school.
- Proof of health insurance. Otherwise, students must purchase Spring Hill College's institutional health insurance.

Special Status Admission

A student meeting the classification requirements for continuing studies who wishes to apply as a transient (visiting) student must supply proof of academic good standing from the home institution. All transient and non-degree applicants should apply through the Office of Admissions.

Non-degree applicants who wish to register for courses for personal enrichment or professional development must meet continuing studies admission criteria and supply an official copy of the transcript for the last school attended. Non-degree students may register through continuing studies or, on space available basis, in the traditional day program. The non-degree student who wishes to change to degree status must apply for a continuing studies degree program, petition the Provost for a change of status, and submit official transcripts for all schools attended. Non-degree students who are not in a specific program are not eligible for financial aid.

Students transferring credit into Spring Hill from other programs must complete at least 25% of their overall degree requirements and 50% of the courses in their majors at Spring Hill. Generally, students may receive transfer credit for courses taken at regionally accredited degree-granting institutions in which they earned a "C-" or higher. For other restrictions on transfer credits, see the section on "Transfer, Portfolio, and CLEP credit."

Application Procedures

As part of the application process, an applicant must supply a completed application form with the non-refundable application fee (waived for online applications), a personal statement (not required of non-degree applicants), official copies of transcripts from all colleges attended (non-degree applicants must supply the transcript from the last school attended). Applicants who have less than 20 college credits must submit an official high school transcript or official GED scores. For evaluation of alternative sources of credit, a potential student must supply official documentation.

Readmission

Continuing studies students who have been absent from the College for one or more years must make formal application for readmission through the Office of Admissions and must also submit a transcript of any credits earned since leaving

Spring Hill. Students who have not taken classes within the past five (5) years are asked to complete the standard application. Refer to policy for Bulletin of Record.

Currency of Course Work

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

FINANCIAL AID**Application**

Federal financial assistance is made available each year to many full-time and part-time continuing studies students. Applicants must submit a completed Free Application for Federal Student Aid (FAFSA) to the processor 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.

Conditionally Admitted Students

Students who are admitted into any program of the College on a conditional basis and who are eligible for financial aid may receive aid for one calendar year while conditions are being met. After one calendar year no financial aid will be available until all conditions have been completed and/or removed.

Students admitted on probationary status will also be considered to be on financial aid probation and will be subject to the financial aid probation policy as indicated below.

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. The GPA is calculated using only hours attempted at Spring Hill College.

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 notified by the Financial Aid Office that in order to be placed on financial aid probation and to continue to receive financial aid for the following semester and subsequent terms, they must write a letter requesting financial aid probation, detailing what kept them from successfully completing the minimum 6 hours/2.0 requirement per semester. *Along with the letter, the student must attach an "Academic Plan for Renewal of Financial Aid" which will be provided by Student Academic Services or their advisor. They will provide guidance on how to best succeed over the next semesters at Spring Hill College.* Satisfactory academic progress will be reviewed semester-by-semester after the student has been placed on financial aid probation until the desired outcome has been reached. Once the satisfactory cumulative number of hours completed with a 2.0 or better cumulative grade point average has been met, the student will no longer be on financial aid probation and satisfactory progress will be checked once a year. *Financial aid probation will be for one semester.* The student who is placed on financial aid probation must complete at Spring Hill College a minimum of six (6) 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. Full-time students (registered for 12 or more credit hours) should refer to the traditional undergraduate section of the *Bulletin* regarding financial aid probation and suspension.

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 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 a 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, at Spring Hill College, for full-time students or 6 for half-time students with a 2.0 or better GPA before the student can be placed on extended financial aid 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 GPA 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.

Any student placed on academic suspension will also be considered to be on financial aid suspension.

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 Student Accounts Office will provide details.

Corporate Tuition Plan - This plan is an agreement between employer and employee. Students need to consult their human resource 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 in BadgerWeb and according to the continuing studies calendar published in this *Bulletin*. Students should follow registration instructions published on the College's website and provided by the Office of the Registrar.

Advising for all students is required in person or by phone, fax, or mail prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students not finalizing registration within the designated dates are subject to a late registration fee. Failure to make payment by the specified date will result in cancellation of the registration and will necessitate re-registering during the late registration period. Questions regarding registration procedures should be addressed to the Office of Continuing Studies.

PROGRAMS OF STUDY

Requirements for the various degrees and certificate programs available through Continuing Studies are given in the following section.

Checklists of degree and certificate requirements as presented are to be considered generally binding but not totally inflexible. A student may request modifications in requirements according to particular plans and interests, but such variations must be approved by the appropriate departments and the Provost.

From time to time it is necessary to change requirements in various curricula. New requirements become effective at the time of their publication in the *Bulletin of Information* and are not retroactive. A student may voluntarily follow the changed curricula but is then committed to all related changes.

It is the responsibility of the student to know and satisfy the degree requirements of the academic program. The General Academic Policy section of the College *Bulletin* applies to all continuing studies students. Students should familiarize themselves with these policies.

Transfer, Portfolio, and CLEP Credit

Up to ninety-six semester hours can be transferred for course work completed at four-year 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. 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 (DSST).

Regardless of the amount of credit transferred to Spring Hill College from other institutions, at least 25 percent (32 hours) of the course work applied toward meeting the minimum graduation requirement must be taken at Spring Hill College and taught by Spring Hill College faculty. (See sections on Residency Requirement and Currency of Course Work.)

After completing 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 Continuing Studies Office.)

Credit is awarded for length of military service (see the Veterans subsection, in the Admissions section of this *Bulletin*). In addition, credit can be given for specific courses and training taken in the military at the discretion of the College using the recommendations of the American Council of Education as set forth in its *Guide to the Evaluation of Educational Experiences in the Armed Services*.

Credit can be given for appropriate formal non-collegiate educational training at the discretion of the College using the recommendations of the American Council of Education as set forth in its *National Guide to Credit Recommendations for Non-Collegiate Learning*.

The maximum credit awarded from all sources other than transfer credit from another institution of higher education will be forty-five semester hours.

Continuing Studies 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*.)

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 50 or above being accepted automatically, except for History of the U.S. I and II and Western Civilization I and II.
- b) Subject examination scores will be accepted for credit in specific subjects corresponding to semester or full-year courses.

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

CLEP General Examinations

<u>CLEP General Exam</u>	<u>Minimum Score</u>	<u>SHC Equivalent</u>	<u>Semester 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>	<u>Minimum Score</u>	<u>SHC Equivalent</u>	<u>Semester Hours</u>
Algebra, College	50	MTH 010	3
American Government	50	POL 112	3
American Literature	50	ENG 24X	3
Analyzing & Interpreting Lit	50	ENG 24X	3
Biology	50	BIO 101	3
Business Law, Introductory	50	BUS 301	3
Calculus	50	MTH 121	4
Chemistry	50	Science Course	3
College Composition	50	ENG 121	3
Educational Psycho, Intro to	50	General Elective	3
English Literature	50	ENG 24X	3
French Language, College-Level*	50	FRE 101-102	6
German Language, Levels 1 & 2	50	GER 101 & 102	6
History of U.S. I**	65	HIS 103	3
History of U.S. II**	65	HIS 104	3

Human Growth & Development	50	PSY 204	3
Information Systems & Computer Applications	50	CIS 381	3
Macroeconomics, Principles of	50	ECO 101	3
Management, Principles of	50	MGT 301	3
Marketing, Principles of	50	MKT 311	3
Mathematics, College	50	MTH 113	3
Microeconomics, Principles of	50	ECO 102	3
Precalculus	50	MTH 111	3
Psychology, Introductory	50	PSY 101	3
Sociology, Introductory	50	SOC 101	3
Spanish Language, Levels 1 & 2	50	SPA 101,102	6
Western Civilization I**	65	HIS 101	3
Western Civilization II**	65	HIS 102	3

*See Foreign Language section of *Bulletin*.

** See History section of *Bulletin*.

DSST

The following standardized DSST tests will be accepted for credit at Spring Hill College for continuing studies students only. The name of the test, the minimum score required to earn credits, and the credits given are listed below.

DSST Examinations

Test Title	Min. Score	Sem. Hours	Substitutes For
Art of the Western World	48	3	ARH 299, Special Topics in Art History Can use for core <u>OR</u> Gen Elective
Astronomy	48	3	PHY 115, Intro to Astronomy Can use for core <u>OR</u> Gen Elective
Business, Introduction to	400	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Business Law II	44	3	BUS 302, Business Law II Can use <u>ONLY</u> for Gen Elective
Civil War and Reconstruction	47	3	HIS 344, Civil War & Reconstruction Can use <u>ONLY</u> for Gen Elective
Computing, Introduction to	400	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Counseling, Fundamentals of	45	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Criminal Justice	400	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Education, Foundations of	46	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Environment & Humanity, the Race to Save the Planet	400	3	BIO 110, Environmental Biology Can use for core <u>OR</u> Gen Elective

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Ethics in America	400	3	PHL 210, Ethics Can use for core <u>OR</u> Gen Elective
Finance, Principles of	400	3	FIN 301, Financial Management Can use for program <u>OR</u> Gen Elective
Financial Accounting, Principles of	47	3	ACC 201, Accounting I, Principles Can use for program <u>OR</u> Gen Elective If score is high enough, may be used for both ACC 201 and 202
Geography, Human/Cultural	48	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Geology, Physical	46	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
History of the Vietnam War	44	3	HIS 497, Special Topics Can be used <u>ONLY</u> for Gen Elective
Human Resources Management	46	3	MGT 421, Hum. Resources Mgmt. Can use for program <u>OR</u> Gen Elective
Management Info. System	400	3	CIS 381, Information Systems Can use for program <u>OR</u> Gen Elective
Modern Middle East, Intro to	47	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Money & Banking	48	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Organizational Behavior	48	3	MGT 320, Org. Theory & Behavior Can use for program <u>OR</u> Gen Elective
Personal Finance	400	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Physical Science I, Principles of	47	3	PHY 114, Principles of Physics Can use for core <u>OR</u> Gen Elective
Psychology, Lifespan Developmental	46	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Rise and Fall of the Soviet Union	45	3	HIS 497, Special Topics Can be used <u>ONLY</u> for Gen Elective
Supervision, Principles of	400	3	MGT 301, Management Principles Can use for program <u>OR</u> Gen Elective
Technical Writing	46	3	No SHC equivalent Can use <u>ONLY</u> for Gen Elective
Western Europe Since 1945	45	3	HIS 322, Europe since 1945 Can use <u>ONLY</u> for Gen Elective
World Religions, Introduction to	400	3	THL 261, World Religions Can use for core <u>OR</u> Gen Elective

Information about DSST Testing is available at: <http://www.getcollegedcredit.com>.
This includes information about practice tests, study guides, etc.

EASY LISTENING

“Easy Listening” allows participants to attend a regularly scheduled lecture course through Continuing Studies as a first-time experience, for professional development or for personal enrichment. Enrollment is on a space-available basis.

The fee is \$50 per semester credit. No transcript record will be kept. However, a certificate of continuing education units (CEUs) is available for an additional \$25 per unit.

BACHELOR OF ARTS IN LEADERSHIP

Program Director: Alexander R. Landi, Ph.D.

The **Leadership** major integrates the SHC liberal arts foundation with courses in management, leadership, organizational analysis and decision making to aid graduates in becoming more effective members of their respective organizations.

CORE SKILLS:

- Effective written presentation: develop clear, concise, expository style and master practical forms used in professional situations.
- Effective oral presentation: deliver informative and persuasive presentations and make effective use of media.
- Analytic thinking and creative problem solving: apply analytic and creative thinking skills to recognize, define and solve personal, professional, and social problems.
- Interpersonal communication and group leadership: master active listening, assertiveness and conflict resolution skills to function in one-on-one and group problem-solving situations.
- Technology/computer skills: learn to effectively use online, multimedia and electronic communication and presentation tools.

CAREER SKILLS:

- Understand basic principles and typical patterns of human and group behavior to provide decision-making leadership in an organizational setting.
- Ability to apply qualitative and quantitative data-gathering and analysis skills to appropriately define the problem and plan solutions.
- Ability to consider and utilize ethical dimensions involved in solving organizational and social problems.
- Demonstrated aptitude with organizational theories and management skills and ability to apply appropriately.
- Demonstrated understanding of contingency-based theories of leadership.
- Demonstrated understanding of social skills required to function in an organization and a global society (including, but not limited to, etiquette, emotional intelligence, organizational culture, and cross-cultural knowledge).

- Demonstrated understanding of key concepts about managing/leading in a diverse environment, conflict resolution and negotiation.
- Self-awareness of non-negotiable values and strategies to maintain maximum flexibility within that framework.

REQUIREMENTS FOR THE MAJOR

Core Requirements (60 Hours)

<u>Course</u>	<u>Title</u>	<u>Hours</u>
ENG xxx	English Core (ENG 230 recommended)	12
PHL 101	Introductory Logic	3
PHL xxx	Philosophy Core (220 and 313 recommended)	6
THL 101	Introduction to Christian Theology	3
THL xxx	Theology Core (THL 261 & THL 3xx/4xx recommended)	6
HIS xxx	History Core	6
MTH xxx	Mathematics Core (MTH 113 recommended)	3
Social Science	Social Science Core (PSY 101 and SOC 101 recommended)	6
Foreign Language	Foreign Language Core	6
Fine Arts	Fine Arts Core	3
Lab Science	Science Course w/Laboratory	3
MTH/CIS/Science	MTH/CIS/Science (CIS 115 recommended)	3

Lower-Division Requirements (12 Hours)

<u>Course</u>	<u>Title</u>	<u>Hours</u>
CMM 150	Introduction to Public Speaking (W)	3
CMM 221	PR & Advertising Foundation (W)	3
ECO 101 <i>or</i>	Principles of Macroeconomics (3) <i>or</i>	
ECO 102	Principles of Microeconomics	3
PSY 200	Social Psychology	3

Upper-Division Requirements (33 hours)

LDR Courses	Leadership Courses (LDR 310, 370, 410, 420 Recommended)	15
Choose one of the five Women's Studies Courses:		
CMM 375 <i>or</i>	Gender Communication (3) <i>or</i>	
HIS 325 <i>or</i>	Women's History (3) <i>or</i>	
POL 320 <i>or</i>	Women and American Politics (3) <i>or</i>	
PSY 310 <i>or</i>	Psychology of Gender (3) <i>or</i>	
SOC 375	Gender in Society	3
MGT 301	Management Principles	3
MGT 320	Organizational Behavior	3
MKT 311	Marketing Principles	3
BUS 301 ¹	Business Law ¹	3
LDR 490	Senior Seminar/Capstone	3

¹This course is recommended; however, another law course may be substituted with program director's approval.

Additional Requirements (23 hours)

The required additional 23 credit hours may be earned in the following ways:

Minor Coursework
General Electives¹
Portfolio Credit
Veteran's Service Credit

¹ Recommend these be selected from the Communication Arts Department, Business Division, or Social Science Division.

ATTENDANCE POLICY

Because of the concentrated nature of the 7-week course format for many of the foundation and concentration courses, attendance is extremely important. Students who miss more than two (2) classes in any one 7-week course may be assigned a grade of WP or WF by the instructor.

COURSE DESCRIPTIONS—LEADERSHIP

LDR 310. Work, Motivation, and Leadership in the New Workplace (3) This highly interdisciplinary course deals with the problems, purpose, and function of work in our daily lives, especially as they affect our character development and define us as human beings. Given the profound effects of work on our total development and happiness, it is crucial to examine critically what we choose to do and, therefore, become.

LDR 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 370. Financial Statements and Budgets (3) This introductory course is designed to develop the planning, budgeting, and financial statement analysis skills required in the workplace. The first part covers financial statements and the latter part is dedicated to budgets.

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. Prerequisite: LDR 310, or LDR 320, or permission of program director.

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. Prerequisite: LDR 310, or LDR 320, or permission of program director.

LDR 450. Leadership 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. Prerequisite: LDR 310, or LDR 320, or permission of program director.

LDR 490. Senior Seminar (3) An integrative course dealing with topics 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. Prerequisite: LDR 310, or LDR 320, or permission of program director.

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. Variable credit course; may be repeated up to 12 hours.

ONE-HOUR CREDIT COURSES

LDR 252. Writing (1)* Students entering the program or current students will gain skills to differentiate between rhetorical situations in the workplace (identifying types of writing, formats, audience, information), write informative and persuasive documents and use correct grammar.

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 352. Microsoft Office Suite (1)* Students will become familiar with and practice various uses for the programs in Microsoft Office Suite.

LDR 353. Authoring Digital Documents with Adobe Acrobat (1)* Students will explore the use of Adobe Acrobat to author digital documents. The general concepts involved will include an overview of the application software; the workflow of document creation and distribution; and key functionalities of editing, mark-up, importing, distribution and collaboration.

LDR 354. Intermediate Microsoft Excel® (1)* Students will focus on developing intermediate-level Microsoft Excel skills. Concepts covered will include creating and using charts to visually display numeric information, formatting, filtering, IF statements and other formulas, linking worksheets, and other business applications. Prerequisites: Working knowledge of the following Excel functions: basic formulas including SUM, AVERAGE; basic formatting of cells and worksheets; and basic navigation of worksheets and workbooks.

LDR 355. Strategies for Effective Team Building (1)* Students will experience and practice teamwork strategies that can positively impact a team's ability to accomplish the desired outcomes based on Tuckman's 1965 Forming, Storming, Norming and Performing group development model.

LDR 356. Business and Social Etiquette Strategies (1)* Students will study and practice theory and strategies for effective business and networking interactions.

LDR 357. LEAN Strategy Overview (1)* The LEAN strategy considers the expenditure of resources for any goal other than the creation of value for the end customer to be wasteful and thus a target for elimination. Students will gain an understanding and appreciation of the LEAN systematic approach to eliminating waste and creating flow within an organization to improve overall customer value.

LDR 452. Decision Making (1)* Students will study essential concepts of decision making. The course begins with an examination of the function of

individual decision making to gain insight into the dynamics of decision-making processes. Then discussion is redirected to the concept of group decision making as it pertains to organizational settings.

