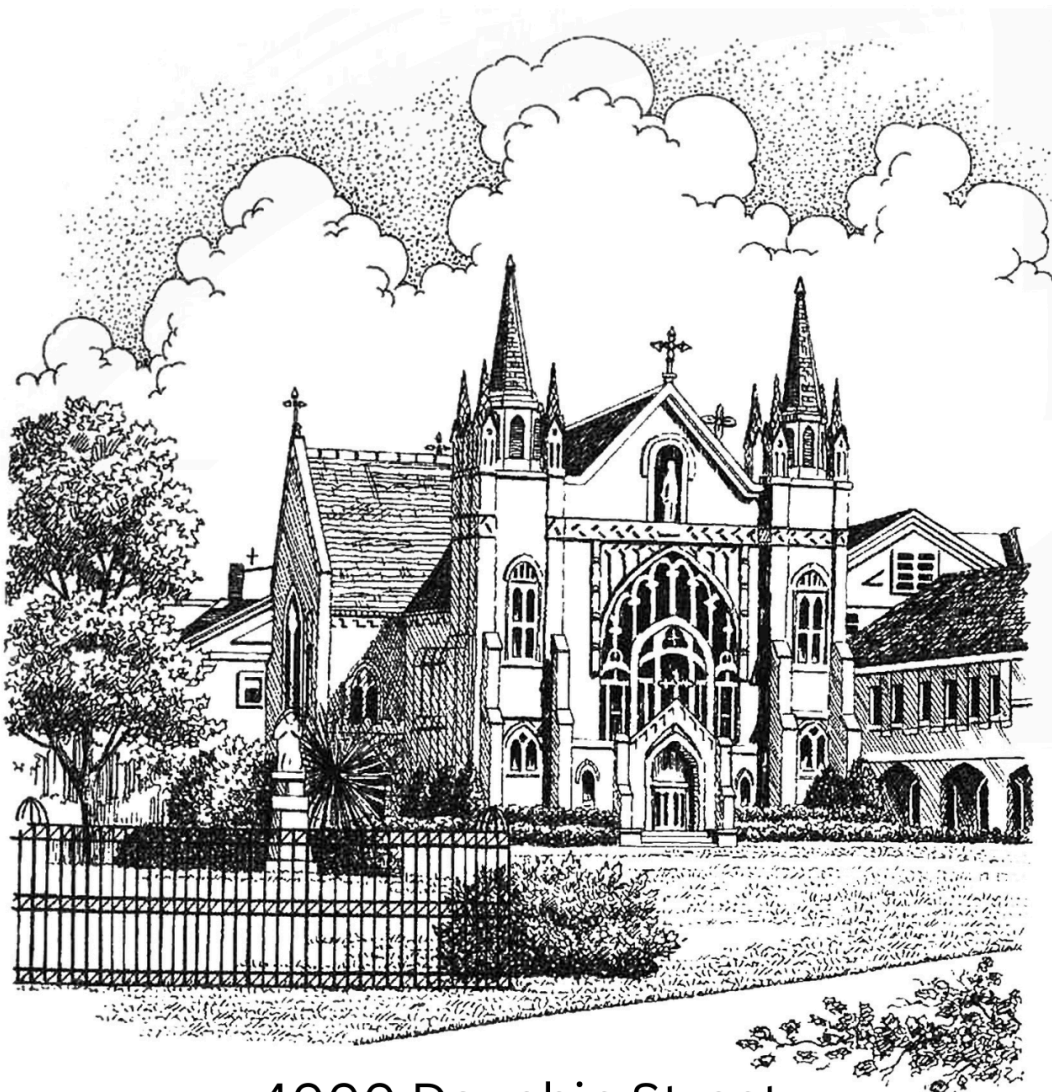


# Spring Hill College

2025-2026

## Bulletin of Information



4000 Dauphin Street  
Mobile, Alabama 36608

# Spring Hill College

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# General Information

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## Spring Hill College Bulletin of Information

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

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

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

### **Bulletin of Record**

Each student will be evaluated for the completion of degree requirements according to the student's Bulletin of record. The student must fulfill all core curriculum and major requirements for his or her degree as published in the Bulletin of record. The Bulletin of record is the edition of the Bulletin of Information at the time of the student's initial enrollment at Spring Hill College, provided that the student does not withdraw from the College or fail to register for a period of more than four semesters. A student may choose a more recent edition of the Bulletin of Information as his or her Bulletin of record. A student who desires to change his or her Bulletin of record must consult with their academic advisor, submit a written request to the Registrar and receive written confirmation in return that the change has been approved. A student may not choose an edition of the Bulletin of Information that was in effect prior to his or her initial enrollment as the Bulletin of record.

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

## Procedures for Appeals and Complaints

Students may seek the resolution of disagreements that arise from the application of the policies of the College as set forth in this Bulletin of Information through the appeal process that is appropriate for the particular disagreement or by conferring with the chairperson or director of the area in which the disagreement has arisen. If the disagreement cannot be resolved through these procedures, the student may appeal to the vice president who is responsible for supervising the area in which the disagreement has arisen. Students can find the procedures for making appeals or filing complaints in the “Student Complaint Processes” of the College’s website at [Student Feedback | Policy & Disclosure | Spring Hill College](#).

### NC SARA

Spring Hill College has been approved to participate in State Authorization Reciprocity Agreements. This membership allows Spring Hill College to accept distant students from most states across the United States.

Any online student who feels his or her complaint was not satisfactorily resolved through Spring Hill College complaint process has the right to take their grievances to the Alabama State Portal Entity (<https://psl.asc.edu/External/Complaints.aspx>) with the Alabama Commission on Higher Education and initiate the Student Complaint Process published on their website.

## Promise Statement

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

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

## Mission Statement

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

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

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



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

And true to the Catholic and biblical tradition, we nurture both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God. *-February 2014*

## **A Comprehensive Liberal Arts College**

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

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

Through such knowledge and skills, the College aims at fostering the intellectual growth of men and women who are free from ignorance, narrowness of interest, and bigotry. True to its heritage, the College recognizes its responsibility to transmit Christian values and to challenge students to the highest ideals. The College also recognizes its responsibility to carry its educational vision to the broader community by developing programs, both graduate and undergraduate, which respond to the needs of the growing number of non-traditional students in its local area and by extending its theological resources to the service of the Catholic Southeast.

## **Characteristics of Spring Hill College**

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

regarded certain characteristics essential to the identity of their educational institutions; they are expectations demanded of our students, and they are qualities that strengthen and perpetuate the education provided by Spring Hill College.

## **Academic Excellence**

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

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

## **Leadership**

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

## **Personal Development**

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

## Community

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

## Diversity

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

## Service

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

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

## Goals Statement

Reflecting the Catholic, Jesuit philosophy of learning, that, ultimately, faith, reason and justice are inextricably related to one another, the goals of Spring Hill College seek to promote an integrated

education of the whole person, while respecting the value of diversity and the fundamental importance of free inquiry. The educational and institutional goals of the College are:

### **For our students:**

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

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

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

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

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

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

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

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

### **For the institution:**

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

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

To strengthen the distinctive mission of the College by developing and implementing strategies to build

shared responsibility for Spring Hill's Jesuit tradition at all levels of the College community.

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

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

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

Board of Trustees, Spring Hill College, October 15, 1993

# The College

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## Corporate Title

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

## History

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

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

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

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

Presidents Patrick Donnelley, SJ, and Andrew Smith, SJ, brought landmark changes to the College after World War II. Both men viewed racial segregation as an ethical and moral dilemma, and in 1954, Smith presided over the enrollment of nine African-American students to the College. Fannie Motley was the

first African-American graduate of the College in 1956. For 10 years, Spring Hill was the first and only integrated college in the south, earning the respect of many and the ire of some. Spring Hill's leadership on integration is mentioned by Dr. Martin Luther King Jr. in his 1963 *Letter from a Birmingham Jail*.

Spring Hill College's foundation as a Jesuit, Catholic, liberal arts institution of higher learning has shaped its mission, which centers on forming leaders engaged in learning, faith, justice and service for life. The Foley Community Service Center, named for the Rev. Albert S. Foley, SJ, is part of the College's ongoing commitment to service. The International Service Immersion Program (ISIP) has provided numerous Spring Hill College students with life-changing experiences in service to others in the Caribbean and Central America for 20 years. An inaugural alumni ISIP trip was added in 2016 due to the overwhelming success of the program.

Spring Hill College's Carnegie Classification is as a baccalaureate college, with an arts and sciences focus. The College offers undergraduate and graduate degrees through three academic divisions. Spring Hill competitively fields nineteen teams in NCAA Division II sports and two club sports as well as one spirit squads. The College boasts a thriving campus life with more than 40 student organizations, including a wide array of co-curricular and student activities, an engaged Campus Ministry, and numerous programs. In 2011 the College established the Italy Center campus located in Bologna, which is home to the oldest University in the Western world dating back to 1088. The Spring Hill College Italy Center welcomes students from 15 partner colleges and universities, the majority representing top Jesuit institutions. The SHC Italy Center provides a rich immersion experience allowing students to share a residence hall with Italian students, participate in a range of social justice programs, and travel to areas of the Mediterranean where few tourists venture. On average, 75 students per year take advantage of the Italy Center's service learning, social justice travel, research, and internship opportunities.

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

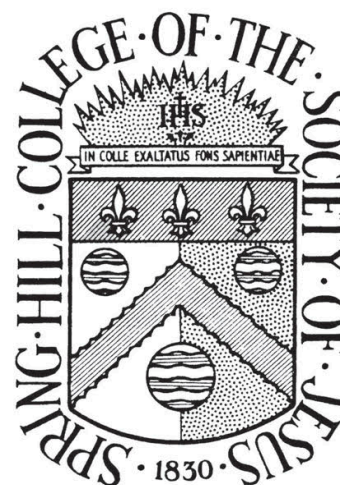
## **Heraldic Arms of The College**

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

square and also expresses, by the indentations, the teeth of a saw to represent St. Joseph the Carpenter, who is the patron of Spring Hill College.

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

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



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

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

## Governance

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

## Jesuit Education

One of 28 Jesuit colleges and universities in North and Central America and 189 throughout the world, Spring Hill College is heir to a renowned and successful system of Jesuit, liberal arts education. The system derives its traditions and ideals from four centuries of academic experience and educational



wisdom.

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

## **Accreditation, Affiliations, and Memberships**

Spring Hill College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Spring Hill College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Spring Hill College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).



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

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

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

The educator preparation programs at Spring Hill College are approved by the Alabama State Department of Education. They are also accredited by the Council for the Accreditation of Educator Preparation (CAEP), the national accrediting agency for colleges and universities with teacher education programs.

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

In addition to affiliations in specialized areas and disciplines, the College holds memberships in the Association of Catholic Colleges and Universities, the Association of Jesuit Colleges and Universities, the Alabama Association of Independent Colleges, the Council of Independent Colleges, and the Association of Governing Boards of Universities and Colleges.

# Summary Listing of Academic Programs

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Below is a summary listing of the academic divisions and academic programs offered by Spring Hill College.<sup>1</sup>

Specific requirements are organized according to the academic program structure of the College: traditional undergraduate programs, and online undergraduate 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 online program is oriented toward the non-traditional student, usually working adults or students who need the flexibility to balance work and study. The online program operates on six term starts during fall, spring, and summer, at an accelerated pace (7 weeks/term). 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 offered online and designed for post baccalaureate students seeking specialized, advanced knowledge in a particular area for career enhancement purposes and/or personal intellectual satisfaction.

Specific programs are offered within this tripartite structure by the three academic divisions of the College: Business & Communication, Health & Science, and Humanities and Social Sciences.