LDR 453. Leadership for Learning (Strategies for Effective Training) (1)*

Students will study and practice presentation strategies to provide content training for appropriate constituencies. Students will develop an understanding of adult learning principles, effective presentation skills and presentation content development. *Prerequisite: Experience presenting information for adult audiences in formal or informal settings.*

* All one-credit-hour courses will have two of these three components: pre-assignment, post-assignment, or in-class written assignment.

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 study that is best suited to individual needs and interests.

The program is divided into two parts of roughly equal credit-hour requirements. The first part of the program consists of sixty hours of basic core requirements. An additional three semester hours of credit is required to fulfill general speech competency, usually done by completing either CMM 150 or BUS 210.

The second part of the general studies degree consists of sixty-two semester hours of electives of which at least thirty-three semester hours must be taken at the upper-level with a grade of C- or higher; a minimum of half of this thirty-three-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 or HUM 460, or an acceptable and approved substitution. A 20-to-25-page paper will be expected as part of this comprehensive experience and will describe the student's integration of the chosen major areas. Although the general studies degree is characterized by a great deal of flexibility, this degree is intended to have a focus which will be displayed in the comprehensive experience. Students must consult with the advisor in selecting course work for the Bachelor of Science in General Studies in order to achieve as much curricular coherence and consistency as possible. A minor is recommended for general studies students to give focus for electives. Some minors available include: Computer Information Systems, Psychology, and Business Administration.

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. 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: Sergio Castello, 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. Please see the business administration section of this *Bulletin* for course descriptions and prerequisites.

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. Five courses are specifically designated as "Writing Enhanced" (designated by "W" after the course title in the course description list) in accordance with the College's Writing Across the Curriculum initiative. These courses are BUS 210 Business Communication, BUS 499 Business Strategy and Policy, BUS 320 International Business, ECO 321 Money and Capital Markets, and CIS 403 Operating Systems.

Oral Communication Competency

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

CONCENTRATION REQUIREMENTS

Concentrations are available in the areas of accounting, financial economics, computer information systems, international business, and management and marketing. The management and marketing concentration is the only concentration that can be completed with course offerings in the evening, on Saturday, online, or during weekend class hours. Requirements for completion of concentrations in accounting, computer information systems, financial economics, international business, and management and marketing are shown in the traditional undergraduate section of this *Bulletin*. Business administration majors may pursue concentrations in accounting, computer information systems, financial economics, and international business **if they are able to commit to a significant amount of daytime class attendance**. Requirements for completion of the management and concentration are listed below; and, to reiterate, all of these courses for the management and marketing concentration will be offered in the evenings, on Saturdays, online, or during weekend hours.

Concentration in Management and Marketing

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

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 (as indicated in the course descriptions in the Theology section of this *Bulletin*). At least eighteen hours must be upper-division (300 and above), including 2 sections of THL 490 or 495 and the senior seminar, THL 496. 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 Certificate of Theological Studies are not required to take THL 101 or THL 495, but must take THL 496. With the approval of the chair of

theology, majors may take selected MTS (Master of Theological Studies) courses for undergraduate credit. All courses of the major must have a grade of at least C- and a cumulative average of at least C (2.0).

The comprehensive experience for theology majors is provided by THL 496, which consists of a major research paper (20-30 pages long), either in conjunction with an approved course on the regular schedule or as a special seminar course for graduating seniors. The paper will be read by two faculty (the project director and a secondary reader), and presented by the student in a public forum. Please see the Theology section of this *Bulletin* for course descriptions and prerequisites.

CERTIFICATE PROGRAMS

Gerontology Certificate

Contact: Royce G. Simpson, Ph.D.

The certificate program in gerontology responds to a growing need for trained specialists in both the public and private sectors.

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:

Course	Title	Hours
GNT 300	Health and Aging	3
GNT 305	Social Gerontology	3
GNT 320	Psychology of Aging	3
GNT 344	Psychology of Death and Dying	3
GNT 346	Field Experience in Gerontology	3

Students choose one additional course from a variety offered to complete requirements for certification.

GERONTOLOGY (GNT)

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 235. Psychology of Mid-Life (3) An overview of those issues central to, and associated with, the period of middle adulthood.

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.

GNT 300. 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 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. Same course as SOC 305.

GNT 320. Psychology of Aging (3) A study of the psychological aspects of adulthood and late life.

GNT 344. 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 346. Field Experience in Gerontology (3). Students will spend 150 contact hours in a field placement with supervision in a community agency or organization that serves or advocates for older persons. Students must have completed a minimum of 6 semester credits of gerontology course work and have at least a 2.5 GPA in all gerontology courses in order to begin practicum hours. The specific duties to be fulfilled by the practicum student will vary from site to site depending upon the age and status of the clients and the nature of the program. Each student develops a Practicum Agreement with the site supervisor before being enrolled in the course. The Practicum Agreement lists the activities to be engaged in during the placement.

GNT 385. Special Topics in Gerontology (3). An advanced course covering a special topic in gerontology. Prerequisite: Consent of the instructor.

Certificate in Leadership and Ethics

Contact: Alexander R. Landi, Ph.D.

This 12-credit-hour certificate is designed for students who wish to enhance their knowledge of leadership and ethics. This certificate program provides an understanding of leadership, its ethical dimensions and the context for its practical settings. Spring Hill College undergraduate students may pursue this certificate as a complement to any degree offered by the College. There will be a Continuing Studies fee assessed for Spring Hill College traditional undergraduates who seek this certificate. Students seeking this certificate only are classified as non-degree students and must meet non-degree admission requirements. Students must achieve a minimum grade point average of 2.5 in the certificate courses and complete the certificate within four years of declaring the certificate and completing the first certificate course. Transfer credit is not accepted toward this certificate.

The undergraduate Certificate in Leadership and Ethics includes:

<u>Course</u>	<u>Description</u>	<u>Hours</u>
PHL 313	Business Ethics	3
<i>Choose three (3) of the following courses:</i>		9
LDR 310	Work, Motivation, and Leadership in the New Workplace (3)	
LDR 410	Managing Diversity in the Workplace (3)	
LDR 420	Conflict Management and Resolution (3)	
MGT 320	Organizational Behavior (3)	

PHL 313. Business Ethics (3) (W) An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management.

LDR 310. Work, Motivation, and Leadership in the New Workplace (3) This highly interdisciplinary course deals with the problems, purpose, and function of work in our daily lives, especially as they affect our character development and define us as human beings. Given the profound effects of work on our total development and happiness, it is crucial to examine critically what we choose to do and, therefore, become.

LDR 410. Managing Diversity in the Workplace (3) This course examines management and leadership issues arising from both demographic and legal trends in increasing workplace diversity. Students examine the implications of workplaces characterized by differences in gender, ethnicity, cultural heritage, and lifestyle.

LDR 420. Conflict Management and Resolution (3) A study of various methods of conflict resolution at different organizational levels. The course deals with causes of conflict and the process of conflict management and resolution. Different negotiating techniques and approaches to bargaining will be explored through a series of case studies.

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

Certificate of Theological Studies (CTS)

Contact: Christopher J. Viscardi, 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, CTS students may also take selected Master of Theological Studies courses for undergraduate credit. The CTS requires an overall B- (2.7) average and may be expanded into a BA degree in Theology by completion of further requirements (see Graduate Programs of Study, Master of Theological Studies Programs). Ordinarily, transfer credits will be considered for approval only upon admission to the program, following the standards given under Graduate Programs of Study. For undergraduate certificates, a maximum of 6 hours of approved course work may be accepted.

Post-Baccalaureate Pre-Medical Studies Certificate

Contact: 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 composed of members of the science faculty and carries Continuing Studies tuition. This program requires daytime attendance. Students are required to earn a minimum of a 3.30 GPA each semester. Upon completion, students will be eligible for a composite letter of recommendation to medical school.

The courses required are:

<u>Course</u>	<u>Description</u>	<u>Hours</u>
Fall Semester I		
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
MTH 111	Precalculus	3
PHL 311	Bioethics	3
Spring Semester I		
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
MTH 121	Calculus I	4
Fall Semester II		
CHM 331 & 333	Organic Chemistry I with Laboratory	4
PHY 221 & 213	Physics with Calculus I with Laboratory	4
BIO 301	Genetics	3
BIO 302	Genetics Laboratory	1
SAS 304	Pre-health Internship	3
Spring Semester II		
CHM 332 & 334	Organic Chemistry II with Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4
BIO 360	Cell Biology	3
BIO 3xx/4xx or CHM 3xx/4xx	Elective (upper division biology or chemistry)	3 - 4



III

Graduate and Continuing Studies

B. Veterans and Active Military Personnel

General and Program Information



Veterans and Active Military Personnel

Spring Hill College Welcomes Veterans and Active Military Personnel

Spring Hill College extends a special welcome to all who have served our country. Let us help you create an educational opportunity that will assist you in meeting your personal and professional goals.

Spring Hill operates under many of the core values that you've come to expect from being service men and women: we treat everyone with respect and dignity; our educational philosophy dictates that we provide enrichment for the mind, body and spirit; our environment has been carefully developed to foster a true sense of community; and we have a long tradition of academic excellence.

The College has a team of professionals trained to assist you with all of the processes involved in utilizing your Veterans Administration and/or other service-related benefits pertaining to education. Spring Hill accepts all forms of active military and veterans education benefits and is proud to be an approved participant in the VA's *Yellow Ribbon Program* for those electing to use the Post-9/11 GI Bill benefit.

Spring Hill is pleased to offer "rolling admissions" for all of our programs. This means that admissions are accepted for each term, rather than at the beginning of a school year, giving students the flexibility to be admitted year-around.

Programs of Study

Academically qualified veterans are eligible for the full range of programs offered at Spring Hill College: graduate and undergraduate, traditional and non-traditional. A complete listing of programs may be found in the Summary Listing of Academic Programs section of this *Bulletin*.

UNDERGRADUATE PROGRAMS

ADMISSION REQUIREMENTS

Applicants with fewer than 20 semester-hour credits from a regionally accredited institution of higher learning and/or military transfer credits must have earned a high school diploma with a minimum 2.0 G.P.A. or General Education Diploma (GED) with an average of not less than 450 on the test battery and 410 on area tests.

Applicants with 20 or more semester credits from a regionally accredited institution of higher education must be in good standing or eligible to return to the last institution of higher education.

Unconditional Admission: Unconditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.5 on a 4-point scale and in good standing from the previous institution of higher education.

Conditional Admission: Conditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.0 and less than 2.5 on a 4-point scale.

Provisional Admission: Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure to complete the admission file with all required documentation within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

Probationary Admission: For those not meeting unconditional or conditional admission requirements, an admission committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

APPLICATION PROCEDURES

As part of the application process, an applicant must supply a completed application form with the non-refundable application fee (waived for online applications), a personal statement (not required of non-degree applicants), military service transcript and official copies of transcripts from all colleges attended (official high school transcript or GED scores for those who have less than 20 college credits).

Order official copies of transcripts from all previously attended institutions of higher education and have them sent to Spring Hill College at the address below. Remember to include all military transcripts such as AARTS, SMART, CCAF, or USCGI documents. If Spring Hill is the first college or university you will be attending, order official copies of your high school transcripts or GED to be sent to:

Spring Hill College
Veterans Admissions
4000 Dauphin Street
Mobile, AL 36608

VETERAN'S BENEFITS AND RESOURCES

Equally as important as applying for admission to the College is applying for your VA Certificate of Eligibility. Please follow the appropriate link at the following website to begin this process: http://www.gibill.va.gov/GI_Bill_Info/How_to_Apply.htm. If you are unable to apply online, please call 1-888-GI BILL-1 (1-888-442-4551) to have a form mailed to you; or you can request an application for benefits from Spring Hill College.

Spring Hill College is approved for the education of veterans under Public Law 89-358, Veterans Readjustment Benefits Act of 1966; Chapters 31, 34, 35, of title 38; and the Post-9/11 Veterans Educational Assistance Act of 2008. Accordingly, it is the policy of the school to afford veterans and, where applicable, their dependents, every opportunity for study compatible with their educational background and the scope of the institution.

Additional resources for veterans can be found at:

Alabama Department of Veterans Affairs
<http://www.va.state.al.us/laws.htm#GIBILL>

Montgomery Regional Office
345 Perry Hill Rd.
Montgomery, AL 36109
Phone: 1-800-827-1000
Fax: (334) 213-3461

TRANSFER OF MILITARY CREDIT OR CREDIT FROM OTHER INSTITUTIONS

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript.

Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

TUITION, FEES, AND FINANCIAL AID

Tuition and other expenses are listed in the Traditional Undergraduate Program Expenses and the Continuing Studies Program Expenses sections of this *Bulletin*. Through a combination of external and internal scholarships, grants, and tuition waivers, Spring Hill seeks to make its education financially accessible to veterans. Our Financial Aid staff will help you to take full advantage of VA, College, and other benefits available to you.

GRADUATE PROGRAMS

General graduate program policies and procedures may be found in the Graduate Program Policies section of this *Bulletin*. Admission requirements vary by program and may be found under the various programs of study in the Graduate Programs of Study section of this *Bulletin*.

ADMISSION PROCEDURES

Admission into a graduate program is granted after approval of a formal application. The application is available on the Spring Hill College Veterans website. Paper applications may be obtained from the Office of Admissions. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Order official copies of transcripts from all previously attended institutions of higher education and have them sent to Spring Hill College. Remember to include all military transcripts such as AARTS, SMART, CCAF, or USCG1 documents. Transcripts should be sent to:

Spring Hill College
Veterans Admissions
4000 Dauphin Street
Mobile, AL 36608

TRANSFER OF MILITARY CREDIT OR CREDIT FROM OTHER INSTITUTIONS

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript.

Up to nine semester hours or the equivalent of appropriate transfer credit from a regionally accredited institution may be accepted toward the master's degree. No grade lower than B- will be accepted. Coursework accepted as transfer credit will be listed on the Spring Hill College transcript with the grade earned at the transfer institution; however, transfer grades will not enter into the grade point calculation for the coursework taken at Spring Hill. The Provost, the program director in the department, and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost.

Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

TUITION, FEES, AND FINANCIAL AID

Tuition and other expenses for graduate education are listed in the Graduate Program Expenses section of this *Bulletin*. While the cost of graduate studies at Spring Hill is comparatively low, the College makes additional efforts to keep its graduate programs financially accessible to veterans. Our professional staff in the Financial Aid Office will help you to take full advantage of VA, College, and other benefits available to you.





III

**Graduate and Continuing
Studies**

C. Graduate Programs

**General and Program
Information**



Graduate Academic Calendar 2012-2013

Fall Semester 2012 - M.A.T., M.B.A. and M.L.A. Courses

August	17	Friday	Late registration begins - schedule adjustments; see advisor
	20	Monday	Day and evening classes begin Add/drop begins; see advisor
	24	Friday	Add/drop ends; late registration ends
September	3	Monday	Labor Day, no classes
	4	Tuesday	Classes resume
October	8-9	Mon-Tues	Fall break, no classes
	10	Wednesday	Day and evening classes resume
	23	Tuesday	Last day to withdraw with a non-penalty W
November	1	Thursday	Last day for degree application for May 2013 graduation
	21-23	Wed-Fri	Thanksgiving Holiday, no classes
	26	Monday	Classes resume
December	3-7	Mon-Fri	Final examinations
	11	Tuesday	Final grades due in Registrar's Office by noon Last day for removing "I" grades from spring and summer 2012
	20	Thursday	All degree requirements must be completed for December 20, 2012, conferral of degree; Conferral of degrees, no Commencement

Spring Semester 2013 - M.A.T., M.B.A. and M.L.A. Courses

January	4	Friday	Late registration begins - schedule adjustment; see advisor
	7	Monday	Day classes begin, 8:15 a.m. Add/drop begins Evening classes begin, 6:00 p.m.
	11	Friday	Add/drop ends Late registration ends

Spring Semester 2013 - M.A.T., M.B.A. and M.L.A. Courses (continued)

January	21	Monday	Martin Luther King holiday, no classes
	22	Tuesday	Classes resume
February	11-13	Mon-Wed	Mardi Gras Break, no classes
	14	Thursday	Day classes resume, 7:45 a.m. Evening classes resume, 6 :00 p.m.
March	13	Wednesday	Last day to withdraw with a non-penalty W
March/April	25-1	Mon - Mon	Spring Break (includes Good Friday and Easter Monday)
	19	Friday	Honors Convocation (no afternoon classes after 1 p.m.)
	25-26	Thur-Fri	Final examinations
April/May	29-1	Mon-Wed	Final examinations
May	2	Thursday	Grades for degree candidates due in Registrar's Office by 12:00 p.m.
	3	Friday	Baccalaureate Mass
	4	Saturday	Commencement
	7	Tuesday	Final grades due in Registrar's Office by noon Last day to remove "I" grades from fall semester 2012

Fall Semester 2012 - Education Evening Courses

August	20	Monday	Evening classes begin Add/drop begins; late registration begins; see advisor
	24	Friday	Add/drop ends; late registration ends
September	3	Monday	Labor Day, no classes
	4	Tuesday	Classes resume
October	11	Thursday	Last day to withdraw with a non-penalty W
Oct/Nov	30 - 5	Tue-Mon	Final examinations
November	1	Thursday	Last day for degree application for May 2013 graduation
	9	Friday	Final grades due in Registrar's Office by noon Last day to remove "I" grades from spring and summer 2012
December	20	Thursday	All degree requirements must be completed for December 20, 2012, conferral of degree; Conferral of degrees, no Commencement

Spring Semester 2013 - Education Evening Courses

January	2	Wednesday	Classes begin Late registration begins; add/drop begins; see advisor
	8	Tuesday	Late registration ends; add/drop ends
	21	Monday	Martin L. King Holiday, no classes
February	12	Tuesday	Mardi Gras, no classes
	21	Thursday	Last day to withdraw with a non-penalty W
March	13-19	Wed-Tues	Final examinations
	22	Friday	Final grades due in Registrar's Office by noon Last day to remove "I" grades from fall semester 2012
	25	Monday	Summer I classes begin
May	3	Friday	Baccalaureate Mass
	4	Saturday	Commencement