## Traditional Baccalaureate (4-year) Programs

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

### Business & Communication

#### Business

Business Administration (Minor) *24 Credit Hours*

Business Administration/Accounting (BS-Major)(Minor) *120 Credit Hours/24 Credit Hours*

Business Administration/Business Analytics (BS-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Business Administration/Financial Economics (BS-Major) *120 Credit Hours*

Business Administration/Health Care Management (BS-Major)(Minor) *120 Credit Hours/24 Credit Hours*

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<sup>1</sup> 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.

Digital Marketing (BS-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Entrepreneurship (BS-Major)(Minor) *120 Credit Hours/18 Credit Hours*

Finance (Minor) *24 Credit Hours*

Organizational Leadership (BS/BA-Major) *120 Credit Hours*

Social Entrepreneurship (Minor) *18 Credit Hours*

Sport Management (BS-Major)(Minor) *120 Credit Hours*

Supply Chain Management (BS-Major)(Minor) *120 Credit Hours*

## **Communication & Media**

Digital Content Production (BA-Major)(Minor) *120 Credit Hours/24 Credit Hours*

Multimedia Journalism (BA-Major)(Minor) *120 Credit Hours/24 Credit Hours*

Digital Communication and Social Influence (BA-Major)(Minor) *120 Credit Hours/18 Credit Hours*

Strategic Communication (BA-Major)(Minor) *120 Credit Hours/18 Credit Hours*

Graphic Design (BA-Major)(Minor) *120 Credit Hours/24 Credit Hours*

## **Health and Science**

### **Computer Science, Mathematics & Engineering**

AI and Data Science (BS-Major)(Minor) *120 Credit Hours/27 Credit Hours*

Computer Science (BS-Major) *120 Credit Hours*

Engineering Dual Degree (BS-Major) *120 Credit Hours*

Mathematics (BS-Major)(Minor) *120 Credit Hours/24 Credit Hours*

### **Sciences**

Biology (Minor) *16 Credit Hours*

Biology/Cell and Molecular Biology (BS-Major) *120 Credit Hours*

Biology/Organismal/Marine Biology (BS-Major) *120 Credit Hours*

Biology/Pre-Health Science (BS-Major) *120 Credit Hours*

Chemistry (Minor) *23 Credit Hours*

Health Science (BS-Major)(Minor) *120 Credit Hours/30-32 Credit Hours*

Public Health (Minor) *26 Credit Hours*

### **Nursing**

Nursing (BSN-Major) *120 Credit Hours*

# Humanities & Social Sciences

## Education

Elementary Education (BS-Major) *122-128 Credit Hours*

## Humanities

Creative Writing (Minor) *24 Credit Hours*

English (BA-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Latin American Studies (Minor) *21 Credit Hours*

Spanish (Minor) *21 Credit Hours*

Writing (BA-Major) *120 Credit Hours*

Philosophy, Politics, and Economics (BS-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Theology (BA-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Religious Education (Minor) for Theology Majors only *24 Credit Hours*

## Social Sciences

International Studies (Minor) *21 Credit Hours*

Political Science (BS-Major)(Minor) *120 Credit Hours/24 Credit Hours*

Pre-Law (Minor) *21 Credit Hours*

Psychology (BS-Major)(Minor) *120 Credit Hours/21 Credit Hours*

Sociology (BA-Major/Minor) *120 Credit Hours/18 Credit Hours*

Sociology/Criminology (BA-Major) *120 Credit Hours*

# Interdisciplinary Studies & Other Programs

Air Force and Army ROTC

Forensic Science (Minor) *21 Credit Hours*

Honors Program

Interdisciplinary Studies (BA or BS-Major) *120 Credit Hours*

Gender Studies (Minor) *18 Credit Hours*

# Certificate Programs

Free Enterprise (Undergraduate) *12 Credit Hours*

Social Entrepreneurship (Undergraduate) *12 Credit Hours*

Public Health (Undergraduate) *15 Credit Hours*

# Special Programs

Spring Hill College in Italy

## Online Baccalaureate Programs

Interdisciplinary Studies (BA or BS-Major) *120 Credit Hours*

Organizational Leadership (BA or BS-Major) *120 Credit Hours*

Supply Chain Management (BS-Major) *120 Credit Hours*

Theology (BA-Major) *120 Credit Hours*

## Graduate Studies

Business Administration (Master of Business Administration) *30 Credit Hours*

Engaged and Applied Humanities (Master of Arts) *30 Credit Hours*

Public Health (Master of Public Health) *41 Credit Hours*

Nursing/Executive Leadership (Master of Science in Nursing) *36 Credit Hours*

Nursing/Nurse Education (Master of Science in Nursing) *36 Credit Hours*

Pastoral Studies (Master of Pastoral Studies) *33 Credit Hours*

Theological Studies (Master of Theological Studies) *33 Credit Hours*

Theology (Master of Arts in Theology) *48 Credit Hours*

## Online Certificate Programs

Business Administration (Undergraduate) *12 Credit Hours*

Business Analytics (Graduate) *12 Credit Hours*

Ignatian Spirituality (Undergraduate and Graduate) *18 Credit Hours*

Leadership and Ethics (Undergraduate and Graduate) *12 Credit Hours*

Logistics and Supply Chain Management (Graduate) *12 Credit Hours*

Management and Marketing (Undergraduate) *12 Credit Hours*

Professional Writing (Undergraduate) *12 Credit Hours*

Project Management (Graduate) *12 Credit Hours*

Public Health (Graduate) *13 Credit Hours*

Spiritual Direction (Undergraduate and Graduate) *18 Credit Hours*

Supply Chain Management (Undergraduate) *12 Credit Hours*

Theological Studies (Undergraduate) *30 Credit Hour*

# Programs & Services

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## Center for Career & Academic Success & Advising (CASA)

In keeping with the Jesuit philosophy of *cura personalis*, the Center for Career & Academic Success & Advising (CASA) is committed to the development and academic success of all SHC students. CASA provides career services, academic advising, advisor training and development, educational accommodations for disabilities, SHC Tutoring, TRiO, and other support services related to student academic and career success.

### Academic Advising

All first-year students will be advised by a CASA advisor during Badger Connection (orientation) with the exception of Psychology and Undeclared majors, who will be paired with a CASA advisor for their first year. Students seeking to change their major should meet with their advisor and/or advising staff prior to submitting the major/minor change form. It is highly recommended that student-athletes speak with their coach(es) prior to submitting major/minor change form requests. Students who plan to withdraw or leave the College for any reason should speak with a CASA staff member. In addition, all international students must meet with a designated staff official (DSO) within 30 days of arriving in the US each semester to maintain accurate SEVIS information.

New Badger Advising supports students' transition to Spring Hill College and college life. All "New Badgers" will be assigned a First-Year Advisor through CASA and will work with a first-year advisor to select courses for their first semester. This advisor will work with students to plan their coursework, discuss academic and career goals, and discuss extracurricular engagement.

During students' first semester at SHC, students will begin building a relationship with their academic or faculty advisor to understand the expectations for their major and future advising sessions.

### Academic Support Programming

CASA works collaboratively with campus partners to ensure students are referred for support in a timely manner through the Badgerway — Student Referral Initiative. This initiative is the College's official early alert system, which aims to connect students with on and off-campus resources to combat

issues that hinder their success.

CASA works to support students on academic and extended probation by developing academic success plans and meeting with students regularly to ensure they remain on track. CASA serves as a point of contact for students who have questions about campus resources and offers an introductory course, Pathways 110 (formerly CAE 101) - College Success Strategies. 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.

## **Career Services**

CASA provides career support, coaching, and preparation to connect student's academic and career paths. This includes one-on-one career coaching meetings, resume/cover letter development and editing, workshops, career fairs, vocational discernment, mock interviews, and more. Additionally, CASA offers a Pre-professional Development course (PTH205) designed to support students in their search and preparation for an internship, job, graduate school, or other professional opportunities. For more information about career services, please visit

<https://www.shc.edu/student-life/student-services/career-development-office/>

## **Student Accessibility Resources (SAR)**

Title III of the Americans with Disabilities Act ("ADA") prohibits discrimination on the basis of disabilities in places of public accommodations, commercial facilities, and private entities that offer certain examinations and courses related to educational and occupational certification. In addition, all public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to students with disabilities.

SAR ensures equal access to all campus programs and activities. CASA promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic and personal goals. For more information on how to apply for academic or housing accommodations, please visit

<https://www.shc.edu/academics/academic-information-resources/student-accessibility-resources/>

## **SHC Tutoring**

SHC Tutoring prioritizes academic success and a supportive learning atmosphere by providing on-campus peer tutoring covering diverse subjects and access to Tutor.com, a leading online tutoring platform for on-demand assistance, anytime, anywhere. The in-person tutoring schedule can be found at <https://www.shc.edu/academics/academic-information-resources/shc-tutoring/>. The center is located on the first floor of the Burke Memorial Library in room 107.



# **The Albert S. Foley, SJ, Community Service Center**

The Foley Center was founded in 1992 to honor the memory of Albert S. Foley, SJ, a Jesuit who addressed racial inequality and poverty in Mobile. The Foley Center forms responsible leaders in service to others who respond to the demands of justice in solidarity with the entire human family. The Foley Center provides students a variety of high impact service experiences, assists faculty in developing effective, service-learning courses, and cultivates justice-oriented community partnerships. The Center helps students develop leadership skills through direct service, program coordination, organizational capacity building, community development, and systemic problem-solving.

## **Honors Program**

(See Interdisciplinary and Other Programs)

## **Intercollegiate Sports & Recreation Programs**

Currently, Spring Hill College sponsors 19 intercollegiate athletic teams which include soccer (men and women), JV men's soccer, cross country (men and women), golf (men and women), basketball (men and women), JV men's basketball, outdoor track and field (men and women), tennis (men and women), women's softball, women's volleyball, women's beach volleyball and men's varsity and JV baseball . Athletic scholarships are available.

Additionally, Spring Hill College currently sponsors two formalized club sports teams including bowling (men and women) and cheer. A general recreational sports and fitness program is open to all students. The recreation and intercollegiate athletic programs are housed in the Arthur R. Outlaw Recreation Center. For additional information call the Department of Athletics at 251-380-3485.

## **Italy Center & Study Abroad**

Director of the Italy Center (Bologna): Simone Bregni, PhD

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 attend class in a historical building in Bologna's city center. They live and take meals in an American-style residence hall alongside Johns Hopkins graduate students and Italian honors students of the University of Bologna.

Students do not need to speak Italian to participate.

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

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

## **Lecture Series**

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

## **Marine Environmental Sciences Consortium**

Liaison Officer: Charles M. Chester, PhD

The Marine Environmental Sciences Consortium (MESC) is a public, nonprofit corporation dedicated to providing marine education, research and service to the State of Alabama. Spring Hill College is one of 21 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.

## **Reserve Officer Training Corps (ROTC)**

(See Interdisciplinary and Other Programs)

# Academic Support Facilities

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## Library

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

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

Burke Library supports the College's mission of information literacy through bibliographic instruction offered by Library faculty, 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 to use the full breadth of online databases, multimedia, and digital resources for inquiry in the Ignatian tradition. An extensive and growing collection of books, journals, videos and other traditional items are supplemented by full text electronic books and online journals. Resources placed on reserve are available in the library at the reserve counter or online as electronic reserves.

Burke Memorial Library houses the library's print collections, maintains state-of-the-art bibliographic tools, and provides access to extensive digital resources for Spring Hill College students, faculty and staff. As a federal documents depository serving the 1st Congressional District of Alabama, Burke Library offers access to select government publications. The library catalog and website are the primary means for locating digital and print resources held by the Burke Memorial Library, the Teacher Education Library, Archives and Special Collections, the US Government Depository, and over 100 subscription databases.

LIRS maintains memberships in the Network of Alabama Academic Libraries (NAAL), the Conference of Library Directors of Jesuit Colleges and Universities, the Online Computer Library Center (OCLC), and the Lyrasis (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.