Fall Semester 2012 – RN to M.S.N. Bridge Courses and M.S.N. Courses**Fall I 2012 Nursing Courses**

August	20	Monday	Classes begin Add/drop begins; see advisor
	24	Friday	Add/drop ends; late registration ends
September	3	Monday	Labor Day, no classes
	21	Friday	Last day to withdraw with non-penalty W
October	5	Friday	Fall I classes end
	16	Tuesday	Final grades for Fall I 2012 courses due in Registrar's Office by noon

Fall II 2012 Nursing Courses

October	15	Monday	Fall II classes begin Fall II Add/drop begins; see advisors
	19	Friday	Fall II Add/drop ends; late registration ends
November	1	Thursday	Last day for degree application for May 2013 commencement
	16	Friday	Last day to withdraw from Fall II courses with non-penalty W
	21-23	Wed-Fri	Thanksgiving holiday, no classes

**Fall Semester 2012 – RN to M.S.N. Bridge Courses and M.S.N. Courses
(continued)**

November	30	Friday	Fall II classes end
December	7	Friday	Last day to remove “I” grades from spring and summer 2012 semester
	11	Tuesday	Final grades due for Fall II 2012 in Registrar’s Office by noon
	20	Thursday	All degree requirements must be completed for December 20, 2012, conferral of degree; Conferral of December degrees, no Commencement

Spring Semester 2013 – RN to M.S.N. Bridge Courses and M.S.N. Courses
Spring I 2013 Nursing Courses

January	7	Monday	Spring I Classes begin; add/drop begins
	11	Friday	Add/drop ends; late registration ends
	21	Monday	Martin Luther King holiday, no classes
	22	Tuesday	Classes resume
February	8	Friday	Last day to withdraw with a non-penalty W
	11-13	Mon-Wed	Mardi Gras break (includes Ash Wednesday)
	22	Friday	Spring I classes end
March	5	Tuesday	Final grades due for Spring I 2013 classes

Spring II 2013 Nursing Courses

March	11	Monday	Spring II classes begin; add/drop begins
	15	Friday	Spring II add/drop ends; late registration ends
March/April	25-1	Mon-Mon	Spring Break (includes Good Friday and Easter Monday)
	12	Friday	Last day to withdraw with non-penalty W
	19	Friday	Honors Convocation (no classes after 1 p.m.)
	26	Friday	Spring II classes end
May	1	Wednesday	Last day to remove “I” grades from Fall semester 2012
	2	Thursday	Final grades due for Spring II degree candidates
	3	Friday	Baccalaureate Mass
	4	Saturday	Commencement
	7	Tuesday	Final grades for Spring II due in Registrar’s Office by noon

Summer III 2013 - Nursing Courses

May	8	Wednesday	Summer III Classes begin
	15	Wednesday	Last day to cancel with no financial penalty
	27	Monday	Memorial Day holiday, no classes
	28	Tuesday	Classes resume
	29	Wednesday	Last day to withdraw with a non-penalty W
June	12	Wednesday	Summer III classes end
	21	Friday	Final grades due for Summer III 2013 classes

Summer IV 2013 - Nursing Courses

June	19	Wednesday	Summer IV Classes begin
	26	Wednesday	Last day to cancel with no financial penalty
July	4	Thursday	Independence Day holiday, no classes
	5	Friday	Classes resume
	10	Thursday	Last day to withdraw with a non-penalty W
August	2	Friday	Summer IV classes end
	9	Friday	Final grades due for Summer IV 2013 classes

Summer I 2013 – Education Evening Courses

March	25	Monday	Classes begin Late registration begins; Add/drop begins, see advisor.
	28	Thursday	Add/drop ends; late registration ends
May	9	Thursday	Last day to withdraw with a non-penalty W
	27	Monday	Memorial Day, no classes
June	4-10	Tue-Mon	Final examinations
	14	Friday	Grades due in Registrar's Office by noon

Summer IV 2013 – Education Evening Courses

June	17	Monday	Classes begin Late registration begins; Add/drop begins, see advisor
	20	Thursday	Add/drop ends; late registration ends
	4	Thursday	July 4th holiday; no classes
July	11	Thursday	Last day to withdraw with a non-penalty W
	22-23	Mon-Tues	Final examinations
	31	Wednesday	Grades due in Registrar's Office by noon

Course brochures listing all offerings for graduate theology programs, clinical nurse leaders program, or summer sessions are available through the Office of Graduate Studies (251) 380-3094. Course listings and calendars may be found at www.shc.edu/registrar.

Expenses

TUITION AND FEES FOR GRADUATE STUDIES

Tuition:

M.B.A. (per credit hour)	\$ 475.00
M.A.T./M.S.ED. (per credit hour)	345.00
M.L.A. (per credit hour)	475.00
M.T.S./ M.P.S./ M.A. Theology/Specialized Certificates (per credit hour) ..	298.00
Summer Institute of Christian Spirituality (SICS) (per credit hour)	298.00
R.N. to M.S.N. Bridge - Undergraduate Tuition (per credit hour)	350.00
M.S.N. - Graduate Tuition: (per credit hour)	475.00
eCollege Technology Support Fee:	
1-credit-hour course	100.00
2- and 3-credit-hour course	150.00
4- and 6-credit-hour course	180.00

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)	220.00
Certificate Fee	90.00
Conference Credit Fee (per credit hour)	80.00
CEU (per unit)	25.00
Transcripts	5.00
Transcripts (within 24 hours)	10.00
Parking Decal (annually)	50.00
Returned Check Fee	35.00
Returned ACH Fee	10.00
Diploma Replacement Fee	40.00
Replacement Student ID	30.00
Easy Listening Fee (per credit hour)	50.00
Online Instruction Support Fee (per course)	
fully online course	95.00
hybrid course	45.00

Specific situations and courses require additional fees, which are indicated on the schedule of classes published by the Office of Graduate Studies.

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 STUDIES

1. Graduate students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this *Bulletin*.
2. Tuition, fees, and required forms (i.e., company reimbursement form, enrollment agreement) are due by the first day of class or as required by the mail-in registration procedures. If tuition, fees, and the required forms are not received by the Student Accounts Office on or before the first day of class, 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 Student Accounts Office of the College or the following company:

Tuition Management Systems
P. O. Box 742627
Cincinnati, OH 45274-2627
Customer Service (1-800-356-8329)
Internet Site: www.shc.afford.com

4. Refunds are only calculated for total withdrawal from an enrollment period. All graduate students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

A. Spring Hill College's Refund Policy

Students who withdraw from all classes prior to the completion of 60% of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%). 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 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. Consult the section of this *Bulletin* on “General Academic Policy” for additional policies not given below.

ADMISSION

Admission into a graduate program is granted after approval of a formal application. Applications may be obtained from the Office of Graduate Studies. Official transcripts from colleges attended must be mailed from the institution directly to the Office of Graduate Studies. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Through the admissions process, the student ultimately must achieve full standing. Full standing may be achieved through unconditional admission, a status in which the student enjoys full standing upon entering the program, or through conditional or provisional status. Conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria in order to achieve full standing. Provisionally admitted students who have not met one graduate program’s requirements may be admitted to another graduate program if they meet the qualifications of that program. Admission requirements differ for each program. These requirements are listed in the sections of this *Bulletin* in which the particular program is described. Exceptions to these requirements are made only upon the recommendation of the Graduate Committee based on a written request by the applicant.

Students who have been academically dismissed from a graduate program at another college or university will not be considered for admission to a Spring Hill College graduate program until two years following their dismissal.

ADMISSION OF INTERNATIONAL APPLICANTS

International applicants for all programs are required to provide the documentation listed below, in addition to any other requirements specified by each program.

1. An official copy of a course-by-course evaluation of credentials earned outside the U.S. by an approved evaluation service like World Education Service (www.wes.org). Official copies of transcripts from all colleges and universities previously attended are also required. These records must be official school records sent directly to Spring Hill College by the school, and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable.

2. An official copy of an English proficiency test score report indicating an acceptable score (TOEFL: Internet-Based Test - 80, Computer-Based Test - 213;

IELTS - 6.5; Cambridge Examinations (CPE or CAE) - C; or the Michigan Test (MELAB) - 90.

3. Proof of financial resources showing student's ability to cover expenses for the first academic year (an affidavit of support and a confidential bank statement from student's parents, a relative or personal sponsor showing that sufficient funds are available or a sponsorship letter from a government agency, organization, institution or school).

4. Proof of health insurance. Otherwise, students must purchase Spring Hill College's institutional health insurance.

The Master of Science in Nursing program is unable to accept international students due to clinical requirements.

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Up to nine semester hours or the equivalent of appropriate transfer credit from a regionally accredited institution may be accepted toward the master's degree. No grade lower than B- will be accepted. Course work accepted as transfer credit will be listed on the Spring Hill College transcript with the grade earned at the transfer institution; however, transfer grades will not enter into the grade point calculation for the course work taken at Spring Hill. The Provost and the program director in the department and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost. Generally, no transfer credit will be given for course work already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

RESIDENCY

While up to nine semester hours may be accepted in transfer upon entering the program, students must take the remainder of their graduate program in residence at Spring Hill College. Exceptions must be approved by the Graduate Committee.

READMISSION

Students who have been absent from Spring Hill College over twelve months must make formal application for readmission through the Office of Graduate Studies. Should a student request readmission after an absence of six years no prior credit earned will be accepted without evaluation by the program director and the Graduate Committee.

NON-DEGREE STATUS

Non-degree status applies to:

1. Transient students - students enrolled in graduate study at another institution and seeking credited 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 by the director of the major department. The students will meet with the advisor to develop a plan of study for the graduate program. The advisor will assist the student in developing a plan to remove undergraduate deficiencies when appropriate. All forms and reports regarding the student's program must be approved by the advisor.

GRADE REQUIREMENTS

Grades on all courses taken in the Spring Hill graduate program will be used in determining the student's overall grade point average. Grades from courses transferred from other institutions will be listed on the transcript but not included in the graduate grade point average calculation.

Students who earn two course grades lower than B- are subject to review by the Provost and the Graduate 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 dismissed from the program. No grade below C- will be accepted toward graduate degree requirements.

All graduate students at Spring Hill must maintain a B (3.00 on a 4.00 scale) average. Falling below a cumulative 3.00 GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Provost and the Graduate Council and may be dismissed.

The minimum grade point average required for graduation from a graduate-level program is B (3.00 on a 4.00 scale) in all course work taken at Spring Hill College. Other requirements for graduation, such as thesis requirements and comprehensive examinations, are listed with the requirements found in the section of this *Bulletin* for the specific program.

ACADEMIC DISMISSAL

Students who are dismissed from a graduate program at Spring Hill College are not eligible for readmission into the same program.

Dismissal from a graduate program may be appealed within 10 days in writing to the Graduate Committee. If this appeal is not granted, there is no process for further appeals.

Students who have been academically dismissed from one Spring Hill graduate program cannot apply to take courses in another Spring Hill graduate program for a period of two years.

AUDITING

Students may register for any course as an audit. The fee is the same as for credit. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Courses taken for audit may be repeated for credit. Changes to audit status may be made until the “Last Day to Withdraw” on the academic calendar.

GRADING SYSTEM

The grading system and grade appeals procedure as outlined in the section on “General Academic Policy” applies to graduate programs. However, graduate programs do not assign midterm grades.

REMOVAL OF INCOMPLETE GRADES

For graduate students, an I is reverted to an F at the end of the following semester. For a graduate student who is taking undergraduate prerequisites and has been admitted into the graduate program, the graduate policy will apply for both undergraduate and graduate courses.

ACADEMIC DISHONESTY AND/OR IMPROPRIETY

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

Specifically, plagiarism—that is, representation of thoughts or passages from another author as one’s own work (whether intentional or unintentional); collusion—that is, collaboration with another in the preparation of term papers or other written work; cheating—that is, giving or receiving or soliciting information from another student during a test or examination; or using illicit materials in an examination or quiz will not be tolerated.

1. Any student found guilty of taking or attempting to take an examination or quiz from any room or office in the College without permission will be dishonorably dismissed from the College.
2. Dishonesty in class work is penalized as follows:

- A. Cheating on tests or examinations or cheating/plagiarizing on papers or major writing assignments will result in a failing grade for the student in the course involved. The student will not be allowed to change his or her status in the course (e.g., withdraw or audit) to avoid the failing grade. The student will then be dishonorably dismissed from the College.
 - B. The determining of penalties for other acts of academic dishonesty or impropriety (e.g., daily quizzes, short writing assignments) is the responsibility of the professor. A repeat offense of this type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.
- 3. A professor who determines that any violation has taken place must submit a written report to the Provost and the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken (as in 2B above).
 - 4. A student charged with academic dishonesty may appeal to a board established by the Provost to hear such appeals. This board will be composed of three students and three faculty members with the Provost serving as the chairperson. The students will be appointed by the Provost and will represent at least two different graduate programs at the College, with at least one student member from the graduate program of the student bringing the appeal. The faculty members will be appointed by the Provost. In any case of appeal, this board will reach a decision (to uphold the charge of academic dishonesty or not) only after consultation with the instructor who has preferred the charges and with the student so charged. The appeal must be submitted by the time indicated in the letter to the student.
 - 5. Students dishonorably dismissed or suspended from a graduate program may appeal the dismissal to the Graduate Committee. The appeal must be submitted within 48 hours of the time the student is notified of the negative action regarding the appeal of the charge of academic dishonesty.

EASY LISTENING

“Easy Listening” is a program that allows participants to sit in on a regularly scheduled graduate course. The fee is \$50 per semester credit. No transcript record will be kept; 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 via BadgerWeb according to the graduate calendar published in this *Bulletin*, on the Registrar's web page and in the schedule of courses available through the Office of Graduate Studies.

Students must receive clearance from their advisor prior to registering each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* or in the information published on the College website will be assessed a late registration fee. Failure to make payment by the specified date will result in cancellation of the early registration and will necessitate re-registering during the late registration period. Questions regarding registration procedures should be addressed to the Office of Graduate Studies.

GRADUATION PROCEDURES

An application for degree (Notice of Intent to Graduate form) is due six months before the anticipated date of graduation. Failure to remit this form to the Registrar's Office by the published deadline date can affect the appearance of your name on the printed program, the availability of your diploma, participation in the commencement ceremony, and your ability to graduate. This form must be signed by the graduate program director. It is the responsibility of the student to know and satisfy the degree or certificate requirements of the academic program.

Commencement exercises are held every spring for all May graduates, as well as those completing requirements the preceding December or the following August.

Graduate 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, nursing, and theology.

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

Program Director: Dr. Sergio Castello, 251-380-4123

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 six hours of electives (2 courses). Foundation requirements are in addition to these graduate hours.

A significant 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 FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Anindya Biswas (2012) *Assistant Professor*—Ph.D., Northern Illinois University, 2011; Teaching Areas: Economics, Finance.

Sergio Castello (2007) *Professor, Division Chair of Business, and Director of Graduate Business*—Ph.D., Colorado State University, 1996; Teaching Areas: Economics, International Business.

David W. Glascoff (2008) *Professor*—D.B.A., Mississippi State University, 1982; Teaching Area: Marketing.

- James B. Larriviere (2001) *Associate Professor*—Ph.D., Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.
- Charmane P. May (1981) *Associate Professor*—Ph.D., University of Alabama in Birmingham, 1977; Teaching Areas: Computer Information Systems, Management
- Glenda A. Partridge (1999) *Assistant Professor*—C.P.A.; D.B.A., Anderson University, 2011; Teaching Area: Accounting.
- 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 wishing to apply electronically can find the application and other necessary forms on the SHC website: www.shc.edu/mba. Information pertaining to the program, application for admission, and other necessary forms may also be obtained by calling or writing the Office of Graduate Studies.

Admission decisions 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. The application fee is waived for those applying online. 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 or provisional admission requires 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. A score of at least 440 on the GMAT examination.
4. A minimum of 80 on the Internet-Based TOEFL examination (213 on the computer-based version) for students whose native language is not English.

Conditional Admission

Applicants who do not meet the standards for unconditional admission may be admitted conditionally if, in the judgment of the Graduate Business Committee

and the Provost, they have the potential to successfully complete an 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

Upon the recommendation of the Graduate Business Committee, an applicant who has an undergraduate degree with a GPA of 3.0 or higher for whom an official GMAT score or an official transcript has not been received by the time classes commence in the semester for which application is made may be admitted provisionally. An official score of at least 440 on the GMAT and an official transcript must be presented to the graduate business program director prior to the end of the first semester of enrollment. Future enrollment may be suspended until the score or transcript is presented.

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 meeting 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 continuing studies program. Alternatively, a student may meet some of the foundation requirements by taking BUS 505 Management and Marketing Foundation (covers MGT 301 and MKT 311, 3 credit hours, a graduate-level foundation class at Spring Hill). This class may not be offered every year.

This class offers graduate credit but does not meet the core or elective requirements of the M.B.A. program. This course covers material equivalent to more than one undergraduate course, as noted. In addition, satisfactory completion of prerequisite courses can be achieved by obtaining satisfactory scores on CLEP or DANTES examinations.

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 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 nine 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).

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* two business courses as electives.

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	Organizational Behavior	3
BUS 530	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

In addition to this common core, students will take two electives (6 semester hours), *normally* two business courses. Both electives (6 hours) must carry a “BUS” designation 521 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 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. Organizational Behavior (3) A study of the understanding, prediction and control of human behavior in an organizational setting. Psychological and other social science concepts are applied to understanding individual behavior. 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, Policy, and Sustainability (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, including the topic of sustainability. 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 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 525. Leadership (3) A study of the nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership, and transformational change.

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 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 592. Conflict Management (3) This course explores various methods of conflict resolution at different organizational levels. It also deals with causes of conflict and the process of conflict management. The case-study method of teaching is employed.

BUS 593. Health Care Management (3) A survey of health care management covering the functional areas of business. Prerequisites: Economics, Finance, Management and Marketing foundations.

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

Program Director: Lori P. Aultman, Ph.D., 251-380-3473

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 science, 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 science, 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.