Weekday hours of operation at Burke Memorial Library are generally from 7:30 a.m. to 11 p.m. 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 <https://libguides.shc.edu/burkelibrary/hours>.

## 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. In addition to the resources located in the library, a Macintosh computer lab in the Communication Arts/Graphic Design Integrated Multimedia Center (IMC), various departmental computer labs and multimedia projectors and equipment in most classrooms support the needs of the student and faculty community. Labs are available to all students when not in use for instruction with the exception of the stationary and portable equipment in the Communication Arts/Graphic Design Integrated Multimedia Center (IMC), which is for use by students enrolled in the applicable CMM or ART courses and follows more strict security protocols.

Library and Instructional Resource Services (LIRS) and the Office of Information Technology (IT) provide support for classroom instruction, staff and faculty professional development and student and faculty research. Professional staff are available for assistance and support.

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 <https://sites.google.com/shc.edu/oit/computer-labs> for a listing of available software. Adobe Creative Cloud is available on select PCs in Burke Library 031.

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

## Laboratories

Biology has, in addition to the traditional class laboratories, a Student Computer Laboratory utilizing computer-aided digital anatomy in the presentation of human anatomy and physiology. The histology laboratory is equipped with a research grade microvideography projection system and a multi-headed

microscope for the study of microscopic anatomy. Also, there are special laboratories for student and faculty research, and a departmental library, which enables the student to have convenient access to a broad selection of recent biological publications and reference works.

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

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

The Integrated Multimedia Center (IMC) located on the second floor of LAC, is a multifunctional lab space featuring state-of-the-art equipment and software. Communication Arts students learn digital media skills in the discipline's production and post production facilities that include a complete, industry-current TV studio and control room, graphic design lab, video editing labs with digital video editing systems, a podcasting studio, and equipment room with an impressive amount of industry-specific production gear for students to check out and use for class projects or personal projects. Students enrolled in applicable Communication majors will acquire a personal media kit for use in media production courses throughout their academic career including the Student Media Content courses that produce the news packages for the weekly Badger TV show, the student online news outlet, and The SpringHillian, the oldest college run newspaper in Alabama that is still in production. The graphic design lab includes multiple mac workstations with the latest industry standard software programs offering opportunities for students to gain technical skills required in the design field.

Education maintains a curriculum and media library designed to prepare students for locating and using educational resources during their teaching careers. This reference-only, resource-rich library enhances course instruction and is a popular location for small study groups. Faculty members often accompany students during class time and provide support in the use of research-based strategies and instructional resources. The library consists of collaborative spaces for library research, media use, group work activities and video production. Children's and young adult books, K-12 textbooks, and professional books make up the print collection. An extensive media collection features kits, games, charts, e-books and video and sound recordings. Educational technology includes iMacs, PCs, iPads, digital cameras, interactive whiteboards and document cameras and video-audio equipment.

Modern Languages, Literatures, and Cultures offers a lab with newly updated collaborative spaces, two Macintosh workstations, a tv with cable access, a DVD player, CD players, a foreign language magazine rack and many reference materials including books, movies, music, and rare author interviews. The lab serves as a space for research, media use, group activities, student tutoring and faculty-led instruction

outside of the language classrooms. Students prepare to be global citizens familiar with both language and culture while also gaining skills to teach languages, work in international business settings, or assist with language or culture needs in the medical field, among other opportunities. Support for language students pursuing these goals include free tutoring and/or paid tutoring job opportunities, with sessions that may be held in the lab.

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

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

The Murphy Fine Arts Center, a large historic building on campus, houses multiple art studios for students to learn a wide variety of creative media : painting, ceramics, drawing, printmaking and graphic design. The Janden Richards Center for Community Collaboration, located on the second floor of Murphy, is a bright modern design studio space including mac workstations offering opportunities for students to work with nonprofits in the community. The Eichold Gallery, a large public space on the first floor, hosts several professional and student exhibitions throughout the year.

## **Studios**

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

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

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

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

# Student Affairs

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

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

## Residence Life

Residents are part of a close-knit, active community marked by mutual respect and learning that is consistent with the mission and character of Spring Hill College. Residential facilities of the College include six residence communities — Mobile Hall, Skip's Place, Viragh Hall, Viscardi Hall, Portier Place and the Fairway Apartments. For more information, call the Residence Life Office at 251-380-3028 or [reslife@shc.edu](mailto:reslife@shc.edu).

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

## Center for Student Involvement

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

campus life through leadership and diversity initiatives, a thriving student organization program, and campus events.

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

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

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

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

## Community Standards

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

These rules and regulations are derived from five general principles, which comprise the College Ethos Statement. These principles — respect of self, respect for others, respect for authority, respect for property, and honesty — shall guide the behavior of all students attending Spring Hill College. These rules and regulations are meant to encourage the development of personal responsibility, healthy choices and maturity. Their enforcement is administered under the supervision of the Dean of Students. Standards of conduct, which are to be used as a guide for the student, are also found in the Code of



Conduct. These are to be considered general rules of conduct but are by no means all-inclusive.

While the enforcement of these rules is normally administered through the campus student conduct process under the supervision of the Dean of Students, 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. In the case of student conduct violations directed at a member of the College faculty or staff, the employee's supervising Vice President will be involved in the judicial and enforcement processes. The student conduct system is to be considered a process, rather than a "right" of any student or a contractual obligation on the part of Spring Hill College.

All enrolled students, including married and commuting students who reside off campus, are responsible for abiding by all rules, regulations and the College Ethos Statement as found in the Code of Conduct. More information can be obtained from the Office of Residence Life and Community Standards at 251-380-3028.

## **Counseling & Wellness Services**

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

It is a College requirement that all full-time undergraduate students maintain health insurance coverage that is valid in the state of Alabama. Each student is financially responsible for all medical expenses incurred, including but not limited to prescriptions, laboratory procedures, X-rays, hospital charges, physicians fees and other health-related services. The College is not responsible for any healthcare cost, including those not explicitly listed above.

In the event of a medical or psychological emergency, students should contact 911 or Public Safety (251-380-4444). For non-emergency support, students can contact Counseling & Wellness Services (251-380-2270) or Badger Health Clinic/Adolescent and Young Adult Health (251-634-4589). The Professional Staff Member on Call or the Resident Advisor on Call should also be notified for emergencies occurring in the residence halls.

## **Campus Ministry**

Campus Ministry at Spring Hill College strives to foster a culture of Christian faith by promoting the spiritual life of the college community of students, faculty and staff. Rooted in our Catholic and Jesuit

heritage, this endeavor involves the affirmation of religious belief and practice, including liturgical, personal and communal prayer; a commitment to faith and justice; personal counsel; spiritual direction; and theological reflection.

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

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

The Rev. Bobby Rimes, SJ, Center for Campus Ministry is located on the second floor of the Student Center. For further information, please call Campus Ministry at 251-380-3495, email at [campusministry@shc.edu](mailto:campusministry@shc.edu), or visit [www.shc.edu/ministry](http://www.shc.edu/ministry).

# Policies & Information

## General Financial Policies

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, Online Learning, or Graduate sections of this Bulletin. The College reserves the right to make adjustments in fees, refunds, services or programs at any time as deemed necessary.

## General Financial Obligations

The following provisions apply to all programs of the College:

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

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

**2.** A student will be charged the undergraduate rate whenever academically classified as an undergraduate, the graduate rate whenever academically classified as a graduate student and the non-traditional rate whenever academically classified as a non-traditional student.

**3.** Balances due may be paid with cash, check, or credit/debit card. All checks should be made payable to Spring Hill College and addressed to: The Office of Student Financial Services; Spring Hill College; 4000 Dauphin Street; Mobile, AL 36608. We do not accept checks drawn on foreign banks. Visa, MasterCard, American Express and Discover are also accepted and a surcharge of 2.99% will be applied to all credit card transactions.

**4.** Spring Hill College offers payment plans through a third party, and all students wishing to enroll in a deferred payment plan, must do so by the due date set forth in the student billing timeline by logging in through their BadgerWeb and clicking My Student Account.

If students and/or parents who take advantage of the payment plan become delinquent at any time during the plan, the student may be withdrawn from enrollment, a financial hold may be placed, and a \$100 late fee will be applied to the student account. Deferred payments authorized under a veteran's benefit program, formal tuition payment plan, a rehabilitation program, a federal or state financial aid program or any other deferred payment arrangement do not in any way lessen a student's and/or parent's financial obligation or liability with the College.

**5.** Until all indebtedness to the College is paid in full, a student could be denied course registration, housing sign-up, the chance to go on immersion trips, the Italy Center or any study abroad program, master's programs, credit for courses, and/or an approved dismissal. Students may be denied transcripts and diplomas will be denied until all indebtedness to the College is paid in full. Should a student's balance become delinquent and the College deems it necessary to place the student's account for collection with another party, the student and/or parent will be responsible for any collection or legal fees incurred as a result thereof.

**6.** A Spring Hill College Enrollment Agreement Form and Options Form must be signed by all students, and parents/guardian's signature is required if the student is under the age of 19, by the first day of August of their first semester of attendance. This form aids the College in complying with the federal government's student information regulations and sets forth the student's financial responsibilities. This form will remain in effect for the student's entire period of enrollment.

**7.** Students will be permitted to charge books and supplies only to their student account at the bookstore each semester. Charges will only be permitted the week prior to classes starting through the first week of class. All charges on the account, the student understands he or she is obligated to pay Spring Hill College the amount of any unpaid charges resulting from bookstore charges.

**8.** All new students signing a housing contract for the residence halls must provide a \$150 housing commitment deposit to the Office of Admissions. The \$150 housing commitment deposit will be applied towards the student's balance owed for the upcoming semester.

**9.** Private rooms in all residence halls, when available, are on a first-come, first-serve basis. There is an additional charge for these accommodations.

**10.** Full-time students carrying more than 18 hours earned, attempted, or audited, exclusive of military science courses, must pay an overload fee for each hour over 18. CAUTION: Courses dropped after the add/drop period are considered hours attempted and are subject to the course overload fee.

**11.** Refunds are only calculated for total withdrawal from an enrollment period. All students must

officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

**A. Spring Hill College's Withdrawal Refund Policy**

Students who withdraw from all classes prior to completion of 60 percent of the term will have their tuition, comprehensive fee, room and/or board charges reduced in accordance with the appropriate percentage calculated using the Return of Title IV Funds formula. (i.e., if the student has completed 37% of the term, then tuition, comprehensive fee, room and/or board charges will be reduced by 63%.) Institutional aid will be prorated by the same above percentage. After returning the required amount to the appropriate federal fund(s), should a credit remain the student will be refunded. Students do not receive a refund of institutional aid.

**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. The law assumes that a student "earns" approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal.

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

NOTE: If your Title IV Financial Aid required return is greater than the posted SHC refund at the time of your withdrawal, you will owe the difference to the College.

When the Financial aid office determines that the student has not attended at least 60% of the payment period, then a recalculation of the student's federal aid for that payment period is completed and a portion of unearned aid will be returned to the Department of Education.

**12.** Tuition and fees represent a substantial investment. As discussed in 11 above, only part (if any) of the total cost of attendance is refunded at withdrawal. This also applies to the student who suffers a serious illness or accident and must withdraw.

**13.** Current tuition and fees can be found at [www.shc.edu/admissions/tuition-and-aid/](http://www.shc.edu/admissions/tuition-and-aid/).

# Student Financial Services

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

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

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 Office of Student Financial Services. These resources directly affect the amount of need-based assistance for which the student is eligible.

## Application for Federal, State and Institutional Financial Aid

Applicants must submit a complete and valid Free Application for Federal Student Aid (FAFSA) to the processor preferably by our March 1 priority date. Students may apply online at <https://studentaid.gov>. Students should list Spring Hill's school code 001041. 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 Student Aid Index (SAI). The SAI is an eligibility index number that is used to determine how much federal student aid a student would qualify to receive. It is also used to determine need in the case that other institutional need based aid is available.

All financial aid recipients must maintain satisfactory academic progress in order to have their federal, state and institutional aid renewed each year.

Visit [www.shc.edu/admissions/tuition-and-aid/types-aid/](http://www.shc.edu/admissions/tuition-and-aid/types-aid/) for detailed information on the types of aid available.

## Funding Levels

The level of financial assistance available to a student is directly related to the number of hours for which he or she is enrolled. For funding purposes in the undergraduate programs, 12+ credit hours is considered full-time, nine-11 credit hours is considered three-quarter-time, 6-8 credit hours is considered half-time and 1-5 credit hours is considered less than half-time. Funding for less than half-time is limited to the Pell Grant, if eligible. For graduate programs, 9+ credit hours is considered full-time, 6-8 credit hours is considered three-quarter-time, 5 credit hours is considered half-time and 1-4 credit hours is considered less than half-time. No aid is available for less than half-time graduate attendance.

## Grade Level Progression

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

- 0-29 credit hours earned is considered freshman level
- 30-59 credit hours earned is considered sophomore level
- 60-89 credit hours earned is considered junior level
- 90+ credit hours earned is considered senior level

## Merit Scholarships

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

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

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

## Scholarship Policy Statement

Unless otherwise specified, scholarship recipients must be continuously enrolled as full time students. Each scholarship has a minimum grade point average requirement for renewal of 2.5. Merit scholarships shall not exceed 10 consecutive semesters or the fulfillment of graduation requirements, whichever

comes first. Scholarship funds cannot be used for summer enrollment. All scholarships awarded to undergraduate students by the College are intended to assist the student to obtain an undergraduate degree or, in the case of combined or accelerated degree programs, to meet the undergraduate requirements for the combined or accelerated degree.

Merit scholarship recipients' grades are reviewed at the end of each academic year. If the student's grade point average is less than required, the student will be granted a one-year probationary status. The student's grades will be evaluated again at the end of the next academic year to determine if he/she is eligible to have his/her probationary status lifted or if the scholarship is to be reduced by 25 percent. After the probationary status, if the student still does not meet the GPA requirement, their merit-based scholarship will be suspended. These policies may differ from state and federal policies, so please review those sections for updated information. Satisfactory academic progress supersedes the merit scholarship standards.

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

## **Transient Study Financial Aid Eligibility**

All transient coursework must be approved by the Registrar's Office (see Study at Other Institutions After Matriculation under General Academic Policy). Degree-seeking Spring Hill College students who are approved to take transient courses at another institution may still be eligible for financial aid during the fall and/or spring terms.

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

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

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

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



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

## **Satisfactory Academic Progress Requirements (SAP) Policy**

Federal and state regulations require that students receiving any federal or state financial assistance must meet satisfactory academic progress (SAP) requirements. Therefore, per the College's institutional policy, all scholarship and aid recipients will have their academic progress reviewed at the end of each academic semester (fall, spring and summer). Satisfactory academic progress requires that students meet specific requirements in order to remain eligible to receive financial aid. The detailed requirements and the consequences of not meeting those requirements are outlined below:

Requirement 1 —Cumulative Grade Point Average (GPA).

Undergraduate students receiving federal and/or state financial assistance must maintain at least a 2.0 cumulative grade point average at Spring Hill College to be considered as maintaining satisfactory progress. Graduate students must maintain at least a 3.0 cumulative grade point average.

Requirement 2 — Completion Rate.

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

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

## **Credits Defined**

Attempted credits — All credits in which a student has registered are considered attempted credits whether or not the course is completed. Repeated courses as well as grades of F, course withdrawals (W), courses with no credit received (NC) and courses that are not completed (I, E and T) at the end of the semester are included as attempted.

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

count toward the quantitative standard of performance.

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

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

**Requirement 3 — Maximum Timeframe (150 percent).**

Students must complete their program within 150 percent of the published length of the educational program.

Part-time attendance counts in the maximum time frame calculation. Students who do not complete their program within this time frame are no longer eligible to receive financial aid. Example: A student is enrolled in a program that has a completion requirement of 120 credit hours over four years. The student must complete their degree in no more than 180 credit hours over the course of 6 years.

## **SAP Review Statuses**

**Financial Aid Warning** — In the event that a student fails to meet any of the above criteria at the end of an academic semester, the student will be notified by the Office of Student Financial Services and will be placed on Financial Aid Warning for the next enrollment period. While such students are not required to take any action and will be eligible to receive aid for one semester (fall, spring or summer) during which they are subsequently enrolled, they are encouraged to meet with the Center for Academic Support & Advising (CASA). At the end of the Financial Aid Warning period the following action will occur:

1. A student is removed from Financial Aid Warning if the student is now meeting all SAP standards; or
2. A student is placed on Financial Aid Suspension if, after the warning period, the student has not met Requirements 1, 2 or 3.

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

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

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

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

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

# Academic Policies

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## General Academic Policies

### The College Year

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

### Bulletin of Record

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

A student may choose a more recent edition of the Bulletin of Information as his or her Bulletin of record. A student who desires to change his or her Bulletin of record must consult with their academic advisor, submit a [Bulletin Update Request form](#) to the Registrar, and receive confirmation in return that the change has been approved. A student may not choose an edition of the Bulletin of Information that was in effect prior to his or her initial enrollment as the Bulletin of record.

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

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

## Definition of Credit Hours

Spring Hill College defines one credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than 50 contact minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for approximately 15 weeks or the equivalent amount of work over a different amount of time. or
2. At least an equivalent amount of work as required in Item 1 above for other academic activities as established by Spring Hill College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A degree program may occasionally require a course with zero earned hours of academic credit. These courses will not focus on the introduction of new material but will instead provide support for other courses within the curriculum, promoting student learning outcomes in those other courses. The fact that a course involves zero earned hours of academic credit should be identified and explained in any new course proposal and should be approved by the Curriculum Committee and the Provost. These courses may be offered as pass/fail or on the regular A through F grading scale. Grades for zero credit courses do appear on a student's transcript but do not factor into a student's GPA.

## Non-Traditional Methods of Delivery

Online and hybrid courses corresponding to courses offered in a traditional, face-to-face format must meet the same content requirements and student learning outcomes as courses offered in the traditional format. For these courses, academic credit is equivalent to the amount of academic credit awarded for the corresponding face-to-face courses. For online or hybrid courses with no corresponding face-to-face courses, course expectations and student learning outcomes are based on national expectations and accrediting standards for the degree. Academic credit is awarded based on student attainment of these course expectations and learning outcomes. The course must be evaluated and approved by the department and college for content and rigor for the semester hour credit to be awarded. This approval must be documented.

## **Methods Of Delivery**

### **Lecture Course**

A lecture course is a traditional course with expected 100% face to face classroom instruction supported by the college's online Learning Management System (e.g., Canvas). Mode is designated as LECTURE in the course schedule.

### **Online Course**

An online course is delivered 100% online through the college's online Learning Management System (e.g., Canvas). The online instruction of the course can be either Synchronous or Asynchronous. Mode is designated as ONLINE-S (Synchronous) or ONLINE-A (Asynchronous) in the course schedule.

### **Hybrid Course**

A hybrid course combines the Lecture and Online course modes. 30-80% of the course instruction will be online and can be either Synchronous or Asynchronous. A minimum of 20% of the instruction of the course must be delivered in a lecture (face to face in-person classroom) format. For the online portion of the class, synchronous courses will have an online day/time listed in the course schedule, while asynchronous courses will not. Mode is designated as HYBRID in the course schedule.

### **Synchronous Instruction**

Synchronous instruction means that the instructor and the students in the course engage with the course content and each other at the same time, but from different locations. The instructor interacts with students in real time by means of video conferencing tools (Big Blue Button, Zoom, Google Meet, etc.) to livestream audio, video, and presentations.

### **Asynchronous Instruction**

Asynchronous instruction means that the instructor and the students in the course may engage with the course content at different times (and from different locations). Asynchronous courses must meet the standard of regular and substantive interaction between instructor and students, and ideally, between students. The instructor provides students with a sequence of units which the students move through independently. All graded assignments/assessments will have due dates for student completion so that midterm and final grades can be issued by the instructor. Each unit might make use of assigned readings or uploaded media, online quizzes, discussion boards, record lectures, and more.

Online and hybrid courses corresponding to courses offered in a traditional, face-to-face format must meet the same content requirements and student learning outcomes as courses offered in the traditional format. For these courses, academic credit is equivalent to the amount of academic credit awarded for the corresponding face-to-face courses.

For online or hybrid courses with no corresponding face-to-face courses, course expectations and student learning outcomes are based on national expectations and accrediting standards for the degree. Academic credit is awarded based on student attainment of these course expectations and learning outcomes. The course must be evaluated and approved by the program and college for content and rigor for the semester hour credit to be awarded. This approval must be documented.

## **Course Numbering**

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

## **Prerequisites**

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

## **Attendance**

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

Students are excused from attendance at regular lectures and laboratories for approved, college-sponsored activities such as intercollegiate athletic competition and special events approved by the Provost (or designee). While participating students are excused from class, they are not relieved of the responsibility for the information covered during their absence. Students participating in College-sponsored activities will be allowed to make up assignments and examinations missed while representing the College; however, it is the student's responsibility to notify his/her instructors of the anticipated absence, make arrangements to complete the work and then complete the work as agreed. Excuse from courses for reasons other than College-sponsored activities is a matter for the determination of individual instructors guided by the policies of their division. It is the responsibility of students to know the attendance policy of the instructor in each course they are taking as stated in the course syllabus. Exclusion from a course(s) for excessive absence is a serious action and is imposed by the instructor after careful consideration, after appropriate warning and with the approval of the Provost (or designee). The student is expected to notify the instructor and complete appropriate make-up work and tests in each course missed. If illness or other unforeseen circumstances will result in student absence from a course meeting, the student should notify the faculty as soon as possible. Any change in status that will result in prolonged absence should be reported to Student Advising Services. Course

absences immediately preceding or following a holiday period may be counted as a triple absence if such a policy appears in the course syllabus. Examinations or laboratory work missed by reason of absence must be made up at the convenience of the instructor.

## **Auditing**

A student may audit a course with the written permission of their 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 and fees are applicable. Classes may not be changed to audit status after the add/drop period ends.

# **Grading Policies**

## **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:

Grade	Description	Quality Points
A+	Indicates truly excellent scholarship and an unusual degree of intellectual initiative	4.0
A		
A-	Outstanding	3.7
B+	Well above satisfactory attainment of course outcomes	3.3
B	Above satisfactory	3.0
B-		2.7
C+	Indicates satisfactory attainment of course outcomes	2.3
C		2.0
C-		1.7
D+	Below satisfactory, but passed	1.3
D		1.0
D-		0.7
F	Failure without right to re examination <sup>2</sup>	0.0

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<sup>2</sup> A grade of F may in some cases be replaced by an RF through the process of Academic Recovery. See the Academic Recovery policy for more information.

I	Incomplete: Not a final grade. It is given only at the request of the student with the approval of 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. If coursework is not completed by the extended date, the grade of I will convert to a grade of F.	*
X	No grade has been submitted by the instructor. It is used ordinarily only at mid-term. The student may obtain the reason for the X grade from the instructor.	*
T	Deferred—may be awarded for a thesis or capstone in progress	*
W	Withdrawn or registration canceled	*
RW	Withdrawn or registration canceled in the context of Academic Recovery via Retake	*
RD	Replaces a grade of D via Academic Recovery or represents a D earned during Academic Recovery	*
RF	Replaces a grade of F via Academic Recovery or represents an F earned during Academic Recovery	*
NC	No credit or non-credit	*

\*Grade not included when computing GPA

Students who have questions about a grade should consult with the relevant faculty member.