Graduate work in education is a part of a sequential process, extending from the earliest undergraduate experiences to the fulfillment of advanced study that leads to the highest level of mastery. The purpose of graduate programs in education at Spring Hill is to provide students with challenging opportunities to expand their knowledge and to develop into master teachers. The influence of Spring Hill and its commitment to value-oriented programs are reflected throughout the curriculum.

Policies and regulations governing the issuance of teacher certificates are under the authority of the Alabama State Board of Education. Spring Hill College cannot assume responsibility for changes in certification requirements due to changes in Alabama State Board of Education policies and/or regulations. Additionally, teacher education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them.

In July 2009, the Alabama State Board of Education adopted the *Alabama Educator Code of Ethics*, which defines professional behavior and serves as a guide for ethical conduct for all public school personnel and, as applicable, pre-service teachers. Specific information about the code is available from teacher education advisors and in the Teacher Education office.

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. Transfer of graduate course work requires submission of the appropriate official graduate transcript(s). (See "Transfer of Credit from Other Institutions" in the Graduate Program Policies section of this *Bulletin* for more details.)

Undergraduate courses which are cross-listed as graduate courses may not be repeated for graduate credit.

Completion of a Class A teacher education program requires at least 30 semester hours of graduate credit not used for prior certification in the same field.

Fifth-year and alternative fifth-year graduate students follow Alabama State Board of Education teacher education programs approved in October 2006.

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) *Associate Professor*—Ed.D., Mississippi State University, 1971; Teaching Areas: Early Childhood, Elementary and Secondary; Curriculum; Reading.

Lori P. Aultman (2009) *Assistant Professor, Division Chair of Teacher Education, and Director of Graduate Teacher Education*—Ph.D., University of Georgia, 2005; Teaching Area: Secondary Education.

Leona O. Rowan (2001) *Associate 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 certificate in the appropriate teaching field. Student must have applied for and obtained the Class B certificate.
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 percentile score of 50 in the intended major on the Miller Analogies Test or a total verbal and quantitative score of 300, with at least 150 on the verbal subtest of the Graduate Record Examination as reported beginning August 1, 2011.
6. Attendance at the orientation session required for all new students during their first term of enrollment.

All applicants whose native language is not English must also submit a satisfactory report on the TOEFL prior to admission.

For Conditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. Class B certification or eligibility for the Class B certificate in the appropriate teaching field.
3. Approval by the Provost.

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) a percentile score of at least 18 in the intended major on the Miller Analogies Test (MAT), or (b) a combined total score of 295 on the verbal and quantitative subtests of the Graduate Record Examination (GRE), including a minimum of 150 on the verbal subtest as reported beginning August 1, 2011, or (c) a minimum score of 152 on the K-6 test, or the 5-9 test, or the 7-12 test on the Praxis II Principles of Learning and Teaching (PL&T) examination.
3. Provide a satisfactory written evaluation of the applicant's effectiveness as a teacher.
4. Clear any incomplete grade(s).
5. Submit a copy of current or last (if expired) Class B certificate in the appropriate teaching field. Student must have applied for and obtained the Class B certificate.
6. Attend the orientation session required for all new students during their first term of enrollment.

RETENTION REQUIREMENTS

1. Students must maintain a cumulative grade point average of at least 3.0.
2. If in the course of the student's progressing through the program, deficiencies in knowledge, skills, teaching performance, or dispositions for teaching become evident, the teacher education faculty will meet to discuss the observed deficiency to determine a course of action.

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. If the student submits an official score report indicating satisfactory performance in the appropriate content area(s) on the Praxis II Subject Assessment Test, the comprehensive examination will be comprised of professional studies (EDU non-teaching field) courses only. Students who do not submit an official score report will be required to take a comprehensive examination comprised of questions to be derived from both teaching field and professional studies course work.

3. M.S. students do not participate in regularly scheduled laboratory experiences, but rather utilize their classrooms' activities and student participation to document course field assignments.
4. Completion of the program within six calendar years of entrance into graduate studies at Spring Hill College.

ALABAMA CERTIFICATION REQUIREMENTS

Students who wish to enroll in course work for the purpose of renewing an Alabama teaching certificate may enroll in up to nine hours of graduate course work with submission of a copy of their Alabama certificate. Students who successfully complete the hours of course work for renewal 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 completed to renew the certificate.

Students seeking to reinstate a lapsed certificate should contact the division's certification officer or the Teacher Education Office.

Individuals must earn Alabama Class B certification before applying for Class A certification in the same teaching field. For Class A certification, a transcript from a regionally accredited institution is required to document an earned master's degree.

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.

Students seeking admission to alternative routes for certification, including the Alternative Baccalaureate Certification (ABC) program and the Additional Teaching Field Approach (Supplement CBT) must submit required documentation indicating their eligibility for these programs. Documentation will include a letter of verification from the principal of the school in which the student is employed verifying employment and the grade level/discipline in which the applicant is teaching, official transcript(s), a current Alabama teaching certificate, test scores reports and/or other paperwork deemed necessary by the program director. As non-Class B certified applicants, students admitted to the ABC program must satisfy all course requirements for the Master of Arts in Teaching program including laboratory experiences. ABC students are encouraged to apply for the Special Alternative Certificate (SAC). For more information about alternative routes to certification, please contact the Teacher Education Office.

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 520	Computer-Based Instructional Technologies
EDU 531	Language Development and Activities for Early Childhood Education

Choose 12 hours from advisor-approved program electives appropriate to the early childhood curriculum.

Special Education (3 hours)

EDU 517	Survey of Exceptionality *
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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 520	Computer-Based Instructional Technologies
EDU 562	Trends and Practices in the Total Reading Program

Choose 12 hours from advisor-approved program electives appropriate to the elementary curriculum.

Special Education (3 hours)

EDU 517	Survey of Exceptionality*
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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
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English Language Arts + **

ENG	9 hours
CMM/THR/WRI	3 hours

General Science + ***

BIO/MRN	6 hours
BIO/MRN/CHM/PHY/Earth Science/Space Science	3 hours
CHM/PHY/Earth Science/ Space Science	3 hours

General Social Science + ****

HIS	6 hours
HIS/ECO/POL/GEO	3 hours
ECO/POL/GEO	3 hours

Special Education (3 hours)

EDU 517	Survey of Exceptionality *****
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Additional Required Courses (18 hours)

EDU 501	Strategies for Creative Classroom Management
EDU 503	Curriculum, Instruction, and Teaching Methodology for the Secondary School
EDU 514	Psychological Interpretations of Learning & Development
EDU 520	Computer-Based Instructional Technologies
EDU 526	Research Methodology and Evaluation in Education
EDU 565	Reading in the Content Areas

Electives (3 hours) *****

Selected with consent of advisor

+ English Language Arts, General Science and General Social Science require at least one course in two areas.

*Bachelor's certification must be in History.

**Bachelor's certification may be in English, English Language Arts, or Language Arts.

***Bachelor's certification must be in General Science.

****Bachelor's certification must be in General Social Science.

*****EDU 517 is required if an undergraduate course was not taken in this area.

*****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.

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.

Applicants enrolling on a non-degree basis to complete undergraduate course work required for admission to the M.A.T. program must earn grades of B- or better on all undergraduate work attempted, and must demonstrate measurable progress in completing the required course work.

All applicants to the M.A.T. degree program must submit to the Office of Graduate Studies an application form, necessary transcripts, the laboratory/internship agreement form, and two letters of recommendation. Upon receipt of these documents, undergraduate course work will be evaluated by the Division of Teacher Education for admission to the chosen program. If the applicant has the necessary appropriate course work and grade point average, he/she will be notified regarding the required faculty interview which includes an extemporaneous essay to be written on-site on a subject to be determined by the Division of Teacher Education. Upon satisfactory completion of the interview process, the student will be notified in writing of his/her admission status.

Additionally, before initial course registration will be approved, the applicant must have received background and fingerprint clearance from the Alabama State Department of Education. Information is available in the Teacher Education Office.

The following criteria apply in determining the student's initial admission status:

For Unconditional Admission:

1. An official test score report reflecting passing scores in reading, writing and mathematics on the Praxis I test.
2. A bachelor's degree from a regionally accredited institution reflecting an overall grade point average of at least 2.5 (on a 4.0 scale) on the transcript indicating conferral of the degree.
3. An official test score report reflecting a combined score of 300 on the verbal and quantitative subtests of the Graduate Record Examination as

reported beginning August 1, 2011, including a minimum of 150 on the verbal subtest, or a percentile score of at least 69 in the intended major 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 accepted to meet the admission 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 admission requirements.
 - B. Secondary English Language Arts program teaching field requirements: Thirty-six (36) 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 in appropriate course work with at least 21 semester hours in upper-division course work)—in one academic area (English, drama/theater, journalism, reading, or speech). Only grades of “C-” or better are used to meet the admission requirements.
 - C. Secondary General Social Science program teaching field requirements: Thirty-six (36) 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 in appropriate course work with at least 21 semester hours in upper-division course work)—in one social science area (economics, geography, history, and political science). Only grades of “C-” or better are used to meet the admission requirements.
 - D. Secondary History program teaching field requirements: Thirty-six (36) semester hours of undergraduate course work in history. At least 21 semester hours of the above required hours must be in upper-division work. Only grades of “C-” or better are used to meet the admission requirements.
 - E. Secondary General Science program teaching field requirements: Thirty-six (36) semester hours of undergraduate science course work,

including hours in biology, chemistry, physics, and earth or space science. Applicants must have completed an undergraduate academic major or have completed course work equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 21 semester hours in upper-division course work) in one science area (biology, chemistry, physics, earth or space science). Only grades of “C-” or better are used to meet the admission requirements.

For Conditional Admission:

1. A bachelor’s degree from a regionally accredited institution reflecting an overall grade point average of at least 2.5 (on a 4.0) scale on the transcript indicating conferral of the degree.
2. An overall GPA of 2.5 (on a 4.0 scale) on all courses used to meet general studies and teaching field requirements.
3. 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: Thirty-six (36) 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 in appropriate course work with at least 21 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: Thirty-six (36) 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 in appropriate course work with at least 21 semester hours in upper-division course work)—in one social science area (economics, geography, history, and political science). Only grades of “C-” or better are used to meet the requirements.

- D. Secondary History program teaching field requirements: Thirty-six (36) semester hours of undergraduate course work in history, with at least 21 semester hours in upper-division work. Only grades of “C-” or better are used to meet the requirements.
- E. Secondary General Science program teaching field requirements: Thirty-six (36) hours of undergraduate science course work, including hours in biology, chemistry, physics, and earth or space science. Applicants must have completed an undergraduate academic major or have completed course work equivalent to an undergraduate academic major (32 semester hours in appropriate course work with at least 21 semester hours in upper-division course work) in one science area (biology, chemistry, physics, earth or space science). Only grades of “C-” or better are used to meet the admissions 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 score report reflecting passing scores in reading, writing and mathematics on the Praxis I test.
2. An official test score report reflecting a combined score of 295 on the verbal and quantitative subtests of the Graduate Record Examination (GRE) as reported beginning August 1, 2011, including a minimum of 150 on the verbal subtest or a percentile score of at least 40 in the intended major on the Miller Analogies Test (MAT).
3. Completion of the first six hours of graduate course work at Spring Hill College.
4. Satisfactory completion of all undergraduate course work deficiencies.
5. Clearance of any incomplete grade(s).

RETENTION REQUIREMENTS

1. Students must maintain a cumulative grade point average of 3.0.
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 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 and five-day structured field experiences.
6. Submission of an official report reflecting a passing score on all sections of 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 local school.
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. A new student enrolled in laboratory experience courses in the first term may be administratively withdrawn from the courses in question if the student fails to attend the required orientation. Students are required to purchase and become familiar with the division's *Guidebook for Professional Experiences*. The *Guidebook* is used in the orientation session.
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 diverse school settings and maximize experiences in the school(s) where the student will be assigned for the internship. Students employed in a school setting may complete no more than one laboratory experience in said school with approval of the Coordinator of Laboratory Experiences.
3. Laboratory experiences required in evening courses will be for 12 days, except in the Summer I term, which will be for 10 days. Students in all programs must complete laboratory experiences in blocks of at least three

hours. Should the evening student opt for the one-week laboratory experience, the experience will be a full day for five consecutive days. Secondary education students must complete labs/clinical in classrooms in which instructors are master's level teachers in the appropriate teaching field.

4. Laboratory experiences are to be completed during the period specifically scheduled for the experiences.
5. Students in all programs must satisfactorily complete *at least* two full-time, five-day structured field experiences in local cooperating schools. Placements must be approved by the teacher education faculty. These experiences are in addition to and separate from the regularly scheduled laboratory experiences, must be for five school days in a row, and must be completed prior to the internship term. Five-day field experiences will not be approved until the student has satisfied all conditions of admission and attended the division's required new student orientation. See teacher education faculty advisor or the Teacher Education Office for details.
6. Students may enroll in no more than two laboratory experience courses in any one term. Students attending overlapping terms must complete the separate and specific lab requirements for each term. A third laboratory course may be approved by the student's advisor on a one-time basis to assist in a timely completion of the program and will require an additional one-week (35 hours) in the cooperating school. No more than three lab courses may be taken in any one session.
7. Attendance at a training session of the Children and Adolescent Protection Program, sponsored by the Office of Child and Adolescent Protection through the Archdiocese of Mobile. This training session will be provided in education courses to be selected by the teacher education faculty. The student is responsible for payment of the required fee.

GRADUATION REQUIREMENTS

1. Completion of the thirty-nine-hour program with a cumulative grade point average of 3.0.
2. A passing score report in the appropriate content area of the Praxis II Subject Assessment Test must be on file before registration for the internship term will be approved. Additionally, early childhood and elementary education majors must have a passing score report on file for the Praxis II Teaching Reading test before beginning their internships. Students are required to take the Praxis II test(s) at the earliest scheduled test date(s) in their next-to-final term of course work.
3. Satisfactory performance on each portion of a comprehensive written examination, designed by the institution and developed from selected professional studies (EDU) courses. The comprehensive examination is administered in the final (internship) term of the student's program.

4. Demonstrated readiness to teach through on-the-job performance as an intern. The internship takes place in an approved school in 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.

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 local school, under the direct supervision of Spring Hill College teacher education faculty. Internships will not be approved in a school where the student is or has recently been employed. Substitute teaching in any classroom situation is disallowed during the internship semester.

The internship course is the final experience in the program. All other courses and program requirements must have been successfully completed before beginning the internship.

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. The student may appeal this decision within ten days of the internship termination and may simultaneously apply to the Master of Science in Educational Theory degree program.

5. 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 *or* Issues and Innovations in Early Childhood Education *or*
EDU 570 Fundamentals of Teaching Young Children

Professional Studies (3 hours)

- EDU 514 Psychological Interpretations of Learning and
Development

Special Education (3 hours)

- EDU 517 Survey of Exceptionality

Technology (3 hours)

- EDU 520 Computer-Based Instructional Technologies

Evaluation of Teaching and Learning (3 hours)

- EDU 526 Research Methodology and Evaluation in Education

Reading (3 hours)

- EDU 562 *or* Trends and Practices in the Total Reading Program *or*
EDU 575 Essentials of Teaching Reading

Teaching Field (15 hours)

- EDU 530 *or* Teaching Social Concepts in Early Childhood Education *or*
EDU 580 The Contemporary Social Studies Program
EDU 531 *or* Language Development and Activities for Early
Childhood Education *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 595 Internship in Early Childhood Education

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 *or* Curriculum and Instruction for the Elementary School *or*
 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 520 Computer-Based Instructional Technologies

Evaluation of Teaching and Learning (3 hours)

- EDU 526 Research Methodology and Evaluation in Education

Reading (3 hours)

- EDU 562 *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 39 semester hours as shown below. *Courses require daytime availability for laboratory experiences in school settings. All courses earn three semester hours of credit unless otherwise noted.*

Curriculum and Teaching (6 hours)

EDU 501	Strategies for Creative Classroom Management
EDU 505	Curriculum, Instruction, and Teaching Methodology for the Secondary School (2 credit hours)
EDU 506 <i>or</i>	Lab: Curriculum, Instruction, and Teaching Methodology in Social Science/History (1 credit hour) <i>or</i>
EDU 507	Lab: Curriculum, Instruction, and Teaching Methodology in English Language Arts (1 credit hour)

Professional Studies (3 hours)

EDU 514	Psychological Interpretations of Learning & Development
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Special Education (3 hours)

EDU 517	Survey of Exceptionality
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Technology (3 hours)

EDU 520	Computer-Based Instructional Technologies
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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 565	Reading in the Content Areas
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Teaching Field (15 hours)

Choose one teaching field: History, English Language Arts, General Science, or General Social Science. Courses selected from one certification area with consent of advisor.

English Language Arts +

ENG	9 hours
ENG/CMM/THR/WRI	3 hours
LIS/CMM/THR/WRI*	3 hours

General Science +

BIO	3 hours
BIO/MRN	6 hours
CHM/PHY/Earth Science/ Space Science	3 hours
BIO/MRN/CHM/PHY/Earth Science/ Space Science	3 hours

General Social Science +

HIS	3 hours
HIS/ECO/GEO	3 hours
HIS/ECO/POL	3 hours
ECO/POL	3 hours
LIS/HIS/ECO/POL*	3 hours

History

HIS	12 hours
GEO 512/HIS*	3 hours

Internship (3 hours)

EDU 594	Internship in Secondary Education**
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*English Language Arts, General Science, and General Social Science certification fields require at least one course in two areas.

*Interdisciplinary course titles must identify the elements of the teaching field.

**For mid-level and secondary programs, the internship shall be divided between two teaching fields, if applicable.

Master of Science in Educational Theory

The program in educational theory is a non-teaching major in early childhood, elementary, and secondary education that does not lead to state certification. This program:

- includes studies in curriculum, educational methodology, and computer applications;
- emphasizes knowledge of educational theory;
- is designed to build knowledge necessary for non-teaching positions in educational settings, such as curriculum development in museums and other service-oriented institutions.

The Master of Science in Educational Theory program develops knowledge in curriculum design, educational methodology, research, and computer applications used in education. The emphasis is in educational theory concerned with curriculum and methodology.