## **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. The detailed Grade Appeal Procedure document is available on the Registrar page in BadgerWeb.

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

## **Removal of Incomplete Grades**

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

## **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. In some cases, a grade may be replaced by means of Academic Recovery. See the Academic Recovery Policy.

## **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.

## Academic Recovery Policy

The Academic Recovery Policy at Spring Hill College recognizes students often face a wide range of challenges in their academic careers that affect their outcomes but need not affect their potential success. This policy is available to all SHC students, including those who may have stopped out and want to return to SHC. Students have two options, outlined below, and may make use of either option or both options. Classes must meet the following conditions:

- The class was taken at Spring Hill College.
- The class was an undergraduate class taken by a degree-seeking undergraduate student.
- The student earned a D or F in the class.

The first option for Academic Recovery via Retake occurs when a student is granted permission to retake up to 4 courses not to exceed 12 credits. In exceptional cases, additional courses may be retaken with the approval of the Academic Standards Committee.

- The student is encouraged to meet with an academic advisor before pursuing this option.
- Both instances of taking the same course will remain on the student's transcript. Once the course is retaken, the first grade will be replaced by RD or RF and will no longer be factored into the grade calculation. The second instance will be recorded on the transcript and will be factored into the grade calculation. The student will receive no earned credits for a grade of RD or RF.
- If after choosing to retake a class for Academic Recovery and after the add/drop date, the student withdraws or fails to exceed their former grade, the second instance will have a grade of RW, RD, or RF and the first grade will stand. Using the recovery option is irreversible and counts toward the allowable four courses for recovery regardless of the outcome, even if the student withdraws.

A student applies for Academic Recovery via Retake by submitting the Academic Recovery form to the Registrar.

The second option for Academic Recovery via Major Change occurs when a student changes their major and requests and is granted clemency for up to two semesters.

- Students may be granted Academic Recovery via Major Change only one time during their Spring Hill College career.
- Academic Recovery via Major Change is irreversible, meaning once it has been granted the student is prohibited from returning to the major for which recovery was applied.

- Courses with a grade of F taken during the clemency semester(s) have their grade(s) changed to RF and will no longer be calculated in the student's GPA.
- Credits for courses with a grade of D taken during the clemency semester(s) may be kept as earned credits if the courses can meet core requirements, and, if so, will remain in the GPA. If the student chooses, courses with a grade of D may be converted to RD and no longer be calculated in the GPA; the student will receive no earned credits for a grade of RD.
- Academic Recovery via Major Change at Spring Hill College does not guarantee other institutions or employers will accept the clemency granted as such. Many academic programs disregard the policies of undergraduate institutions, and it is their right to independently calculate grade point averages according to their own policies and standards. All classes taken at SHC remain listed on the transcript in order to ensure a proper and complete academic record.

#### Applying for Academic Recovery via Major Change

- Before applying for Academic Recovery via Major Change, the student must have earned no lower than a C in a minimum of 12 hours of regularly graded course work after they changed to their new major. The process must be completed before the student applies for graduation.
- To apply for Academic Recovery via Major Change, the student must fill out the Academic Recovery form and have it signed by the Division Chair over their new major and by the Provost. On the form the student must indicate which classes from the clemency semester(s) should be affected.

For either option, it is important that the student discuss their plans with their advisor(s) early in the process and fully understand all of the possible ramifications, including that the decision may delay completion of their degree or impact financial aid for retaken courses. Making use of either option does not affect the record of classes the student has taken in terms of financial aid and academic standing.

## 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.

## Competencies in Written and Oral Communication

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

Students in all classes, therefore, should be aware that errors in written and oral communication may lower the grade on the assignment even to the point of failure.

## Academic Dishonesty & Impropriety

Dishonesty of any kind in academic work (daily quizzes, examinations, written assignments, projects or presentations, etc.) renders a student subject to disciplinary action, including possible dismissal from the College.

An instructor who determines that any violation has taken place must submit a written report to the Provost, at [academicaffairs@shc.edu](mailto:academicaffairs@shc.edu), and to the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken. The report should utilize the Faculty Form for Reporting Academic Dishonesty. As a part of the report, the instructor will assess the weight of the infraction: whether it involves a major or minor assignment; the extent or egregiousness of the violation; and any other pertinent contextual information that might inform the penalty.

### 1. Definitions:

Academic dishonesty includes but is not limited to:

- a. **Plagiarism** — that is, representation of thoughts or passages from another author as one's own work;
- b. **Collusion** — that is, collaboration with another in the preparation of written or presented work;
- c. **Cheating** — that is, giving or receiving or soliciting information from another student during a test or examination;
- d. **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;
- e. **Using illicit materials in an examination or quiz** — that is, unless an instructor stipulates to the contrary, no one will sit for an examination (whether in person or online) with textbooks, notes, digital devices, or any other disallowed materials. All members of the faculty are expected to make every possible effort to discourage all such practices.
- f. **Fabrication** - the use of falsified or fabricated data or citations.

- g. Any and all use of generative Artificial Intelligence on graded academic work without the explicit permission of the instructor. Any work created in part or in whole using generative AI should be credited and cited as such.

## **2. Penalties:**

- a. The penalty for a student's first act of academic dishonesty is the responsibility of the instructor and will depend on the nature of the infraction. The penalty may range from a zero on the assignment involved up to failure of the course. In the case of a first offense, an instructor might recommend an educational sanction (student revises work to demonstrate understanding of conventions of academic honesty, with a grade penalty assessed); however, the infraction would still count as the student's first instance of academic dishonesty. The intended penalty for the infraction will be included in the standard reporting form.
- b. The penalty for a subsequent academic dishonesty violation of any type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.

## **3. Appeals:**

- a. A student charged with academic dishonesty may appeal to the Academic Standards Committee, which is ordinarily composed of five faculty members and one student member. For the purpose of hearing an academic dishonesty appeal, two additional students will be appointed to the Committee by the Committee Chair after consultation with the Student Government Association president. If a member of the committee is also the instructor who submitted the charge of academic dishonesty that is being appealed, that member will recuse him or herself, and the remaining committee members will hear the appeal.
- b. A student wishing to submit an appeal must do so by letter or email to the Provost, at [academicaffairs@shc.edu](mailto:academicaffairs@shc.edu), within 48 hours of being notified that a charge has been filed.
- c. In any case of appeal, the Committee will reach a decision only after consultation with the instructor who has reported the charges and with the student so charged. In some cases, the student's advisor may likewise be consulted.
- d. The Committee's decision will be communicated to the Office of the Provost within 24 hours of the appeal hearing. The Provost or Provost's designee will communicate with the student the findings of the Committee and make any decision about penalties.

Readmission after dishonorable dismissal for academic dishonesty will be permitted only in exceptional cases, after a lapse of one year, and will be decided by the Provost or Provost's designee after hearing the recommendation of the Academic Standards Committee.

# Academic Standing

## Good Standing and Satisfactory Academic Progress

To maintain academic standing and advance in a program of studies, a student must earn a grade point average (quality quotient) of 2.0. The grade point average is obtained by dividing the number of quality credit hours into the number of quality points earned. For example, a student who has 90 quality credit hours and earned 180 quality points would have a grade point average of 2.0. Quality credit hours and quality points are counted for all courses taken at Spring Hill College where letter grades of A, B, C, D or F are assigned, even in the 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 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. Online Learning 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 Online Learning undergraduate 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 (or designee) will hear immediate appeals of decisions of academic suspension. To be considered, such appeals shall be presented in writing to the Office of Academic Affairs no more than five business days after the student receives written notification of his or her academic suspension.

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

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



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

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

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

## **Student Classifications**

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

- Freshman: 0-29 semester hours of earned credit
- Sophomore: 30-59 semester hours of earned credit
- Junior: 60-89 semester hours of earned credit
- Senior: 90 or more semester hours of earned credit

## **Enrollment**

### **Academic Advising**

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

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

First-year students in all divisions, except education and nursing, will be with their first year advisor for their first 30 credit hours. After that point, they will be assigned a faculty advisor in their major. 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 Registrar's Office.

During the sophomore, junior, and senior years, the program director and faculty advisor will 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 program director 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.

## **Adding and Dropping Courses**

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

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

B. A fee of \$10 per course will be charged for changes made after the add/drop period.

C. Students are cautioned that if the addition of credit hours results in more than 18 hours in any semester, a course overload charge will be levied at the current rate/hours. Courses dropped after the add/drop period count toward the 18 hours. A student registering for 18 hours who drops a course after the add/drop period and adds a course thereafter must pay additional tuition as an overload fee.

### **Add/Drop Procedure is as follows:**

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

## **Withdrawal from a Course**

After the add/drop period, a student may voluntarily withdraw from a class through the 44th class day of the semester. The last date for voluntarily withdrawing from a course and receiving a W grade is found in the academic calendar published on the Registrar's website and in the Bulletin of Information. Course Schedule Change forms are obtained from the Registrar page of BadgerWeb and must be signed by the course instructor and the student's academic advisor.

Under extraordinary circumstances, a student may withdraw from a class beyond the deadline mentioned in the preceding paragraph and receive a W grade. A student's request for a late withdrawal

requires the approval of the Provost, as indicated on the Course Schedule Change form. No late withdrawal requests will be accepted after the last day of classes during a semester or 7-week term.

If withdrawal from a course results in a program of fewer than twelve semester hours, a student on financial aid must notify Student Financial Services regarding this change in enrollment status. A resident student who drops to fewer than 12 hours must obtain approval of the Vice President of Community and Culture to continue residency on campus. Failure to attend class does not in itself constitute a formal withdrawal, either academically or financially.

## **Course Load**

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

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

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

## **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 program director, 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 program director, and the Registrar.

### Fees for Independent Study and Tutorials

Extra fees are charged for such study only if the student credit load exceeds the maximum. In such an 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.

## Study at Other Institutions after Matriculation at SHC

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

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

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

(Graduate programs have more stringent limitations on the transfer of credit after matriculation. See the "Graduate Studies Section" for details.) To qualify for study at another institution, the student must have the written consent of his/her advisor on the courses to be taken and the written permission of the Registrar.

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

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

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

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

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

## **Summer Sessions**

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

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

By taking advantage of the scheduling options offered in the summer session, students can earn a maximum of 12 semester hours of credit, the equivalent of a full semester of course work. The Marine Environmental Sciences Consortium offers an additional option for enriching a student's summer activities.

Details concerning fees, policies, dates, and courses are available on BadgerWeb.

## Leave of Absence

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

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

## Withdrawal from the College

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

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

A student seeking a medical withdrawal should discuss this option, along with others, with a staff member in the Student Affairs Office. If appropriate, the student will be referred to the office of Culture and Community to pursue this option. The Vice President for Culture and Community 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 Culture and Community, 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 on probation remains on probation.

# Academic Communication Policies

## Transcript of Record

Normally transcripts are ordered through the National Student Clearinghouse, which can be accessed from Spring Hill College. This allows for electronic copies of a student's official transcript to be delivered seamlessly and efficiently. Unofficial transcripts may be accessed through BadgerWeb by currently enrolled students, or ordered through the Registrar's Office by alumni.

Official transcripts bear the seal of the College. 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 \$12 per official transcript. There is no charge for an unofficial transcript.

## Name Change Policy

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

## Lived Name (Preferred Name) Policy

Spring Hill College recognizes that as a community many use names other than their legal name to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the College acknowledges that a "lived name" can and should be used wherever possible in the course of business and education. This will promote a safe, inclusive, and non-discriminatory community. Students are free to determine the lived name they want to be known by in the student information systems. However, inappropriate use of the lived name process (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request.

Under Spring Hill College's lived name policy, any student may choose to identify a lived name. Students may request this update through the Registrar's office. The student's lived name may be used in many College contexts, including but not limited to class and athletic rosters, email address, Learning Management System (LMS), Student Information System, and on ID Cards. However, for some other records, the College may be required to use an individual's legal name.

## The Family Educational Rights and Privacy Act (FERPA)

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

Present and former students have the right to personally review their own records for information and to determine their accuracy. 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.

Even without a student’s consent, the College may communicate with parents if:

- The College is aware of a health or safety concern that threatens the student or others.
- The student is under twenty-one years of age, and has violated laws or rules pertaining to alcohol or drugs.

If a student does not provide consent but may be claimed as a dependent for federal income tax purposes, the College, in its discretion and in accordance with the policies and practices of Student Financial Services, may also communicate with parents if:

- The student voluntarily withdraws or takes a leave of absence.
- The student is suspended or dismissed from the College.
- The student is required to leave College housing.

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

## European Union General Data Protection Regulation

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

## Directory Information

Directory information may be released by the College without written consent of the student. Directory information includes student’s name, address, telephone number, e-mail, photograph, 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**

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

# **Commencement & Honors**

## **Commencement**

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

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

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

## **Requirements for Graduation**

### **Bachelor Degree Programs**

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

## Course Requirements

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

## Quantitative and Qualitative Requirements

The student must complete a program of studies consisting of not less than 120 semester credit hours to qualify for a baccalaureate degree.

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

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

## Major Requirements

Before the end of the freshman year, each student should select a major. Students are admitted to a major based on their own preferences and the advice of their academic advisors.

An undergraduate major involves a defined set of courses in a specialized academic discipline or interdisciplinary field. A major should include a minimum of 30 hours, with at least 18 hours at the 300 level or above. Majors often include 6-12 hours of program electives, or upper-level courses outside of the program, chosen to complement the major and/or support the student's career objectives. See individual majors for detailed requirements.

Completion of the required coursework of the major with a minimum grade of C/C- (see program policy) is required, as is an overall grade point average of at least 2.0.

## 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 program directors and must also notify CASA. For majors/concentrations which have common courses or curricula, at least 18 credit hours (15 for concentrations) must be earned from non-overlapping courses in each of the two major/concentration areas. Students must pass comprehensive experiences in both fields. The applicant's designation of a "first" and a "second" major determines whether the student receives a Bachelor of Arts or Bachelor of Science degree.

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

## **Second Bachelor's Degree**

A student may earn a second degree at the undergraduate level at Spring Hill; however, it is discouraged in favor of a graduate degree. In those instances where two bachelor's degrees may be appropriate to educational career goals, such students will be considered as having satisfied all core requirements upon matriculation. They may earn a second bachelor's degree from the College by meeting the following conditions:

1. Apply to the College prior to commencing study and receive a program evaluation report from the Registrar outlining the course work required to complete the degree program. For students holding their first degree from an institution other than Spring Hill, this evaluation will be conducted under the guidelines specified in the transfer admission section of this Bulletin;
2. Complete at least 32 additional semester hours of study beyond that required for the initial bachelor's degree, with at least 8 hours of study in the major that do not overlap with previous course work;
3. After matriculation, fulfill all the requirements for the new degree, including divisional requirements, in residence at Spring Hill College;
4. 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.
5. 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.
6. 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 programs and are approved by the Provost (or designee). They are defined in the program 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 program. The term "capstone" course is often

used in the program descriptions that follow. A capstone course is generally the comprehensive, synthesizing experience for the major.

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

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

### **Residence Requirement**

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

### **Currency of Course Work**

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

### **Application for Degree**

On or before the first of November preceding the spring commencement, all candidates for a degree must file with their program directors 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 programs. All minors require from 18 to 24 semester hours of coursework completed with grades of C/C- (see program policy) or better. At least eight hours of the course work must be at the upper division level. At least half of the courses must be taken at Spring Hill. Specific requirements for minors are listed in the descriptions of programs of study elsewhere in this Bulletin. Minors must be completed within the framework of a bachelor's degree and cannot be continued after degree conferral.

## Certificate Program

An academic program attesting to a level of competency or to the development of skills in a particular area of study. Certificates are offered at the undergraduate and graduate levels and most certificates consist of 12 to 15 hours. The number of hours may vary depending on the discipline and with approval of the Provost. Like the minor, certificates are offered to students outside the major. For degree-seeking students, a certificate may either complement or be concurrent with their traditional programs of study. Certificates may be offered to non-degree seeking students.

## Honors Convocation

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

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

Students who have a cumulative grade point average sufficient to qualify them for the Dean's Roll of Honor (*summa cum laude*, *magna cum laude*, or *cum laude* — see the Graduation with Honors section for details) are listed in the Honors Convocation program. Traditional students must have attended full-time during the immediate past semester and be enrolled for the current semester. Also, they must

have no incomplete grades at the time the list is compiled by the Registrar.

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

## **Dean's List**

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

Online Learning student eligibility is based on completion of six credit hours on the lettergrade system.

## **Honorary and Posthumous Degrees**

### **Honorary Degrees**

The college awards honorary degrees on a selective basis to distinguished individuals who merit special recognition for outstanding achievement or leadership in a field or activity consistent with the ideals and purposes of the college.

### **Posthumous Degrees**

The college president may grant baccalaureate and graduate degrees posthumously. Students who have completed the majority of the required work toward a degree at the time of death may be considered for a posthumous degree.

### **Posthumous Commendations in Memoriam**

An enrolled undergraduate or graduate student who dies before meeting the criteria for earning a posthumous degree may be nominated for a posthumous commendation in memoriam.

Contact the Office of Academic Affairs ([academicaffairs@shc.edu](mailto:academicaffairs@shc.edu)) for additional information and procedures.

# Veterans and Active Military Personnel

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Spring Hill College extends a special welcome to all who have served our country. Let us help you create an educational opportunity that will assist you in meeting your personal and professional goals. Spring Hill operates under many of the core values that you have come to expect from being service men and women: we treat everyone with respect and dignity; our educational philosophy dictates that we provide enrichment for the mind, body and spirit; our environment has been carefully developed to foster a true sense of community; and we have a long tradition of academic excellence.

The College has a staff trained to assist you with your Veterans Administration and/or other service-related benefits pertaining to education. Spring Hill accepts many forms of active military and veterans education benefits and is proud to be an approved participant in the VA's Yellow Ribbon Program for those electing to use the Post-9/11 GI Bill benefit.

Spring Hill is pleased to offer "rolling admission" for all of our programs, which means that students are accepted for each term, rather than at the beginning of a school year, giving students the flexibility to be admitted year-around.

Spring Hill College is a member of Servicemembers Opportunity Colleges (SOC) and agrees to uphold the principles and criteria for membership. SOC principles and criteria ensure that quality academic programs are available to military students, their family members, the Coast Guard and veterans.

## Programs of Study

Academically qualified veterans are eligible for the full range of programs offered at Spring Hill College: graduate and undergraduate, traditional and non-traditional. A complete listing of programs may be found in the Summary Listing of Academic Programs section of this Bulletin.

## Undergraduate Programs 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.

## **Admission Requirements**

Applicants with fewer than 20 semester-hour credits from a regionally accredited institution of higher learning and/or military transfer credits must have earned a high school diploma with a minimum 2.0 GPA or General Education Diploma (GED) with an average of not less than 450 on the test battery and 410 on area tests.

Applicants with 20 or more semester credits from a regionally accredited institution of higher education must be in good standing or eligible to return to the last institution of higher education.

Unconditional Admission: Unconditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.5 on a 4-point scale and in good standing from the previous institution of higher education.

Conditional Admission: Conditional admission usually will be granted to an applicant with a cumulative grade point average of at least 2.0 and less than 2.5 on a 4-point scale.

Provisional Admission: Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure to complete the admission file with all required documentation within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

Probationary Admission: For those not meeting unconditional or conditional admission requirements, an admission committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

## **Application Procedures**

As part of the application process, an applicant must supply a completed application form with the non-refundable application fee (waived for online applications), a personal statement (not required of non-degree applicants), military service transcript and official copies of transcripts from all colleges attended (official high school transcript or GED scores for those who have less than 20 college credits).

Order official copies of transcripts from all previously attended institutions of higher education and have them sent to Spring Hill College at the address below. Remember to include all military transcripts such as AARTS, SMART, CCAF or Joint Services Transcript documents. If Spring Hill is the first college or university you will be attending, order official copies of your high school transcripts or GED to be sent to: Spring Hill College Office of Admissions, 4000 Dauphin Street, Mobile, AL 36608.



## Veteran's Benefits & Resources

Spring Hill College is approved for the education of veterans under Public Law 89-358, Veterans Readjustment Benefits Act of 1966; Chapters 31, 34, 35, of title 38; and the Post-9/11 Veterans Educational Assistance Act of 2008. Accordingly, it is the policy of the school to afford veterans and, where applicable, their dependents, every opportunity for study compatible with their educational background and the scope of the institution.

Equally as important as applying for admission to the College is applying for your VA benefits. Please use the following web address to access the Veterans Online Application (VONAPP)

[www.vabenefits.vba.va.gov](http://www.vabenefits.vba.va.gov). If you are unable to apply online, please call 1 (888) GI BILL-1 (1-888-442-4551) to have a form mailed to you.

Once approved by the VA, veterans and their dependents should submit their Certificate of Eligibility (COE) to the College's certifying official to receive benefits. To be certified and receive eligible benefits, the student MUST submit a VA Certification Request Form each semester of enrollment to the Department of Financial Aid and Veterans Affairs Office. Note: VA benefits are subject to Satisfactory Academic Progress requirements and VA benefits may be affected by institutional aid received by the veteran. Additional resources for veterans can be found at Alabama Department of Veterans Affairs [www.va.state.al.us/](http://www.va.state.al.us/).

Mobile County Veterans Service Office Bay Haas Building  
1150 Government Street  
Mobile, AL 36604  
Phone: (251) 574-8578

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following site:

<http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

## Coast Guard Aviation Training Center Collaboration

Students from the Coast Guard Aviation Training have enrolled in a variety of tracks through Spring Hill College. The following tracks are available:

One-credit hour professional development workshops: These courses, taught at the Coast Guard Aviation Training Center, are scheduled in collaboration with and through approval of Coast Guard personnel. Enrollment in these courses requires application, a copy of a current Coast Guard transcript and minimum requirements as defined under Undergraduate Programs, Admissions Requirements.

Undergraduate Degrees: Students may enroll in an undergraduate degree program offered on campus or through Online Learning. Admissions requirements for Veterans and Active Military Personnel should

be referenced for conditions of acceptance. In addition to a current Coast Guard transcript, all official transcripts from institutions of higher education will be required for consideration.

Additional documents and materials may be requested.

Graduate Certificates in Leadership and Ethics and Logistics and Supply Chain Management: Graduate students may apply to a four-course sequence that qualifies them for a graduate Certificate in Leadership and Ethics or Logistics and Supply Chain Management. Non degree seeking students must carry an undergraduate GPA of 3.0 to qualify for this program. Students lacking the specified 3.0 may be considered for Admissions through committee approval. Additional documents and materials may be requested. Students are expected to submit a Certificate Completion Form, available on BadgerWeb, after completing all four courses in the sequences.

Graduate Studies: Graduate degree programs, as defined in the Bulletin under Graduate Studies, provide an additional option for students in the Coast Guard seeking advanced higher education. Graduate program policies and information are delineated in the Graduate Studies Policy section of the Bulletin. Completed application packets are forwarded to the appropriate division for final decision of acceptance.

## **Transfer of Military Credit or Credit From Other Institutions**

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript.

Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

## **Tuition, Fees, & Financial Aid**

Tuition and other expenses for Traditional Undergraduate Program Expenses and the Online Learning Program Expenses at <http://www.shc.edu/admissions/tuition-and-aid/>

Through a combination of external and internal scholarships, grants and tuition waivers, Spring Hill seeks to make its education financially accessible to veterans. Please review the Student Financial Services section of the Bulletin for additional information regarding Financial Aid.