Students who have been admitted to and retained in the MAT program may choose to apply for admission to the MSET after attempting but not successfully completing the MAT internship. The Division may grant the MSET option to a student who has at least a 3.5 SHC graduate GPA (excluding the grade earned in the internship course) and has conducted him/herself according to the rules and guidelines for the internship.

A student must apply for admission to the MSET program prior to the beginning of the semester, spring or summer, immediately following the unsuccessful internship. This program is the sole exception to the graduate academic dismissal policy requiring a two-year delay between academic dismissal and taking courses in another program.

The curricular difference between the two degrees is that, instead of the semester of internship that is required for the MAT degree, the MSET program requires a B- or higher grade in EDU 585 Educational Theory. A cumulative GPA of 3.0 is required for graduation. The MSET does not lead to any teaching certification provided by a state department of education.

COURSE DESCRIPTIONS

EDU 501. Strategies for Creative Classroom Management (3) An examination of prominent theories and research regarding instructional and management strategies and their relationship to teacher effectiveness. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 502. Curriculum and Instruction for the Elementary School (3) A study of the research involving curricular designs and their impact on the elementary school classroom. Attention is given to planning, developing, and evaluating curricula for effective teaching and instruction. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 503. Curriculum, Instruction, and Teaching Methodology for the Secondary School (3) A study of the current research and practice involving curricular designs and their impact on the secondary school. Attention is given to content-related teaching methodologies and pedagogy proven effective in the secondary school. Prerequisite: Acceptance into graduate studies in education. Required for M.S. students.

EDU 504. Issues and Innovations in Early Childhood Education (3) A general curriculum course with emphasis on researching the strengths and weaknesses of current models and identifying critical problems and projected solutions. Prerequisite: Acceptance into graduate studies in education.

EDU 505. Curriculum, Instruction, and Teaching Methodology for the Secondary School. (2) A study of the current research and practice involving curricular designs and their impact on the secondary school. Attention is given to content-related teaching methodologies and pedagogy proven effective in the secondary school. Required for M.A.T. students. Co-requisite: EDU 506 or EDU 507.

EDU 506. Lab: Curriculum, Instruction, and Teaching Methodology in Social Science/History (1) To accompany EDU 505. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in social science/history while instructing students and managing their behavior. Co-taught by EDU 505 instructor and current master's level teacher in the student's teaching field. This laboratory course, required for M.A.T. students, will be held during the day in a public, private, or parochial school. Co-requisite: must be registered for EDU 505.

EDU 507. Lab: Curriculum, Instruction, and Teaching Methodology in English Language Arts (1) To accompany EDU 505. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in English language arts while instructing students and managing their behavior. Co-taught by EDU 505 instructor and current master's level teacher in the student's teaching field. This laboratory course, required for M.A.T. students, will be held during the day in a public, private, or parochial school. Co-requisite: must be registered for EDU 505.

EDU 508. Lab: Curriculum, Instruction, and Teaching Methodology in General Science (1) To accompany EDU 505. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in general science while instructing students and managing their behavior. Co-taught by EDU 505 instructor and current master's level teacher in the student's teaching field. This laboratory course, required for M.A.T. students, will be held during the day in a public, private, or parochial school. Co-requisite: must be registered for EDU 505.

EDU 514. Psychological Interpretations of Learning and Development (3) Current research and educational applications of theories of learning and development with emphasis on their relationship to educational products, programs, and techniques. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 517. Survey of Exceptionality (3) Advanced study of the full range of exceptionality in children. Examination of etiology, prevention, emerging issues, and current methodologies. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 520. Computer-Based Instructional Technologies (3) A study of the historical, social, and educational context of computers; hands-on experience with computers in the areas of computer systems, software, operations, word processing, databases, spreadsheets, graphics, telecommunications, and adaptive devices. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 521. Current and Emerging Instructional Technologies (3) Study of and experience with software and applications of emerging technologies including Hypermedia, distance learning, animation, desktop publishing, and optical technology. Prerequisite: Acceptance into graduate studies in education, and EDU 520 or approval of instructor.

EDU 522. Curriculum Integration of Technology (3) Study of and experience with the integration of technology in the curriculum focusing on evaluation of educational software, instructional design, production techniques involving re-purposing of videodiscs, video compression, and validation skills. Prerequisite: Acceptance into graduate studies in education and EDU 521.

EDU 526. Research Methodology and Evaluation in Education (3) A survey of research methods appropriate to the educator. The development, administration, evaluation, and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objective, performance, and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting standardized tests. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 530. Teaching Social Concepts in Early Childhood Education (3) Social learning for the young child with emphasis on individual socialization, cultural differences, consumerism, career awareness, and other societal concerns. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 531. Language Development and Activities for Early Childhood Education (3) Study of the theories and stages of growth in language; development of teaching strategies and provision of a classroom environment to promote language growth. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 540. Problems in the Social Studies Program (3) A study of problems encountered in working with social studies in the elementary classroom. The focus is on teaching for thinking. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 541. Issues in the Language Arts Program (3) Problems related to children's oral and written language are examined in the context of research findings and implications. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 551. Helping Children and Adolescents Explore Their Literature (3) Studying the literature for children and adolescents with an emphasis on examining its structure and potential influence on the developing individual. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 552. Creative and Critical Thinking Approaches to Teaching Science (3) A study of creative and critical thinking approaches to teaching science. The course is designed to assist teachers with science programs for both the young and the

older elementary student. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 553. Mathematics Education: A Problem-Solving Approach (3) Advanced study of principles, procedures, and materials for teaching mathematics to children. Examination of evaluation processes as well as current problems and solutions in mathematics education. Classroom experience component. Prerequisite: Acceptance into graduate studies in education.

EDU 558. 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 585. Educational Theory (3) Focuses on historical and current theories of education, with major emphasis on theories from which Best Practices have developed. A major research paper on educational theory is required. Prerequisites: Admission to the program, approval of teacher education faculty, unsuccessful completion of an attempted internship, and completion of all other courses.

EDU 594. Internship in Secondary Education (3) A full semester of supervised observation and teaching in the secondary school; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama B certification standards. Prerequisites: Completion of all other courses and departmental approval.

EDU 595. Internship in Early Childhood Education (3) A full semester of supervised observation and teaching in an early childhood classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. Prerequisites: Completion of all other courses and departmental approval.

EDU 596. Internship in Elementary Education (3) A full semester of supervised observation and teaching in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Provides relevant experiences to meet and exceed Alabama Class B certification standards. 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.

GEO 512. World Geography from a Historical Perspective (3) An analysis of the cultural and spatial characteristics of the major regions of the world. Emphasis is placed on geographical factors that influenced political and cultural changes across the globe and affected the history of the world. Advanced map interpretation skills and knowledge of current political divisions are included. This course is strongly recommended for secondary general social science and history majors. Prerequisite: Acceptance into graduate studies in education.

MASTER OF LIBERAL ARTS PROGRAM

PROGRAM DIRECTOR: Dr. Alexander R. Landi, 251-380-3056

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 resource management, the social psychology of organizations, the ethics appropriate to leaders, and the phenomenon of leadership itself. Students who pursue this concentration may complete the Certificate in Leadership and Ethics or may take a personalized mix of appropriate courses.

A complement to the traditional content of the core curriculum, the **diversity requirement** is fulfilled by taking a course in non-Western Culture, Women's Studies, or Cultural Diversity. This latter requirement may be completed within the concentration (e.g., a course in Women Artists in the 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		
ARH 501 or		
ART 5xx		
<i>History or Social Science (choose one):</i>		3
HIS 5xx/ECO 5xx/POL 5xx/SOC 5xx/PSY 5xx		
<i>Diversity course (choose one):</i>		3
LIS 504 or	Non-Western Culture 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.

CERTIFICATE IN LEADERSHIP AND ETHICS

This 12-credit-hour certificate is designed for those who wish to enhance their knowledge of leadership and ethics. The certificate program provides an understanding of leadership, its ethical dimensions and the context for its practical exercise for persons involved in or preparing for leadership roles in organizational settings. The graduate certificate may also be completed as part of the Master of Liberal Arts degree. Students seeking the certificate-only option are classified as non-degree students and must meet the non-degree admission requirements with an undergraduate GPA of 3.0. Students with an undergraduate GPA below 3.0 may be asked to submit additional materials, including an acceptable score on the GRE or Miller Analogies Test. Students wishing to use the credits towards the MLA degree must meet the MLA admission requirements and be admitted to degree status before completing 9 credit hours in order to avoid losing credits earned in a non-degree status. Students must achieve a minimum grade point average of 3.0 in the certificate courses and complete the courses within the six years prior to the granting of the certificate.

Transfer credit is not accepted toward certificate programs. However, course substitutions may be permitted to avoid duplication of content.

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

GRADUATE CERTIFICATE IN STUDIO ART

The Graduate Certificate in Studio Art is designed for students who have achieved a level of proficiency in studio art and who desire to refine their personal focus through painting and other media. In a course of studies that is personally designed under the guidance of a member of the Fine Arts faculty, the student will clarify and further develop a conceptual basis for a cohesive body of work that is authentic and reflects the student’s own artistic voice.

The certificate requires completion of six courses in fine arts, at least four of which must be in studio art, and at least one of which must be in art history. The final course is a studio course which culminates in an exhibit of the student’s work.

Admission to the certificate program as a non-degree student requires a completed bachelor’s degree and the approval of the Fine Arts faculty, based on a review of the applicant’s transcript and portfolio. Students may complete the certificate as part of the Master of Liberal Arts degree program, provided that they meet admission requirements for the MLA.

GRADUATE LIBERAL ARTS FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

- David C. Borbridge, S.J. (1983) *Assistant Professor of History*—Ph.D., University of California-Berkeley, 1979; Teaching Area: World Cultures.
- Stephen F. Campbell, S.J. (1991) *Associate Professor; Division Chair of Communication, Fine and Performing Arts; and Department Chair of Fine and Performing Arts*—Ph.D., Northwestern University, 1994; Teaching Area: Drama.
- Timothy R. Carmody (1989) *Professor of Theology*—Ph.D., Catholic University of America, 1986; Teaching Area: Scripture.
- Margaret H. Davis (1993) *Professor of English*—Ph.D., University of Alabama, 1990; Teaching Area: Literature.
- Christopher R. Dodsworth (2008) *Assistant Professor of Philosophy and Department Chair of Philosophy*—Ph.D., University of Michigan, 2007; Teaching Area: Philosophy of Religion.
- Sarah L. Duncan (2008) *Assistant Professor of History*—Ph.D., Yale University, 2009; Teaching Areas: Medieval and Early Modern European History.
- Pieter Favier (2007) *Associate Professor of Fine and Performing Arts*—M.F.A., Cranbrook Academy of Art, 1984; Teaching Areas: Ceramics, Sculpture.
- Michael Ferry (2008) *Assistant Professor of Philosophy*—Ph.D., Georgetown
- George B. Gilmore (1974) *Professor of Humanities*—Ph.D., Fordham University, 1974; Teaching Area: World Religions.
- Stephanie Girard (2000) *Associate Professor of English and Director of Faculty Development*—Ph.D., Rutgers University, 1996; Teaching Areas: Literature, Writing.
- Neil A. Hamilton (1990) *Professor of History*—Ph.D., University of Tennessee, 1988; Teaching Area: American History.
- Patricia G. Harrison (1979) *Professor of History*—Ph.D., Tulane University, 1994; Teaching Areas: Modern Europe, Women's Studies.
- Thomas J. Hoffman (2007) *Associate Professor of Political Science*—Ph.D., Indiana University, 2004; Teaching Areas: Political Philosophy and American Politics.
- Michael F. Kaffer (1962) *Professor of English, Division Chair of Languages and Literature*—Ph.D., University of Alabama, 1985; Teaching Areas: Modern Fiction, African-American Literature.
- Alexander R. Landi (1971) *Professor of Political Science, Director of Master of Liberal Arts Program*—Ph.D., University of Dallas, 1973; Teaching Areas: Political Philosophy, Modernity.
- Patricia A. Neal (1989) *Professor of English*—Ph.D., University of Texas at Austin, 1986; Teaching Areas: Romanticism, Victorian Literature.
- Michael A. Piafsky (2007) *Associate Professor of English*—Ph.D., University of Missouri, Columbia, 1992; Teaching Area: Creative Writing.

- Wanda A. Sullivan (2007) *Assistant Professor of Fine and Performing Arts*—M.F.A., University of Mississippi, 1990; Teaching Area: Painting.
- 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.
- Thomas J. Ward (2007) *Professor of History and Department Chair of History*—Ph.D., University of Southern Mississippi, 1999; Teaching Area: American History.
- 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

To be considered for unconditional admission, an applicant must present either of the following credentials:

1. A graduate or professional degree from an accredited institution
2. A bachelor's degree from an accredited institution and a grade point average of at least 3.0

Conditional Admission

Conditional admission may be granted to applicants with a bachelor's degree and a grade point average below 3.0, upon the recommendation of the director and with the approval of the Provost. Applicants for conditional admission may be asked to submit additional materials, including a score from the Miller Analogies Test. The Miller Analogies Test is administered on campus throughout the academic year.

Students admitted conditionally must have earned a grade point average of 3.0 after twelve hours in order to continue in the program.

Provisional Admission

Provisional status may be granted to students who have not yet completed their required documentation. Students provisionally admitted must submit required documentation before being allowed to register for a second term.

Non-degree Students

Students who wish to enroll in 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 530. Studies in Philosophy and Religion (3) The study of a major figure, period, or school in philosophy or theology; of a question in philosophy or theology; of a special topic.

LIS 540. Studies in Science and Society (3) An exploration of major ideas in science and their impact on society.

LIS 570. Studies in Leadership and Ethics (3) Studies in the phenomenon of leadership and of the ethical questions common to leaders, or of the distinctive ethical questions faced by decision-makers in specialized areas of life (e.g., business ethics, medical ethics).

LIS 571. Organizational Behavior (3) A study of the understanding, prediction and control of human behavior in an organizational setting. Psychological and other social science concepts are applied to understanding individual behavior.

LIS 572. Leadership (3) A study of the nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership, and transformational change.

LIS 573. Business Ethics and Social Responsibility (3) A philosophical study of the application of principles of ethics to activities within the complex organization. The critical questions involved in ethical business conduct and an awareness of appropriate concerns for social responsibility are considered.

LIS 574. Conflict Management (3) This course explores various methods of conflict resolution at different organizational levels. It also deals with causes of conflict and the process of conflict management. The case-study method of teaching is employed.

LIS 580. Women's Studies (3) A study of special topics such as Women's Literature, Women Artists, the Women's Movement; the examination of the Western cultural heritage and societal structures from the perspective of feminist scholarship.

LIS 585. Studies in Cultural Diversity (3) The study of minority cultural traditions in the United States; the examination of the American cultural and political heritage from the perspective of minorities in American society.

LIS 590. Independent Study (3) A directed project of individual research or artistic creation.

LIS 599. Special Topics (1-3) The study of a special topic in the liberal arts.

CAPSTONE COURSES (Prerequisites: Six LIS Courses)

LIS 592. Master's Project (3) A project of individual scholarship or artistic creation resulting in a significant scholarly or creative product. The plan for this course must have the prior approval of the Program Director.

LIS 595. Seminar in Liberal Studies (3) A seminar on a topic or set of related topics in liberal studies which will include significant independent work by each student.

COURSE DESCRIPTIONS—COMMUNICATIONS,

FINEARTS,AND THEATER

ARH 501. Studies in Art History (3) Graduate courses in art history to support the master's degree in liberal arts, including topics such as Modern Art, Women Artists, and Contemporary Art, depending on student interests and faculty availability.

ART 501. Studies in Art (3) Graduate studies in art to support the master's degree in liberal arts. The content will vary to suit student needs and faculty availability.

ART 502. Painting (3) This studio course is designed to refine the student's personal focus through painting. The student will clarify and further develop a conceptual basis for a cohesive body of work that is authentic and reflects the student's own artistic voice. Unless otherwise agreed to by student and instructor, the medium will be oil.

ART 503. Ceramics (3) An in-depth exploration of design concepts in clay using both hand building and wheel techniques. Students may explore functional or non-functional works and will examine the science of ceramics work through diverse technical and aesthetic approaches.

CMM 501. Studies in Communication Arts (1-3) Graduate level courses in communication arts to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

CMM 502. Gender Communication (3) (D) This course examines the relationship between gender and communication, particularly in the context of our modern media-saturated culture. It includes discussion of verbal and non-verbal communication patterns of males and females and the portrayal of gender roles in the media. Also offered as CMM 375.

CMM 503. Intercultural Communication (3) (D) Develops an understanding of the communication processes in the context of cultural plurality. Students explore how meaning is formed within cultural frameworks and examine contemporary

social phenomena, such as diversity, multiculturalism, transnational media, and worldwide popular culture. Cross-listed as BUS 376; also offered as CMM 376.

CMM 510. Classical Rhetoric (3) A study of rhetorical theory and practice from classical times to the present. Particular attention is given to classical, medieval, and renaissance texts of writers such as Plato, Cicero, Augustine, and Erasmus. The course is meant to be a means to develop an understanding of what makes writing and speaking persuasive. The larger part of the course is designed as a workshop: writing and evaluating, speaking and responding.

THR 501. Studies in Theater (1-3) Graduate level courses in theater to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS—ENGLISH AND WRITING

ENG 520. Studies in Literature (1-3) Graduate level courses in English to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

ENG 526. Modern European Literature (3) A study of the major continental writers of the nineteenth and twentieth centuries.

ENG 545. African-American Literature (3) A study of the fiction, non-fiction, poetry and drama of African-American writers of the nineteenth and twentieth centuries.

WRI 501. Studies in Writing (3) Graduate level courses in writing to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS—HISTORY

HIS 501. Studies in History (1-3) Graduate level courses in history to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

HIS 525. Women's History (3) A study of the cultural, social, legal and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities, and government policies regarding women. Specific topics include women in American history, women in European history, and women in the nineteenth and twentieth centuries.