## **Veterans Policies**

Public Law 115-407, Sections 103 and 104

In accordance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post-9/11 GI Bill ® benefits shall be permitted to attend

or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' website - eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

The date on which payment from VA is made to the institution.

90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

The University shall not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

# College Directory

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## Officers of the College

Ms. Patricia Kane.....Chairman of the Board  
Dr. Arthur J. Tipton.....Vice Chairman of the Board  
Dr. Mary H. Van Brunt.....President  
Reverend Christopher J. Viscardi, SJ .....Secretary of the College

## Board of Trustees

Ms. Patricia Kane — Chairman, Chicago, Illinois  
Dr. Arthur J. Tipton — Vice Chairman, Birmingham, Alabama  
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Reverend Jason Brauninger, SJ — Denver, Colorado  
Mr. Thomas A. Byrne, Jr. — Houston, Mississippi  
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Mrs. Angele Davis — Baton Rouge, Louisiana  
Mrs. Monde Donaldson—Mobile, Alabama  
Reverend Ryan Duns, SJ — Milwaukee, Wisconsin  
Mrs. Julie A. Goolsby — Mooresville, North Carolina  
Mrs. Martha M. Kendall— Fairhope, Alabama  
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Mr. John F. McKinney — Lake Forest, Illinois  
Ms. Kelly Picard — Mobile, Alabama  
Mr. Norman D. Pitman, III — Mobile, Alabama  
Reverend Robert Poirier, SJ — Mobile, Alabama  
Dr. Paul S. Scalici, Jr — ex officio, Birmingham, Alabama  
Dr. John J. Shannon — Riverside, Illinois  
Reverend Philip G. Steele, SJ — St. Louis, Missouri  
Mrs. Therese M. Stuckey — ex officio Metairie, Louisiana  
Ms. Payton A. Tanner — Washington, DC  
Mr. Santiago Tefel — Nashville, Tennessee

Dr. Arthur J. Tipton — Birmingham, Alabama  
 Dr. Mary H. Van Brunt — ex officio, Mobile, Alabama  
 Reverend Christopher J. Viscardi, SJ — Mobile, Alabama  
 Dr. Jennifer A. Wootten — Atlanta, Georgia  
 Mr. Clifford E. York — Houston, Texas

# President’s Cabinet

Rebecca Cantor, Ph.D. .... Provost  
 Vannee Cao-Nguyen, Ed.D.....Vice President for Culture and Community, CDO  
 Brian Courtney, CPA, CMA .....Vice President for Business and Finance, CFO  
 Rev. Philip Steele, S.J.....Vice President for Mission and Identity  
 Kathleen Williams, JD.....Vice President for Admissions and Marketing

# Presidents of the College

Most Reverend Michael Portier, DD, first bishop of Mobile, founded Spring Hill College May 1, 1830.

1) Mathias Loras, DD.....	1830-1832
2) John S. Bazin, DD.....	1832-1836
3) Peter Mauvernay .....	1836-1839
4) John S. Bazin, DD.....	1839-1840
5) Dominic F. Bach, SPM.....	1840-1842
6) Claude Rampon .....	1842-1844
7) John P. Bellier, CJM.....	1845-1846
8) Albin Desgaultieres .....	1846-1846
9) Francis de Sales Gautrelet, SJ .....	1847-1859
10) Anthony Jourdant, SJ .....	1859-1862
11) Francis de Sales Gautrelet, SJ .....	1862-1865
12) Aloysius Curioz, SJ .....	1865-1868
13) John Montillot, SJ .....	1868-1875
14) Dominic Beaudequin, SJ.....	1875-1880
15) John Downey, SJ.....	1880-1883
16) David McKiniry, SJ .....	1883-1887
17) James Lonergan, SJ.....	1887-1896

18) Michael S. Moynihan, SJ.....	1896-1899
19) William Tyrrell, SJ.....	1899-1907
20) Francis X. Twellmeyer, SJ.....	1907-1913
21) Edward Cummings, SJ .....	1913-1919
22) Joseph C. Kearns, SJ .....	1919-1922
23) Michael McNally, SJ .....	1922-1925
24) Joseph M. Walsh, SJ .....	1925-1932
25) John J. Druhan, SJ .....	1932-1938
26) W. Doris O'Leary, SJ .....	1938-1946
27) W. Patrick Donnelly, SJ.....	1946-1952
28) Andrew C. Smith, SJ .....	1952-1959
29) A. William Crandell, SJ .....	1959-1966
30) William J. Rimes, SJ .....	1966-1972
31) Paul S. Tipton, SJ.....	1972-1989
32) Donald I. MacLean, SJ .....	1989-1989
33) William J. Rewak, SJ.....	1989-1997
34) Gregory F. Lucey, SJ .....	1997-2009
35) Richard P. Salmi, SJ.....	2009-2013
36) Gregory F. Lucey, SJ .....	2014-2015
37) Christopher P. Puto, PhD, '64.....	2015-2018
38) Joseph Lee, II, PhD.....	2018-2021
39) Mary H. Van Brunt, PhD.....	2022 -

## 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. Ruth Randolph** (2021) Professor of Air Force Studies — MS, Norwich University, 2008.

**Captain Thomas Armstead** (2022) Assistant Professor of Air Force Studies - BA, University of Arizona Global Campus, 2015.

**TSgt Nicholas Wilkinson** (2022) Assistant Professor of Air Force Studies.

## Division of Business & Communication

### Business

**Anindya Biswas** (2012) Professor — PhD, Northern Illinois University, 2011; Teaching Areas: Economics, Finance, Business Statistics and Business Analytics.

**Theresa McGonagle Crider** (1997) Assistant Professor — MLIS, Florida State University, 2008; MBA, Spring Hill College, 2004; Teaching Areas: Management and Computer Information Systems.

**John S. Eads IV** (2016) Instructor — CHE, MHA, Trinity University, 1997; MBA, New Mexico State University, 1995; Teaching Area: Health Care Management and Social Entrepreneurship.

**Stephanie D. Gapud** (2019) Assistant Professor — PhD, University of South Alabama, 2019; Teaching Area: Management, Leadership and Organizational Behavior.

**Sam Y. Khoury** (2016) Associate Professor — PhD, Capella University, 2009; Teaching Area: Management Information Systems and Supply Chain Management.

**James B. Larriviere** (2001) Professor, Division Chair of Business and Communication, Graduate Program Director — PhD, Auburn University, 1995; Teaching Areas: Economics and Finance.

**Nicole P. Larriviere** (2015) Assistant Professor and Internship Coordinator — MA, University of South Alabama, 1997; Teaching Areas: Business Communication, Marketing and Public Speaking.

**Stacy E. Wellborn** (2019) Assistant Professor — PhD, University of South Alabama, 2024; Teaching Areas: Management, Supply Chain and Entrepreneurship.

### Communication

**Rachael Hatley** (2015) Associate Professor — MFA, in Graphic Design, Vermont College of Fine Arts, 2013.

**P. Ryan Noble** (2013) Professor — MFA, Arizona State University, 2013.

**Wanda A. Sullivan** (2007) Professor — MFA, University of Mississippi, 1990.

## Division of Health & Science

### Biology

**Charles M. Chester** (1998) Associate Professor and Program Director of Biology— PhD, University of New Hampshire, 1996.

**Donald E. Culberson** (1997) Associate Professor — PhD, University of New Hampshire, 1985.

**Rebecca A. Fillmore** (2015) Associate Professor and Division Chair of Health and Science — PhD, University of South Alabama, 2001.

**Deborah F. Fox** (2009) Associate Professor and Program Director of Health Science — PhD, Louisiana State University, 1992.

**Paul D. Kohnen** (2003) Associate Professor—PhD, Oregon State University, 1992.

## Chemistry, Physics and Engineering

**Priscila Santiago Mora** (2024) Assistant Professor — PhD, Instituto Tecnológico y de Estudios Superiores de Monterrey, 2011.

**Purbi Adhya** (2025) Assistant Professor – PhD, University of Texas at Dallas, 2013.

## Mathematics and Computer Science

**Matthew Barnes** (2018) Associate Professor and Program Director for Mathematics and Computer Science — PhD, Louisiana State University, 2018.

**Phillip M. Bressie** (2019) Assistant Professor – PhD, Kansas State University, 2019.

**Priyjit Palit** (2022) Assistant Professor — PhD, University of Texas at Dallas, 2022.

**Pamela R. Quintana** (2020) Assistant Professor – PhD, Florida State University, 2000.

## Nursing

**Stacy Clements** (2021) Assistant Professor — DNP, RN, Samford University, 2024.

**Ashley Jackson** (2024) Instructor – MSN, APRN, FNP-BC , University of South Alabama, 2019.

**Katie McCord** (2019) Assistant Professor — DNP, RN, CNL, Samford University, 2023.

**Tracy Radczenko** (2021) Instructor — MSN, APRN, FNP-BC, CEN, University of South Alabama, 2018.

**Erin Sheppard** (2021) Assistant Professor, Associate Chair of Health and Science and Program Director of Nursing — DNP, APRN, FNP-BC, University of South Alabama, 2020.

# Division of Humanities and Social Sciences

## Education

**Paige Dannelley** (2021) Assistant Professor, Associate Chair of Humanities and Social Sciences and Program Director of Education — PhD, Liberty University, 2020. .

**Elisabeth Raftery** (2025) Instructor — MAT, Spring Hill College, 2020.

## Languages & Literature

**Robert Arbour** (2018) Associate Professor — PhD, Indiana University, Bloomington, 2015.

**Leigh Ann Litwiller Berte** (2005) Professor and Faculty Director of Curricular Integration — PhD, University of Washington, 2004.

**Stephanie A. Callan** (2011) Professor, Associate Chair of Humanities & Social Sciences, and Program Director of English and Writing — PhD, University of Oregon, 2007.

**Rebecca Cantor** (2022) Provost Professor of Literature — PhD, Claremont Graduate University, 2011.



**Stephanie Girard** (2000) Associate Professor, Faculty Director for Academic Grants — PhD, Rutgers University, 1996.

**Catherine A. Swender** (2004) Associate Professor — PhD, Michigan State University, 2003.

**Andrew Tumminia** (2010) Associate Professor — PhD, Fordham University, 2008.

**Fabian Balmori** (2010) Associate Professor and Program Director of Languages — PhD, Florida State University, 2008.

**Simone Bregni** (2022) Professor and Director of Italy Center- PhD, University of Connecticut, 2001.

**Matthew Gervase** (2018) Associate Professor — PhD, UC Santa Cruz, 2018.

## Philosophy & Theology

**Victor J. Di Fate** (2011) Associate Professor — PhD, Johns Hopkins University, 2010.

**C.R. Dodsworth** (2008) Professor, Program Director of Philosophy and Philosophy, Politics, and Economics — PhD, University of Michigan, 2007.

**Michael Ferry** (2008) Professor, Associate Provost and Chair of Humanities and Social Sciences — PhD, Georgetown University, 2007.

**Thomas Metcalf** (2016) Associate Professor, Faculty Director of Institutional Research — PhD, University of Colorado at Boulder, 2009.

**Matthew J. Bagot** (2007) Associate Professor, Program Director of Engaged and Applied Humanities — PhD, Boston College, 2010.

**George B. Gilmore** (1974) Professor — PhD, Fordham University, 1974.

**Nélida Naveros Cordova, CDP** (2019) Assistant Professor— PhD, Loyola University Chicago, 2016.

**Christopher J. Viscardi, SJ** (1979) Professor, Director of Graduate Theology—STD, Gregorian University, Rome, 1979.

**Stephen B. Wilson** (2000) Professor, Program Director of Theology (undergraduate) and Honors Program — PhD, University of Notre Dame, 2000.