HIS 526. African-American History (3) A study of the major issues in African-American history. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow society, the Harlem Renaissance, and the Civil Rights movement. Critical reading skills, writing proficiency, research methods, document analysis, public speaking, and argument formation are skills that are emphasized in this course. A graduate research paper is required.

HIS 530. World Cultures (3) A historical study of the principal cultures of the world from prehistory to the modern period.

HIS 542. American Revolution and the Early Republic (3) This graduate seminar focuses on the causes and results of the American Revolution, a study of the Constitution, and the subsequent development of the early republic. Class discussions, assigned readings, and the preparation and presentation of a research paper provide graduate students with a greater understanding of this formative era in American history.

HIS 544. The Civil War and Reconstruction (3) A graduate seminar focusing on the origins of the Civil War, the status of both the North and the South during the war, and the efforts to restore the union. Class discussions, assigned readings, and the preparation and presentation of a research paper will provide students with a greater understanding of this definitive era in American history.

HIS 550. The Making of Modern America (3) A study of the emergence of the United States into a world power following the end of Reconstruction to the beginning of World War I. Topics include the development of American industry, the rise of cities, immigration, the establishment of an American empire, and the Populist and Progressive movements. Class discussions, assigned readings, and the preparation and presentation of a research paper provide graduate students with a greater understanding of this period in American history.

HIS 552. The United States Since 1945 (3) This course examines the major issues in United States history from the end of World War II to the present. Topics include the Cold War, the Civil Rights movement, Vietnam, the Watergate crisis, and the political and social framework of the period. Class discussions, assigned readings, and a graduate-level research paper provide a better understanding of this period in American history.

HIS 560. The South (3) This course examines the major themes, people, and culture of the American South during both the Antebellum and New South eras. The course emphasizes principal ideas, events, individuals, and cultural and economic institutions of this unique region of the United States. In addition to writing a graduate research paper, students explore and engage in discussions about the political, social, racial, and economic relationships of the American South over several centuries.

COURSE DESCRIPTIONS—PHILOSOPHY

PHL 501. Studies in Philosophy (1-3) Graduate level courses in philosophy to support the master's degree in liberal arts. The content will vary to suit student needs and faculty availability.

COURSE DESCRIPTIONS—SOCIAL SCIENCE

ECO 501. Studies in Economics (1-3) Graduate level courses in economics to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

POL 501. Studies in Political Science (1-3) Graduate level courses in political science to support the master's degrees in liberal arts and teacher education. The content will vary to suit student needs and faculty availability.

POL 503. Modernity (3) A study of the genesis of a distinctively modern view of human nature and politics, through a reading of classic texts in political philosophy, such as Machiavelli's *Prince*, Hobbes' *Leviathan*, Locke's *Second Treatise of Civil Government*, and Rousseau's *Social Contract*. 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 AND MINISTRY

PROGRAM DIRECTOR: Dr. John B. Switzer, 251-380-4669

Spring Hill College grants three graduate degrees in theology: the MTS (Master of Theological Studies), the MPS (Master of Pastoral Studies), and the MA (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 CTS (Certificate of Theological Studies) or the BA (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.

GRADUATE THEOLOGY FACULTY

Date in parentheses () after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

Matthew J. Bagot (2007) *Assistant Professor*—Ph.D., Boston College, 2010; Teaching Area: Moral.

David C. Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979; Teaching Area: Historical.

Timothy R. Carmody (1989) *Professor*—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.

John B. Switzer (2006) *Associate Professor and Director of Graduate Theology*—Ph.D., Boston College, 2006; Teaching Areas: Historical, Comparative, Pastoral.

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) *Associate 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; three additional hours from any of the categories mentioned or from “electives only” offerings; and THL 501 (before completion of the first 12 hours). In the course descriptions the respective category is indicated as B, H, M, P, S, or E.

The Certificate of Theological Studies (CTS) is awarded to students who complete the same program of study as the Master of Theological Studies, but on the undergraduate level. The CTS requires an overall B- (2.7) average and the successful completion of the comprehensive experience. It is designed for students who have not completed a college degree and take the MTS courses for undergraduate credit, with appropriate modification of assignments and expectations.

The Bachelor of Arts in Theology (BA) is an undergraduate degree awarded to students who, in addition to completing the CTS, continue their studies and complete all requirements for the BA, a total of 128 semester credit hours (See Continuing Studies section). After completion of CTS, students must also take THL 496 (for a total of 33 hours). Students in the off-campus extension programs may complete the remaining course work at an accredited college or university in their locality. Credit from a junior or community college is limited to a maximum of 64 semester (or 96 quarter) hours. Since this option represents a waiver of the normal requirement that the last 24 hours towards a degree be completed through Spring Hill courses only, in every individual case a request for this waiver must be submitted in writing to the Provost, by way of the Director of Graduate Theology. In addition, prior approval must be obtained for each course taken at another institution in order to assure that it will satisfy the degree requirements.

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 MTS program (see above: THL 501, 6 hours Biblical, 6 Historical, 6 Moral) and 12 hours applied theology courses (MIN/SPT/THL).

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 MTS 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 (75-100 pages long). The initial thirty hours are identical to the MTS degree program (see above); nine additional hours of course work in the concentration area and a six-hour thesis must also be completed. Students who hold an MPS degree from Spring Hill College may also build upon their degree to attain the MA, with twenty-one additional hours: fifteen hours course work and the six-hour thesis. Prior to registration for the thesis, the student must pass the MA comprehensive exam and demonstrate reading competency in an appropriate foreign language.

Applicants to the MA program must have at least a 3.5 GPA in their MTS/MPS course work. Formal application to the M.A. program can be made only after the successful completion of the MTS/MPS comprehensive experience. The written application (forms available online or from the Office of Graduate Studies) should include a statement of the proposed area of concentration and a portfolio of three of the student's best research papers written during their MTS/MPS program. Upon completion of all requirements, the student's MA degree will supersede the MTS, since it includes only 15 non-duplicated hours.

After admission to the MA program, students have two years to complete the additional nine hours of course work and sit for the MA comprehensive exam. They then have six months to submit their thesis proposal for approval, after which they have two additional years to complete the thesis (THL 598/599). Students may register for one six-month extension (THL 597), but any additional extension requires approval of the Graduate Council. Transfer students with an MTS or equivalent degree from another regionally accredited institution may also build on their degree to attain the MA, with a residency requirement (minimum hours taken through Spring Hill College) of twenty-one hours (including the six-hour thesis). Transfer students follow the same time line as others, but have three years for completion of their fifteen hours of course work.

ADMISSION REQUIREMENTS

Students may achieve full standing through initial admission at one of three levels: unconditional, conditional or provisional. Unconditional status gives full standing upon entering the program, while conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria.

Unconditional Admission:

1. A bachelor's degree from a regionally accredited institution.
2. Six hours of undergraduate theology, religious studies or an unquested 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 director of graduate theology.

Transfer Credit:

Details are provided in the Graduate Program Policies (see above: “Transfer of Credit” and “Residency”). Upon entering the program, a maximum of 9 hours credit will be accepted towards degree programs and 6 hours towards certificate programs. Approval of transfer credit will also limit eligibility for conference credit (see the following entry) to a combined maximum of 9 hours for degrees or 6 hours for certificates.

Conference Credit:

Subject to approval by the chair of theology, participation in conference or workshops with graduate-level study in theology, ministry or spirituality, and appropriately qualified presenters may be supplemented by additional readings and written assignments for graduate credit. A grade and course number will be posted on the transcript, equivalent to the appropriate course listing in the *Bulletin*. A maximum of three (3) conference credits will be awarded to a given student, with each credit equivalent to 10 to 12 contact hours.

GRADUATION REQUIREMENTS: MTS/MPS PROGRAMS

1. Completion of 30 (MTS) or 33 (MPS) semester hours of course work with a minimum GPA of 3.0.
2. Satisfactory completion of comprehensive experience during the last semester of enrollment.
3. Completion of all requirements within six calendar years of initial enrollment.

GRADUATION REQUIREMENTS: MA PROGRAM

1. Completion of thirty-nine semester hours of course work with a minimum GPA of 3.0.
2. Successful completion of the MA comprehensive examination and demonstration of reading competency in an approved foreign language.
3. Completion of a six-credit-hour research thesis, evaluated by the faculty director and second reader (chosen by the student from the theology

- faculty and approved by the director of graduate theology), with a minimum grade of B, and presentation of two bound copies of thesis to the theology department.
4. Completion of all MA requirements within four and a half calendar years of formal acceptance into the MA program.

COMPREHENSIVE EXPERIENCE

The comprehensive experience for the MTS degree includes an oral and a written examination based on prepared questions drawn from the particular courses taken by each student. The comprehensive for the MPS includes a written and an oral component with a pastoral or ministerial focus. The MA comprehensive involves only an oral examination based on a required reading list from the student's particular concentration area. The CTS comprehensive includes both written and oral synthesis of the program as a whole.

Senior Seminar: a non-credit preparation for students in all programs requiring comprehensive examinations. It consists of the following components: Comprehensive Preview Workshop (fall semester) and two Senior Colloquies (spring semester).

GRADUATION EXERCISES

All students receiving the MTS, MPS, or MA degree, as well as recipients of the BA or CTS, are expected to participate in the personal synthesis retreat immediately preceding graduation as well as the Baccalaureate Mass and the commencement exercises. These events provide a final experience of shared reflection and celebration to those graduating 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.

CERTIFICATE OF PASTORAL MINISTRY

A specialized Certificate of Pastoral Ministry (CPM) is available for students interested in some form of church-related work, such as catechetical, social or youth ministry. The CPM requires completion of 18 credit hours in applied theology, offered in collaboration with participating diocesan offices: at least 4 credits in field education (MIN 590); at least 5 credits in ministry workshops or seminars (MIN 595); 3 credits Introduction to Practical Theology (THL 510); the remaining 6 credits (for a total of 18) in additional applied theology courses (MIN,

SPT, or THL), as approved by faculty advisor in accordance with the student's area of interest. As part of the holistic formation for church ministry, recommended by the U.S. Conference of Catholic Bishops (*Co-Workers in the Vineyard of the Lord*), the CPM also requires completion of a non-credit spiritual component, which consists of participation in one retreat and personal spiritual direction. The CPM may also be completed as part of the Master of Pastoral Studies degree (see above), satisfying 12 hours of the ministry requirement and 6 hours of the theology requirement.

CERTIFICATE OF SPIRITUAL DIRECTION OR FAITH COMPANIONING

Designed especially for clergy, religious and lay persons with theological preparation, who seek a deeper grounding in this ministry without necessarily completing a full degree program, this certificate is ordinarily pursued on the graduate level. It requires 18 credit hours of course work, all of which must be completed within 5 years of the first course completion. For those who wish, the certificate may also be completed as part of the Master of Pastoral Studies degree (see above), satisfying 12 hours of the ministry requirement and 6 hours of the theology requirement.

Because of the nature of spiritual direction, effective preparation for this ministry requires both extensive professional training and distinctive personal qualities, as well as mature life experience. The "Certificate of Spiritual Direction" (CSD), therefore, is built on selective admission requirements and also on a progressive evaluation of candidates, who ordinarily are required to have a minimum age of 30. The process of preparation is at the same time a process of discernment on the part of the candidates together with the faculty concerning the future direction of their ministry. An evaluation of each candidate's aptitude for spiritual direction occurs at the end of each year. Those who do not receive satisfactory evaluation on their aptitude as spiritual director, or those who do not wish to pursue the full ministry of spiritual direction, may complete the *Certificate of Faith Companioning*.

The Faith Companion is a person of faith who shares faith and prayer with others along the journey of spiritual growth, but is *not* 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 Companioning 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, to at least two persons, at

an approved retreat center or program (either during the second year or over the following summer). The *Faith Companionship program* requires the same courses, but not the Practicum or directed retreat 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 (or approved equivalents); 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; minimum 30 years of age or special approval of program director; two letters of recommendation (from applicant's retreat director and spiritual director); personal profile (spiritual autobiography, including personal experience in giving and receiving direction, reasons for interest in this program, and a listing of retreats made for a duration of 5 days or more); personal interview with program admissions committee. Special approval for applicants under 30 years of age will be granted by the program director to those who demonstrate mature life experience on the basis of evidence such as full-time professional work, positions of responsibility for others, family obligations, independence from parents. Admission is limited to 15 applicants for each two-year program. Prerequisites for the *Faith Companionship program*: 12 credit hours in theology, including courses in each of three areas: biblical, historical, pastoral/systematic.

COURSE DESCRIPTIONS

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 501. Theological Methods (3) A graduate-level introduction to the nature, tasks, and methods of theology, with practical preparation for theological research and writing. This course is offered once a year in an online format and is required for all students in the MTS and MPS programs, before completion of their first 12 hours of coursework.

THL 510. Introduction to Practical Theology (3) P Required for the Certificate of Pastoral Ministry, this course provides an introduction to theological praxis: the intentional movement from pastoral practice and engagement in ministry, as currently experienced, to reflection upon theory and back again to practice.

THL 515 (421). Religious Education (3) P A study of the theory and practice of religious education, with emphasis on curriculum study, writing lesson plans, teaching practices, and classroom management strategies. The course is designed for educators who will work either in Catholic schools or in parish programs. The laboratory experience (teaching component) is an important part of this course.

THL 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 and a survey of the interplay of liturgical traditions, popular piety, and theological reflections at critical moments in church history.

THL 522 (425). Christian Initiation (3) P/H The 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 traditions or particular authors of spirituality throughout the history of Christianity: e.g., Desert Monks; Spanish Mysticism; Julian of Norwich or Thomas Merton.

THL 526 (440). Reconciliation (3) P/S As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice.

This course explores the sacrament of reconciliation in its broader theological context from a variety of angles: historical, systematic, liturgical, and pastoral.

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 (431). 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. Philosophy for Understanding Theology (3) S A general survey of Western philosophical thought and how it has been used in Christianity, such as in the ecumenical councils, Christology, Trinitarian theology and sacraments.

THL 542 (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 553 (354). Religion & International Politics (3) M Religion has been a source of many of the world's deadliest conflicts, but has also led to powerful acts of forgiveness, peacemaking, and conflict resolution. A major theme of this course is the ambivalent role religion plays in global affairs, with particular focus on Islam, human rights discourse, and United States foreign policy.

THL 554 (350). Catholic Social Thought (3) M One of the ongoing tasks of the Church is the effort to positively engage the larger world. In the modern era Christians face developments such as the Industrial Revolution, laissez faire capitalism, Marxism, consumerism, and modern warfare. This course offers a critical study of the Church's official response to these developments, known collectively as Catholic Social Teaching.

THL 560 (461). Early Christianity: The Church Fathers (3) H 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 various movements and leading theologians of the Reformation, especially 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 589 (499). Special Projects in Theological Reflection (1-4) Specialized topics and interdisciplinary themes which broaden or deepen the scope of the theological studies, such as Psychology and Religion, Myth and Ritual, Religion and Literature. In appropriate cases, available for credit in related areas.

THL 590 (490). 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 597. Thesis Project Extension (0) Exclusively for students registered for the Master of Arts thesis (THL 598/599), who have not completed their thesis within the limit of two years. This course grants six additional months for completion of the thesis; it is non-credit but is charged a tuition fee equivalent to three credit hours.

THL 598/599. Thesis Project I/II (3) Exclusively for students formally admitted to the Master of Arts thesis; equivalent to a total of six credit hours. As their final requirement, all MA candidates must register for both THL 598 (first semester of their thesis project) and 599 (covering up to three additional semesters).

MINISTRY PRACTICUM AND WORKSHOPS

Workshops focusing on the practical dimensions of the different areas of ministry (religious education, liturgical, family, social outreach), offering further training in methodology, planning and leadership, will be offered in collaboration with 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 as continuing education for undergraduate credit (see Certificate of Ministry, Theology section) or for graduate credit as part of the Certificate of Pastoral Ministry or the Master of Pastoral Studies degree (see above).

COURSE DESCRIPTIONS

MIN 590 (390/392). Field Education (1-4) This ministry practicum offers a work/learning experience at an approved placement, under the supervision of a mentor and including a weekly reflection meeting, journaling and final paper. Designed to offer students practical ministry experience and opportunities for theological reflection in a seminar setting, one credit of the practicum will require approximately 30 hours at the placement site.

MIN 595 (395). Special Topics in Ministry (1-4) These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of 5 contact hours, along with readings and a paper. When taken for graduate credit, they include additional reading requirements and a 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 informal auditing, at a reduced tuition. The program combines aca-

demic 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. The Institute is offered during the first two weeks of June on campus in Mobile and during the last two weeks of June in Atlanta at Ignatius Retreat House.

Course offerings are 1-3 credit hours 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 director of graduate theology, up to 50 percent of the corresponding “category requirements” (biblical, historical, moral, systematic/pastoral) for the CTS, BA or MTS/MPS/MA programs may be fulfilled by SPT courses. These courses may also be taken in pursuit of the **Certificate of Spiritual Direction** (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 (1-3) A study of the structure and theology of various facets of liturgy, in its function as a source of Christian spirituality, focusing for example on the Eucharistic Prayer, the Divine Office, Rites of Initiation.

SPT 523 (423). Liberation Spirituality (1-3) 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 (1-3) 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 525/526 (425/426). Prayer & Discernment I/II (1-3) Some aspect of the theory and practice of personal prayer and/or discernment in the Christian tradition through the centuries will be studied. This course is ordinarily taught in two consecutive parts, for one credit each.

SPT 527 (427). Ascetical Traditions (1-3) From the time of the ancient desert monks, such ascetical practices as fasting and penance have been a part of Christian spirituality. This course will focus on some aspect of abnegation and mortification as related to growth in holiness.

SPT 528 (428). Consecrated Life (1-3) A particular way of life, chosen as a permanent and vowed commitment, will be studied as a path to holiness: whether marriage, priestly or religious life.

SPT 531 (431). Spirituality of the Gospels (1-3) 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 (1-3) 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 (1-3) This course will study the language and images of the prophets, as a pathway to God.

SPT 536 (436). Old Testament Spirituality (1-3) 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 (1-3) 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 (1-3) A study of the life and writings of one of the great teachers of Christian spirituality, such as Francis de Sales, Alphonsus Liguori or Jean-Pierre de Caussade.

SPT 543 (443). Christian Mystics (1-3) 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 551/552 (451/452). The Spiritual Exercises of St. Ignatius I/II (1-3) This course will explore different aspects of the rich tradition of spirituality found in or derived from the *Spiritual Exercises* of Ignatius of Loyola. This course is ordinarily taught in two consecutive parts, for one credit each.

SPT 553 (453). Ethics and Holiness (1-3) 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 (1-3) 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 (1-3) 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 (1-3) An examination of the spiritual quest as revealed in the life and works of a major modern author.

SPT 568 (468). Religion in America (1-3) 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 (1-3) 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 (1-3) 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 (1-3) An exploration of the search for God as expressed and experienced in various works of literature.

SPT 583 (483). Religion and the Arts (1-3) The intersection of religion and the arts is found in a great variety of media, from film to painting and architecture. 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 598/599 (498/499). Spiritual Direction Practicum I/II (2) 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.

GRADUATE PROGRAM IN NURSING

Division Chair: Terran A. Mathers, D.N.S., R.N.

Program Director: Ola H. Fox, D.N.S., G.N.P., C.N.L.

Spring Hill College offers a Master of Science in Nursing (MSN) degree program designed to prepare nurses for leadership in the health care delivery system as Clinical Nurse Leaders (CNL). The MSN program combines online courses, clinical integration with local preceptors, and site visits by program faculty to allow nurses to complete degree requirements in their local communities and work settings. Working with health care partners, the MSN program enables nurses to learn by applying new concepts and approaches to their own professional practice. In addition, the MSN program supports its health care partners as they incorporate the role of Clinical Nurse Leader into their staffing strategies.

The MSN program at Spring Hill College is designed for RNs who hold a Bachelor of Science in Nursing degree. RNs who hold an associate degree or diploma in nursing and RNs who hold a baccalaureate degree in a non-nursing major may enter the MSN program after completing specific general education and/or nursing prerequisites. In addition, the master's degree program is available as a post-master's certificate for RNs who hold a master's degree in nursing that has prepared them for practice in another advanced generalist role or in an advanced nursing specialty.

The MSN program is directly related to the mission of Spring Hill College: to educate students to become responsible leaders in service to others. Seven expected student outcomes are articulated for graduates of the MSN program.

1. Use theoretical foundation to guide evidence-based practice in a variety of health care delivery systems.
2. Manage physical, fiscal, and human resources to achieve quality, ethical, and cost-effective outcomes for both consumer and provider.
3. Demonstrate critical thinking and clinical reasoning in the delivery and management of patient-centered care in a variety of health care delivery systems.
4. Exemplify the skills of communication, interdisciplinary collaboration, negotiation, teaching, and advocacy when providing care to individuals, families, groups, communities, and populations in a global society.
5. Provide leadership in the delivery, management, and evaluation of health care to improve the quality of life for individuals, aggregates, and communities.
6. Integrate health promotion, illness prevention, and maintenance of health in a variety of socioeconomic and culturally diverse populations.
7. Assume leadership influencing health policy to improve health care delivery for individuals, aggregates, and communities.

GRADUATE NURSING FACULTY

Margaret D. Cole (1997) *Professor*—D.S.N., University of Alabama at Birmingham, 1991

Ola H. Fox (2005) *Associate Professor and Director of Graduate Nursing*—D.N.S., Louisiana State University Health Sciences Center, 2000

Terran A. Mathers (1997) *Associate Professor and Division Chair of Nursing*—D.N.S., Louisiana State University Health Sciences Center, 2002

Cynthia M. McGrath (2011) *Assistant Professor*—D.N.P., University of Alabama at Tuscaloosa, 2011

GENERAL ADMISSION REQUIREMENTS

Admission to the Master of Science in Nursing program is open to all qualified men and women without regard to race, color, age, sex, or creed. All applicants must:

1. Hold an RN license in the state where he or she practices nursing,
2. Have a minimum of one year of clinical experience,
3. Currently work in a clinical setting or have access to a health care facility for clinical integration and research,
4. Meet the admissions criteria listed below that are appropriate for the academic degree that he or she holds.

The admission process for all application categories requires official transcripts from all colleges attended, mailed directly to the Office of Graduate Studies by the appropriate registrar. Applicants must submit three written references, employer verification, a resume, and a 500-word statement that explains how becoming a Clinical Nurse Leader (CNL) will help them achieve their personal and professional goals.

RN with Bachelor of Science in Nursing to MSN Program

UNCONDITIONAL ADMISSION

For unconditional admission, BSN applicants must meet the general admission requirements and have a minimum grade point average (GPA) of 3.0 from a regionally accredited institution.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a “B” average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

RN with Non-Nursing Baccalaureate

Applicants with an RN and a non-nursing baccalaureate will be admitted as a non-degree graduate student to complete the five nursing bridge courses before advancing to graduate degree status in the Master of Science in Nursing. In all cases, applicants must meet the general admission criteria listed above.

UNCONDITIONAL ADMISSION

Applicants who meet the general admission criteria and hold a BA or BS with a non-nursing major from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale will be considered for unconditional admission.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a “B” average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

RN with Master’s Degree in Nursing**UNCONDITIONAL ADMISSION**

For unconditional admission, MSN applicants for the Post-Master’s Certificate must meet the general admission requirements and have a minimum GPA of 3.0 from a regionally accredited institution.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a “B” average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

**RN with Associate Degree in Nursing/Nursing Diploma
to MSN Program**

RN applicants with an associate degree in nursing or diploma in nursing will be accepted in a graduate non-degree status to complete the general education requirements and the five nursing bridge courses before advancing to graduate degree status in the MSN program.

UNCONDITIONAL ADMISSION

Applicants who meet the general admission criteria and hold an Associate degree in nursing or nursing diploma from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale will be considered for unconditional admission.

CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a “B” average (3.0 on a 4.0 scale).

PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

ADVANCING FROM NON-DEGREE TO DEGREE STATUS

To enter the MSN curriculum the non-degree student must successfully complete RN to MSN bridge courses and general education requirements with a minimum 3.0 GPA.

Non-degree RN to MSN bridge students may take three (3) graduate credit hours before being admitted to the graduate MSN curriculum.

FOUNDATION REQUIREMENTS**General Education Requirements (for Associate or Diploma RNs):**

<u>Courses</u>	<u>Title</u>	<u>Hours</u>
ENG	English Composition I and II	6
THL	Theology	3
PHL	Philosophy	3
MTH	Statistics	3
BIO 231-232	Anatomy and Physiology I & II	6
BIO 233-234	Anatomy and Physiology I & II Lab	2
BIO 136/138	Microbiology plus Lab	4
CHM	Chemistry	3
	Social Sciences	9
	Electives	6

RN to MSN Bridge Courses (for all non-BSN students):

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 301	Health Assessment	2
NUR 401	Scientific Inquiry	3
NUR 402	Community	3
NUR 403	Professional Nursing Roles: Enhancements and Updates	3
NUR 430	Leadership and Management	3

PORTFOLIO/CHALLENGE EXAM OPTION

Graduate non-degree students may complete a portfolio of experiential learning or take a challenge examination for a maximum of two of the five nursing bridge courses. Students are directed to their advisor for assistance in this process and for specific guidelines for each course. Courses eligible for the portfolio or challenge option can be found on the MSN section of the College website.

GRADE REQUIREMENTS

MSN - Progression requires achievement of a passing score of B (84%) in both theory and clinical in all nursing (NUR) courses. A student receiving a C in any graduate course may repeat the course one time. Students who earn two course grades lower than a B are subject to review by the Graduate Committee and may be dismissed. Students who earn a third grade below a B will be dismissed from the program. Students earning a grade of D or F in a graduate course will be dismissed from the program.

RN to MSN Bridge - Only grades of C- or better will be accepted toward fulfillment of general education requirements. Progression in the RN to BSN Bridge requires achievement of a passing score of B (84%) in all nursing (NUR) courses. A student receiving a C in any nursing (NUR) course may repeat the course one time. Students who earn two course grades lower than B are subject to review by the Graduate Committee and may be dismissed from the program. Students who earn a third grade below a B will be dismissed. Students earning a grade of D or F in a nursing bridge course will be dismissed from the program.

TRANSFER POLICY

See Graduate Program Policies

GRADUATION REQUIREMENTS

1. Completion of the thirty-seven hours of MSN core course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of NUR 522 and NUR 523 with a grade of at least B in each course.
3. Satisfactory performance on each portion of a comprehensive written examination. The comprehensive examination is administered in the final (academic clinical residency) term of the student's program.
4. Completion of the program within six calendar years.

THE MSN CURRICULUM (CLINICAL NURSE LEADER)

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 513	Theoretical Foundations for Leadership	3
NUR 514	Applied Research & Evidence-Based Practice	3
NUR 515	Advanced Pharmacology	3
NUR 516	Advanced Health Assessment	3
NUR 517	Pathophysiology for Advanced Nursing Practice	3
NUR 518	Health Policy	3
NUR 520	Clinical Outcomes Management	4
NUR 521	Care Environment Management	4
NUR 522	Academic Clinical Residency	6
NUR 523	The Clinical Nurse Leader Project	2
PHL 501	Graduate Philosophy/Ethics Elective	3
Total Credit Hours		37

Post-Master's Certificate for Clinical Nurse Leader

To be granted a post-master's certificate, the student must complete a minimum of nineteen (19) credit hours at Spring Hill College including 460 clinical integration hours.

Transfer credit is **not** accepted for the following required courses for the **Clinical Nurse Leader (CNL) Post-Master's Certificate**

<u>Course</u>	<u>Title</u>	<u>Hours</u>
NUR 513	Theoretical Foundations for Leadership	3
NUR 520	Clinical Outcomes Management	4
NUR 521	Care Environment Management	4
NUR 522	Academic Clinical Residency	6
NUR 523	The Clinical Nurse Leader Project	2

In addition, graduate-level content or courses in epidemiology, pharmacology, pathophysiology, and health assessment are required and must be documented.

BRIDGE COURSES

NUR 301. Health Assessment (2) The course focus is on the nursing assessment of the whole person and includes physical, psychological, socio-cultural, and spiritual assessment. The emphasis is on the development of skills in obtaining a health history and performing a health examination.

NUR 401. Scientific Inquiry (3) The primary purpose of this course is to promote interest and participation in the research process, particularly research conducted by health care leaders. Nursing research improves patient care and demonstrates that nurses are key members of the health care team. Critiquing research and understanding the importance of evidence-based practice are essential to the practice of nursing.

NUR 402. Community (3) This course focuses on the community as the unit of nursing care and includes health theory utilized in community practice settings and research finding discussions. Students assess physical, social and cultural environments, identify populations at risk, and examine appropriate nursing interventions. Promotion and maintenance of wellness and prevention of diseases are stressed.

NUR 403. Professional Nursing Roles. Enhancements and Updates (3) Designed for the RN-BSN and the RN-MSN students to enhance their professional nursing roles and scholarly writing. Current and emerging issues and trends related to nursing practice are explored, and activities focus on professional growth and development through readings, discussions, and assignments. Prerequisite: Admission to RN-BSN or RN-MSN program.

NUR 430. Leadership and Management (3) The study of the nurse as leader and case manager of client care. Students synthesize and apply theories of nursing, leadership, change, and management. They explore issues of access, availability, utilization, quality of health, and the role of health care workers in providing leadership towards resolutions.

GRADUATE LEVEL COURSES

NUR 513. Theoretical Foundations for Leadership (3) This course provides an examination of theoretical models of nursing and leadership along with selected theoretical frameworks for understanding role development, organizational behavior, decision-making and conflict resolution in the healthcare environment. Prerequisites/Corequisites: None.

NUR 514. Applied Research and Evidence-Based Practice (3) This course provides an in-depth examination of research in nursing and evidence-based practice. Principles of biostatistics including measurement and analysis of statistical data and practical application of epidemiologic techniques will be examined. Prerequisites/Corequisites: None.

NUR 515. Advanced Pharmacology (3) This course provides advanced preparation to accurately administer medications and counsel patients regarding appropriate and safe medication regimens. Prerequisites/Corequisites: None.

NUR 516. Advanced Health Assessment (3) The focus of this course is on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 40 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Prerequisites/Corequisites: None.

NUR 517. Pathophysiology for Advanced Nursing Practice (3) This course provides advanced concepts in human physiology and pathophysiology as a foundation for the advanced nursing role. Prerequisites/Corequisites: None.

NUR 518. Health Policy (3) This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

NUR 520. Clinical Outcomes Management (4) This course provides the opportunity for the student to focus on clinical outcomes management for clinical popula-

tions through the delivery of evidence-based nursing practice in the areas of illness/disease management, health promotion and disease reduction/prevention. This course includes a 60-contact-hour clinical integration experience. Prerequisite: NUR 513, 514, 515, 516, 517, 518, PHL 501.

NUR 521. Care Environment Management (4). This course provides the opportunity for the student to focus on care environment management for clinical populations. This course includes a 60-contact-hour clinical integration experience. Prerequisite: NUR 520.

CAPSTONE COURSES (REQUIRED):

NUR 522. Academic Clinical Residency (6) This course provides the student with a 300-hour immersion experience to become proficient in applying concepts from all previous courses with a specific population. Students will select settings to practice the role of the Clinical Nurse Leader on a full-time basis guided by a designated clinical preceptor and faculty partner. Prerequisite: All didactic and clinical integration courses.

NUR 523. The Clinical Nurse Leader Project (2) This course provides the opportunity for the student to select a specific project to be completed during the academic clinical residency. Students will collaborate with the clinical preceptor and faculty partner to identify a specific project intended to improve the health care for individuals and populations. Prerequisite/Co-requisite: NUR 522.

IV

College Directory

College Directory

OFFICERS OF THE COLLEGE

Mr. James D. McKinney	Chairman of the Board
Mr. Timothy Murphy	Vice Chairman of the Board
Reverend Richard P. Salmi, S.J.	President
Reverend Christopher J. Viscardi, S.J.	Secretary

BOARD OF TRUSTEES

Chairman—Mr. James D. McKinney; Chicago, Illinois
Vice Chairman—Mr. Timothy Murphy; Kansas City, Missouri
Reverend Edward Arroyo, S.J.; <i>ex officio</i> ; Mobile, Alabama
Mrs. Karen O. Atchison; Mobile, Alabama
Mrs. Mary Lou Barter; Kiawah Island, South Carolina
Judge Sonja F. Bivins; Mobile, Alabama
Dr. Mary F. Chann; Menlo Park, California
Mr. Chris H. Cheever; San Antonio, Texas
Mr. Joe Clark; Memphis, Tennessee
Reverend Justin Daffron, S.J.; Chicago, Illinois
Mr. Dan Elcan; Mobile, Alabama
Mr. Vincent F. Kilborn III; Mobile, Alabama
Reverend Gregory N. P. Konz, S.J.; Washington, DC
Reverend Dan Lahart, S.J.; Houston, Texas
Reverend Mark Lewis, S.J.; New Orleans, Louisiana
Mr. Charles Ray Mayhall, III; Mobile, Alabama
Dr. Dennis McCluskey; Mogadore, Ohio
Mrs. Kristin F. Pfeffle; Mobile, Alabama
Mr. Joseph J. Rella; Mobile, Alabama
Reverend Richard P. Salmi, S.J.; Mobile, Alabama
Mr. Irving Silver; Mobile, Alabama
Mrs. Katherine M. Sisoian; San Antonio, Texas
Ms. Marney Skinner; <i>ex officio</i> ; Naples, Florida
Mrs. Teresa M. Smith; Point Clear, Alabama
Reverend Christopher Viscardi, S.J.; Mobile, Alabama
Mr. Peter A. Vukelic; Lancaster, New York
Mr. John J. Zollinger, IV; Madisonville, Louisiana

ADMINISTRATIVE OFFICERS

Executive Officers

Reverend Richard P. Salmi, S.J.	President
Joseph W. Deighton	Vice President for Student Affairs/Dean of Students
James K. Hall	Director of Athletics and Recreation
Jeffrey A. Hilperts	Vice President for Advancement
John W. Kerr	Director of Communications and Institutional Marketing
Margaret G. Massey	Chief Information Officer
Rhonda M. Shirazi	Vice President for Business and Finance
George E. Sims	Provost

Administrative Officials

Glenn R. Bell	Director of Information Technology Services
Maureen C. Bergan	Director of Campus Ministry
Heidi Butler	Director of Payroll
Samantha R. Church	Associate Vice President for Advancement
Patricia A. Davis	Director of HR and Risk Management
Monde Donaldson	Director of Alumni Programs
Ellen F. Foster	Director of Financial Aid
Stephanie Girard	Director of Faculty Development
Timothy Gressett	Golf Course Manager/Professional
Annette Heim	Director of Instructional Resource Center
Gentry L. Holbert	Director of Library and Information Resource Services
James M. Horton	Director of Administrative Information Services
Mindy C. Hovell	Director of Development Services
Christopher Hughes	Webmaster
Julie Lassalle	Director of Student Leadership & Involvement
Tracie Lawrence	Director of Student Accounts
Deborah L. May	Associate Vice President of Financial Operations
Tyler May	Director of Maintenance
Melissa Melton	Manager of Health Services
Stuart W. Moore	Registrar
Josetta Mulloy	Director of Student Academic Services
Nancy Myers	Director of Accounting
Kathryn O'Hagan	Coordinator for Student Involvement
Margarita Perez	Assistant Vice President for Student Affairs
Dan Roberts	Director of Residence Life and Student Conduct
Joan B. Siegwald	Institutional Researcher
Jon Spence	Director of Golf and Grounds Department
Todd Waller	SHC Italy Center Director
Joshua Wimberly	Director of Assessment

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
Claude Rampon	1844-1845
John P. Bellier, C.J.M.	1845-1846
Albin Desgaultieres	1846
Francis de Sales Gautrelet, S.J.	1847-1859
Anthony Jourdant, S.J.	1859-1862
Francis de Sales 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 Lonergan, 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.	1925-1932
John J. Druhan, S.J.	1932-1938
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 S. Tipton, S.J.	1972-1989
Donald I. MacLean, S.J.	1989-1989
William J. Rewak, S.J.	1989-1997
Gregory F. Lucey, S.J.	1997-2009
Richard P. Salmi, S.J.	2009-

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 Paul Odom (2012) *Professor of Air Force Studies*—M.A., Troy State University

Capt John Brewer (2012) *Assistant Professor of Air Force Studies*—B.S., Florida State University

Capt Henry Fair II (2011) *Assistant Professor of Air Force Studies*—M.A., University of West Florida

Capt James Parham, Jr. (2012) *Assistant Professor of Air Force Studies*—M.S., Air Force Institute of Technology

CENTER FOR ACADEMIC EXCELLENCE

Tracey N. Childs (2008) *Instructor*—M.Ed., Auburn University, 2000

Sandra S. Mayo (2008) *Assistant Professor*—Ed.S., University of South Alabama, 1999

Margaret Webb Smith (2010) *Assistant Professor*—Ph.D., University of Arizona, Tuscon, 2007

DIVISION OF BUSINESS

Anindya Biswas (2012) *Assistant Professor*—Ph.D., Northern Illinois University, 2011; Teaching Areas: Economics, Finance.

Sergio Castello (2007) *Professor, Division Chair of Business and Director of Graduate Business*—Ph.D., Colorado State University, 1996; Teaching Areas: Economics, International Business.

Katrina Cronick (2012) *Visiting Instructor*—MAcc., Texas A&M University, Corpus Christi, 2012; Teaching Area: Accounting.

David W. Glascoff (2008) *Professor*—D.B.A., Mississippi State University, 1982; Teaching Area: Marketing.

James B. Larriviere (2001) *Associate Professor*—Ph.D., Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.

Rhonda L. Lucas (2007) *Instructor*—M.S., University of South Alabama, 1998; Teaching Area: Computer Information Systems.

Charmane P. May (1981) *Associate Professor*—Ph.D., University of Alabama in Birmingham, 1977; Teaching Areas: Computer Information Systems, Management.

Glenda A. Partridge (1999) *Assistant Professor*—C.P.A.; D.B.A., Anderson University, 2011; Teaching Areas: Accounting, Quantitative Methods.

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

Stuart C. Babington (2007) *Assistant Professor*—Ph.D., University of Southern Mississippi, 2007

Sharee L. Broussard (2004) *Assistant Professor and Department Chair of Communication Arts*—Ph.D., The University of Southern Mississippi, 2009

Daniel E. Garcia (2011) *Assistant Professor*—M.F.A., Ohio University, 2003

Christina G. Kotchemidova (2005) *Associate Professor*—Ph.D., New York University, 2005

Fine and Performing Arts

Stephen F. Campbell, S.J. (1991) *Associate Professor; Division Chair of Communication, Fine and Performing Arts; and Department Chair of Fine and Performing Arts*—Ph.D., Northwestern University, 1994

H. Todd Duren (2010) *Assistant Professor*—M.F.A., Cranbrook Academy of Art, 1990

Pieter Favier (2007) *Associate Professor*—M.F.A, Cranbrook Academy of Art, 1984

Janden M. Richards (2000) *Associate Professor*—M.A., Hunter College of CUNY, 1974

Wanda A. Sullivan (2007) *Assistant Professor*—M.F.A., University of Mississippi, 1990

DIVISION OF LANGUAGES AND LITERATURE

English

- Steven M. Almquist (2008) *Assistant Professor*—Ph.D., University of Iowa, 2008
- Stephanie R. Callan (2011) *Assistant Professor*—Ph.D., University of Oregon, 2007
- Margaret H. Davis (1993) *Professor*—Ph.D., University of Alabama, 1990
- Stephanie Girard (2000) *Associate Professor and Director of Faculty Development*,—Ph.D., Rutgers University, 1996
- Michael F. Kaffer (1962) *Professor and Division Chair of Languages and Literature*—Ph.D., University of Alabama, 1985
- Leigh Ann Litwiller-Berte (2005) *Associate Professor and the Thomas E. Caestecker Chair in the Liberal Arts*—Ph.D., University of Washington, 2004
- Michael Piafsky (2007) *Associate Professor, Director of Writing Program, and Director of the Honors Program*—Ph.D., University of Missouri, Columbia, 2007
- Margaret Webb Smith (2010) *Assistant Professor*—Ph.D., University of Arizona, Tucson, 2007
- Catherine A. Swender (2004) *Associate Professor, Department Chair of English, and Writing Across the Curriculum Director*—Ph.D., Michigan State University, 2003
- Andrew Tumminia (2010) *Assistant Professor*—Ph.D., Fordham University, 2008
- * Michael A. Williams, S.J. (1986) *Associate Professor*—Ph.D., University of Southern California, 1974

Foreign Languages

- Fabian Balmori (2010) *Assistant Professor and Director of Hispanic Studies*—Ph.D., Florida State University, 2008
- Stephanie Balmori (2012) *Instructor*—M.A., Florida State University, 2009
- Pamela Shuggi (2011) *Assistant Professor*—Ph.D., Johns Hopkins University, 2010
- Colette J. Windish (2001) *Associate Professor, Department Chair of Foreign Languages, and Altmayer Endowed Chair in Literature*—Ph.D., Princeton University, 1997

LIBRARY FACULTY

Amanda K. Collins (2006) *Assistant Professor*—M.L.I.S., University of Alabama, 2000

Bret A. Heim (1993) *Professor*—M.S., University of Illinois at Urbana-Champaign, 1993

Gentry L. Holbert (2008) *Associate Professor and Director of Library and Information Resource Services*—M.L.I.S., Louisiana State University, 1992

Janie M. Mathews (1999) *Assistant Professor*—M.L.I.S., University of Alabama, 1997

Richard D. Weaver (1997) *Assistant Professor*—M.L.I.S., University of Alabama, 1997

MILITARY SCIENCE

LTC Jason J. Nowak (2011) *Professor of Military Science*—M.B.A., Touro University International, 2008

Dirk Tyson (2011) *Assistant Professor of Military Science*—B.A., University of South Alabama, 1991

Timothy Rey (2002) *Assistant Professor of Military Science*—B.A., University of Southern Mississippi, 1984

MAJ Kevin Harriel (2011) *Assistant Professor of Military Science*—M.S., University of Southern Mississippi, 2006

DIVISION OF NURSING

Margaret D. Cole (1997) *Professor*—D.S.N., University of Alabama at Birmingham, 1991

Ola H. Fox (2005) *Associate Professor*—D.N.S., Louisiana State University Health Sciences Center, 2000

Katherine Frey (2010) *Instructor*—M.S.N., Post Graduate Advanced Family Psychiatric and Mental Health Nurse Practitioner, University of South Alabama, 2003

Terran A. Mathers (1997) *Associate Professor and Division Chair of Nursing*—D.N.S., Louisiana State University Health Sciences Center, 2002

Cynthia M. McGrath (2011) *Assistant Professor*—D.N.P., University of Alabama, 2011.

Christa Rudat (2010) *Instructor*—M.S.N., University of Mobile, 2010.

DIVISION OF PHILOSOPHY AND THEOLOGY

Philosophy

- R. V. Baylon, S.J. (2010) *Assistant Professor*—M.Div., Weston Jesuit School of Theology, 2005; M.D., University of Philippines-Manila, 1989
- Victor J. Di Fate (2011) *Assistant Professor*—Ph.D., Johns Hopkins University, 2010
- Christopher R. Dodsworth (2008) *Assistant Professor and Department Chair of Philosophy*—Ph.D., University of Michigan, 2007
- Michael Ferry (2008) *Assistant Professor*—Ph.D., Georgetown University, 2007
- Mary K. Krizan (2011) *Assistant Professor*—Ph.D., University of Colorado, Boulder, 2010

Theology

- Matthew J. Bagot (2007) *Assistant Professor*—Ph.D., Boston College, 2010
- David C. Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979
- Timothy R. Carmody (1989) *Professor*—Ph.D., Catholic University of America, 1986
- George B. Gilmore (1974) *Professor*—Ph.D., Fordham University, 1974
- * Donald M. Kunstadt (1987) *Herbert P. Fiebelman, Jr., Chautauqua Professor of Jewish Studies*—M.A.H.L., Hebrew Union College, 1980
- John B. Switzer (2006) *Associate Professor and Director of Graduate Theology*—Ph.D., Boston College, 2006
- 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) *Associate Professor*—Ph.D., University of Notre Dame, 2000

DIVISION OF SCIENCE AND MATHEMATICS

Biology

- Charles M. Chester (1998) *Associate Professor and Division Chair of Science and Mathematics*—Ph.D., University of New Hampshire, 1996
- Donald E. Culberson (1997) *Associate Professor and Department Chair of Biology*—Ph.D., University of New Hampshire, 1985
- David F. Dean (1994) *Professor*—Ph.D., University of Tennessee-Knoxville, 1994; D.V.M., University of Tennessee, 1987

Deborah F. Fox (2009) *Associate Professor*—Ph.D., Louisiana State University, 1992

Paul D. Kohnen (2003) *Associate Professor*—Ph.D., Oregon State University, 1992

Chemistry, Physics and Engineering

Lesli W. Bordas (2000) *Associate Professor and Department Chair of Chemistry, Physics and Engineering*—Ph.D., University of Georgia, 2000

Mark O. Byrne (2007) *Assistant Professor*—Ph.D., University of Notre Dame, 2004

Raluca Craciun (2012) *Assistant Professor*—Ph.D., University of Alabama, 2010

Carolyn R. Simmons (2005) *Associate Professor*—Ph.D., Florida State University, 2005

Mathematics

Daniel S. Cyphert (1988) *Professor and Department Chair of Mathematics*—Ph.D., Vanderbilt University, 1982

Lindsey R. Bosko-Dunbar (2012) *Assistant Professor*—Ph.D., North Carolina State University, 2011

Jonathan D. Dunbar (2012) *Assistant Professor*—Ph.D., North Carolina State University, 2011

Tony L. Perkins, Jr. (2011) *Assistant Professor*—Ph.D., Syracuse University, 2011

DIVISION OF SOCIAL SCIENCES

History

David C. Borbridge, S.J. (1983) *Assistant Professor*—Ph.D., University of California-Berkeley, 1979

Sarah Duncan (2008) *Assistant Professor*—Ph.D., Yale University, 2009

Neil A. Hamilton (1990) *Professor*—Ph.D., University of Tennessee, 1988

Patricia G. Harrison (1979) *Professor*—Ph.D., Tulane University, 1994

George E. Sims (2005) *Professor of History and Provost*—Ph.D., Emory University, 1981

Thomas J. Ward (2007) *Professor and Department Chair of History*—Ph.D., University of Southern Mississippi, 1999

Political Science and Law

Robert C. Harding II (2007) *Associate Professor, Department Chair of Political Science and Law, Director of International Studies and Study Abroad*—Ph.D., University of Miami, 1998

Thomas J. Hoffman (2007) *Associate Professor*—Ph.D., Indiana University, 2004

* Alexander R. Landi (1971) *Professor and Director of Master of Liberal Arts Program*—Ph.D., University of Dallas, 1973

* S. Kathleen Orange (1981) *Associate Professor and Director of the Foley Center*—Ph.D., University of North Carolina, 1976

Psychology

Jamie L. Franco-Zamudio (2009) *Assistant Professor*—Ph.D., University of California, Santa Cruz, 2009

Lisa D. Hager (2001) *Professor and Division Chair of Social Sciences*—Ph.D., University of Alabama, 1991

Estevan Ruiz Limón (2011) *Assistant Professor*—Ph.D., The Graduate Center, CUNY, 2005

Royce G. Simpson (2001) *Associate Professor and Department Chair of Psychology*—Ph.D., University of Alabama, 1993

Sociology

Harold E. Dorton, Jr. (2011) *Associate Professor and Department Chair of Sociology*—Ph.D., Bowling Green State University, 2000

DIVISION OF TEACHER EDUCATION

Ann A. Adams (2000) *Associate Professor*—Ed.D., Mississippi State University, 1971

Lori P. Aultman (2009) *Assistant Professor, Division Chair of Teacher Education, and Director of Graduate Teacher Education*—Ph.D., University of Georgia, 2005

Leona O. Rowan (2001) *Associate Professor*—Ed.D., Auburn University, 1985

Lois A. Silvermail (1987) *Professor*—Ed.D., Auburn University, 1987

Academic Support Personnel

ACADEMIC AFFAIRS

Joan B. Siegwald (1984) *Institutional Researcher*—M.B.A., Spring Hill College, 1998

Joshua Winberly (2012) *Assistant Professor and Director of Assessment*—Ph.D., University of Alabama, 2012

FACULTY DEVELOPMENT

Stephanie Girard (2000) *Associate Professor of English and Director of Faculty Development*—Ph.D., Rutgers University, 1996

STUDENT ACADEMIC SERVICES

Elizabeth Dexter-Wilson (2008) *Coordinator, Career Services*—M.S. Purdue University, 1990

Ashley D. Dunklin (2003) *Coordinator, Academic Advising/Support Services*—M.S., University of South Alabama, 1996

Josetta Mulloy (1974) *Director, Student Academic Services*—M.Ed., University of South Alabama, 1985

Amanda Ritter (2010) *Coordinator for Students in Transition*—M.Ed., Loyola University, Chicago, 2010

Emeriti

[] Brackets indicate year *Emeritus* status conferred.

Celestine Algero, S.C. (1974) *Professor of Teacher Education*—Ed.D., Temple University, 1975

Ruth E. Belasco (1983) *Professor of Fine and Performing Arts*—M.F.A., West Virginia University, 1980

Melvin J. Brandon (1969) *Professor of Philosophy*—Ph.D., St. Louis University, 1972

Charles A. Cheney (1984) [2011] *Professor of Mathematics*—Ph.D., Carnegie-Mellon University, 1971

Emmanuel J. Cutrone (1986) *Professor of Theology*—Ph.D., University of Notre Dame, 1975

- John H. Hafner (1971) *Professor of English*—Ph.D., University of Wisconsin, 1969
- Carol M. Harrison (1995) *Professor of Nursing*—Ed.D., Nova Southeastern University, 1983
- A. Frederick Hemphill (1957) *Professor of Biology*—Ph.D., University of Alabama, 1960
- John W. Kane, Jr. (1969) *Professor of Physics*—Ph.D., University of Alabama, 1969
- Charles L. Kargleder (1963) [2012] *Professor of Hispanic Studies*—Ph.D., University of Alabama, 1968
- James L. Lambert, S.J. (1968) *Professor of Chemistry*—Ph.D., Johns Hopkins University, 1963
- Stewart D. Langdon (1993) *Associate Professor of Management*—Ph.D., Auburn University, 1996
- Thomas J. Loehr (1975) [2011] *Professor of Communication Arts*—M.F.A., New York University Graduate Institute of Film and Television, 1973
- Barbara S. Nolan (1968) *Professor of English*—Ph.D., University of Notre Dame, 1964
- Gerald T. Regan, S.J. (1972) *Professor of Biology*—Ph.D., University of Kansas, 1972
- Ralph D. Sandler (1985) [2012] *Associate Professor of Finance and Economics*—Ph.D., Florida State University, 1984
- David K. Sauer (1972) *Professor of English*—Ph.D., Indiana University, 1977
- Betsy D. Stafford (1969) *Professor of Teacher Education*—Ed.D., Auburn University, 1978
- Barbara P. Starr (1977) *Associate Professor of Fine and Performing Arts*—M.A., Florida State University, 1966
- Mark L. Starr (1990) [2011] *Associate Professor of Philosophy*—Ph.D., University of California, San Diego, 1988
- John M. Welch (1965) *Assistant Professor of History*—M.A., Xavier University, 1969

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.

Notice of Nondiscrimination

Spring Hill College does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran' status, genetic information, or age in its programs and activities as per the appropriate legal statutes and regulations, including but not limited to Title IX. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Patricia Davis
Director of Human Resources and Title IX Coordinator
Office 20, Lower Level
Gregory F. Lucey, S.J., Administration Center
4000 Dauphin Street
Mobile, AL 36608-1791
251-380-3063
pdavis@shc.edu

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Correspondence Directory

The administrative offices of Spring Hill College are open Monday through Friday from 8:00 a.m. to 4:30 p.m. The official address of the College is Spring Hill College, 4000 Dauphin Street, Mobile, AL 36608. FAX: 251-460-2095. The telephone area code is 251. Specific numbers are given in parentheses after each office.

- Academic Affairs (380-2262)** 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.
- Advancement (380-2280)** Alumni and parent relations, annual giving, community relations, planned giving, and publications.
- Athletics and Recreation (380-3485)** Administration of intramurals, recreation and fitness activities, sports and leisure courses, club sports, and intercollegiate athletic program.
- Campus Ministry (380-3495)** Liturgies and liturgical committees, SHC volunteer community services, days of recollection and retreats, sacramental initiation and reception, confidential counseling and spiritual direction.
- Cashier Office (380-2251)** Make payments, pick up checks, etc.
- Communications and Institutional Marketing (380-2281)** Communications, community and media relations, and publications.
- Continuing Studies (380-3065)** Continuing education, adult degree programs, summer sessions.
- Financial Aid (380-3460)** Administration of financial assistance (financial aid and scholarships) to students.
- Graduate Programs (380-3094)** General information about graduate-level programs.
- Payroll (380-2260)** Payroll-related forms.
- 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 residential programming.
- Student Academic Services (380-3470)** Career services, academic advising, academic support services (tutoring and academic accommodations), Freshman Seminar, students in transition.
- Student Accounts (380-2251)** Student financial transactions, Perkins loans.
- Student Involvement (380-3027)** Administration and guidance for campus clubs, organizations, activities, diversity programming, Leadership Development Program, campus events planning, and Greek Life.
- Student Affairs (380-3023)** Vice President and Dean of Students' Office, Associate Vice President's Office, Student Judicial Office, general policies and administration of student affairs, code of student non-academic conduct, student activities, clubs and organizations, and new student orientation. Also, general policies and administration for the offices of Residence Life, Student Involvement, the Student Center, and the Wellness Center.
- Student Records/Registrar (380-2240)** Transcripts of credits, course schedules, registration.
- 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.