## Social Sciences

**Mikenzi B. Brasfield** (2024) Assistant Professor – PhD, University of Alabama 2024.

**Harold E. Dorton, Jr.** (2011) Professor, Program Director of Sociology — PhD, Bowling Green State University, 2000.

**Sarah Duncan** (2008) Professor — PhD, Yale University, 2009.

**Lisa D. Hager** (2001) Professor and Faculty Director of Accreditation and Assessment — PhD, University of Alabama, 1991.

**Thomas J. Hoffman** (2007) Associate Professor — PhD, Indiana University, 2004.

**Vlad Kravtsov** (2016) Associate Professor, Program Director of Political Science and Law — PhD, Syracuse University, 2011.

**Wyndolyn Ludwikowski** (2022) Associate Professor, Program Director of Psychology, and Faculty Director of Teaching and Innovation – PhD, Iowa State University 2013.

**Nicholas P. Wood** (2017) Associate Professor and Program Director of History— PhD, University of Virginia, 2013.

## Library Faculty

**Maura B. Mandyck** (2015) Associate Professor and Faculty Director of Library Services — PhD/MLIS, University of Alabama, 2000.

## Military Science

**MSG Javier Beltran**, (2022) Senior Military Instructor.

**SSG Nicolle Hants**, (2022) Military Instructor — BA University of South Alabama (2018).

**SFC James D. Long**, (2022) Military Instructor.

**LTC Jared J. Sundahl**, (2015) Professor — MS, University of Wisconsin-Stout.

## Emeriti

[ ] Brackets indicate year Emeritus status conferred.

**Celestine Algero**, SC (1974) [2001] Professor of Teacher Education — EdD, Temple University, 1975.

**Ruth E. Belasco** (1983) [2007] Professor of Fine and Performing Arts — MFA, West Virginia University, 1980.

**David C. Borbridge**, SJ (1983) [2014] Assistant Professor of History — PhD, University of California Berkeley, 1979.

**Melvin J. Brandon** (1969) [2010] Professor of Philosophy — PhD, St. Louis University, 1972.

**Timothy R. Carmody** (1989) [2020] Professor and Director of Graduate Theology — PhD, Catholic University of America, 1986.

**Charles A. Cheney** (1984) [2011] Professor of Mathematics — PhD, Carnegie-Mellon University, 1971.

**Margaret D. Cole** (1997) [2020] Professor — DSN, University of Alabama at Birmingham, 1991.

**Emmanuel J. Cutrone** (1986) [2000] Professor of Theology — PhD, University of Notre Dame, 1975.

**Daniel S. Cyphert** (1988) [2015] Professor of Mathematics — PhD, Vanderbilt University, 1982.

**Margaret H. Davis** (1993) [2016] Professor of English — PhD, University of Alabama, 1990.

**David F. Dean** (1994) [2015] Professor of Biology — PhD, University of Tennessee-Knoxville, 1994; DVM, University of Tennessee, 1987.

**Ola H. Fox** (2005) [2017] Associate Professor — DNS, Louisiana State University Health Sciences Center, 2000.

**John H. Hafner** (1971) [2010] Professor of English — PhD, University of Wisconsin, 1969.

**Carol M. Harrison** (1995) [2009] Professor of Nursing — EdD, Nova Southeastern University, 1983.

**Patricia G. Harrison** (1979) [2019] Professor — PhD, Tulane University, 1994.

**Michael F. Kaffer** (1962) [2015] Professor of English — PhD, University of Alabama, 1985.

**John W. Kane, Jr.** (1969) [2007] Professor of Physics — PhD, University of Alabama, 1969.

**James L. Lambert, SJ** (1968) [1995] Professor of Chemistry — PhD, Johns Hopkins University, 1963.

**Alexander R. Landi** (1971) [2014] Professor of Political Science — PhD, University of Dallas, 1973.

**Thomas J. Loehr** (1975) [2011] Professor of Communication Arts — MFA, New York University Graduate Institute of Film and Television, 1973.

**Terran A. Mathers** (1997) [2020] Associate Professor — DNS, Louisiana State University Health Sciences Center, 2002.

**Charmane P. May** (1981) [2020] Associate Professor of Business — PhD, University of Alabama in Birmingham, 1977

**Barbara S. Nolan** (1968) [1995] Professor of English — PhD, University of Notre Dame, 1964.

**S. Kathleen Orange** (1981) [2022] Associate Professor and Director of the Foley Center for Community Service — PhD, University of North Carolina, 1976.

**Ralph D. Sandler** (1985) [2012] Associate Professor of Finance and Economics — PhD, Florida State University, 1984.

**David K. Sauer** (1972) [2009] Professor of English — PhD, Indiana University, 1977.

**Andrew D. Sharp** (1985) [2021] Professor of Business — PhD, University of Mississippi, 1990.

**Lois A. Silvernail** (1987) [2020] Professor of Education — EdD, Auburn University, 1987.

**Betsy D. Stafford** (1969) [2000] Professor of Teacher Education — EdD, Auburn University, 1978.

**Barbara P. Starr** (1977) [2008] Associate Professor of Fine and Performing Arts — MA, Florida State University, 1966.

**Mark L. Starr** (1990) [2011] Associate Professor of Philosophy — PhD, University of California, San Diego, 1988.

**John M. Welch** (1965) [2008] Assistant Professor of History — MA, Xavier University, 1969.

**Michael A. Williams, SJ** (1986) [2015] Associate Professor of English — PhD, University of Southern California, 1974.

# Correspondence Directory

The administrative offices of Spring Hill College are open Monday through Friday from 8 a.m. to 4:30 p.m. The official address of the College is Spring Hill College, 4000 Dauphin Street, Mobile, AL 36608. FAX: 251-460-2095. The telephone area code is 251. Specific numbers are given in parentheses after each office.

## **Badger Central (380-4090)**

General guidance to Spring Hill College questions, inquiries, or direct callers to the appropriate departments for further information.

## **Academic Affairs (380-2262) [academicaffairs@shc.edu](mailto:academicaffairs@shc.edu)**

General academic policy for graduate and undergraduate programs, student academic status, faculty appointments and contracts. Also, general policies and administration for offices of the Center for Academic Support and Advising and Registrar.

## **Admissions (380-3030) [admit@shc.edu](mailto:admit@shc.edu)**

Undergraduate and graduate admissions, prospective student information, scholarship information.

## **Athletics and Recreation (380-3485)**

Administration of intramurals, recreation and fitness activities, sports and leisure courses, club sports and intercollegiate athletic program.

## **Campus Ministry (380-3495) [campusministry@shc.edu](mailto:campusministry@shc.edu)**

Liturgies and liturgical committees, SHC volunteer community services, days of recollection and retreats, sacramental initiation and reception, confidential counseling and spiritual direction.

## **Career & Academic Success & Advising (380-3470) [casa@shc.edu](mailto:casa@shc.edu)**

Academic advising, career services, academic support services (tutoring and academic accommodations), Freshman Seminar, students in transition.

## **Community Standards (380-3028) [communitystandards@shc.edu](mailto:communitystandards@shc.edu)**

Student conduct, community standards and Dean clearances.

## **Counseling & Wellness Services (380-2270) [wellnesscenter@shc.edu](mailto:wellnesscenter@shc.edu)**

Confidential personal counseling services, health and wellness information literature, referrals to community resources.

## **Department of Financial Aid (380-2251) [financialaid@shc.edu](mailto:financialaid@shc.edu)**

Administration of financial assistance (financial aid and scholarships) to students.

**Development and Alumni Relations (380-2280) [advancement@shc.edu](mailto:advancement@shc.edu)**

Alumni and parent relations, annual giving, community relations, planned giving and publications.

**Marketing and Communications (380-3868) [marketing@shc.edu](mailto:marketing@shc.edu)**

Communications, community and media relations and publications.

**Online Learning (380-3041) [onlineadmissions@shc.edu](mailto:onlineadmissions@shc.edu)**

Online undergraduate, graduate and certificate programs.

**Payroll (380-2260) [payroll@shc.edu](mailto:payroll@shc.edu)**

Payroll-related forms.

**Public Safety (380-4444) [dept.publicsafety@shc.edu](mailto:dept.publicsafety@shc.edu)**

Campus patrol, emergency information, vehicle and guest registration, parking and traffic regulations.

**Registrar (380-2240) [registrar@shc.edu](mailto:registrar@shc.edu)**

Transcripts of credits, course schedules, registration.

**Residence Life (380-3028) [reslife@shc.edu](mailto:reslife@shc.edu)**

Housing assignments, residential policies and residential programming.

**Student Affairs (380-3023) [studentaffairs@shc.edu](mailto:studentaffairs@shc.edu)**

General policies and administration of student affairs, code of student non-academic conduct, student activities, clubs and organizations and new student orientation. Also, general policies and administration for the offices of Residence Life, Community Standards, Student Involvement, Career Development, Campus Ministry, the Student Center and Counseling & Wellness Services.

**Student Financial Services (380-3460) [studentbilling@shc.edu](mailto:studentbilling@shc.edu)**

Administration of student accounts and billing statements.

**Student Involvement (380-3027) [csi@shc.edu](mailto:csi@shc.edu)**

Administration and guidance for campus clubs, organizations, activities, diversity programming, leadership development program, campus events planning and Greek life.

**Title IX (380-3026) [titleix@shc.edu](mailto:titleix@shc.edu)**

Sex based harassment and discrimination complaints; pregnancy and parenting accommodations.

# Notice of Nondiscrimination

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Spring Hill College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, age, veteran status, genetic information or any other applicable legally protected basis in its educational programs and activities, admissions, or employment practices. This policy is in compliance with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, other applicable laws, and College policies.

Inquiries regarding the nondiscrimination policies of Title IX and related issues may be directed to:

Vannee Cao-Nguyen

Vice President for Culture and Community,

Student Center, 1st Floor

4000 Dauphin Street

Mobile, AL 36608-1791

251-380-3026

Inquiries regarding other nondiscrimination policies, including inquiries concerning the Americans with Disabilities Act, the Rehabilitation Act, and related issues may be directed to:

For Employees:

Human Resources

Student Center, 1st Floor

4000 Dauphin Street

Mobile, AL 36608-1791

251-380-3063

For Students:

Student Accessibility Resources, CASA

# Academic Calendars

ACADEMIC CALENDAR 2025 – 2026

Fall Semester 2025			
<b>Aug</b>	25	<b>M</b>	Classes begin, 8:15 a.m.
	29	<b>F</b>	Add/Drop ends. Last day to drop a course without a “W” grade recorded
<b>Sep</b>	1	<b>M</b>	Labor Day, no classes
	10	<b>W</b>	Deadline to replace “I” grades from sp/su 2025 for undergraduate students
<b>Oct</b>	6-7	<b>M-T</b>	Fall Break, no classes
	17	<b>F</b>	Midterm grades due to the Registrar's Office, 2:00 p.m.
	20-28	<b>M-T</b>	Course Advisement Period
	29	<b>W</b>	Last day to withdraw from full-semester courses
<b>Nov</b>	3	<b>M</b>	Last day to submit Notice of Intent form for May 2026 graduation
	11	<b>T</b>	Last day to request pass/fail option
	24-25	<b>M-T</b>	Online Classes
	26-28	<b>W-F</b>	Thanksgiving holiday, no classes
<b>Dec</b>	5	<b>F</b>	Last day of classes
	8-12	<b>M-F</b>	Final Exams
	12	<b>F</b>	Deadline to replace “I” grades from sp/su 2025 for graduate students
	16	<b>T</b>	Final grades due to the Registrar's Office by 12:00 Noon
	20	<b>Sat</b>	All degree requirements must be completed for December conferral of degrees
	20	<b>Sat</b>	Conferral of December, no Commencement

NOTE: Some graduate classes begin in the spring semester earlier than the dates given above. Check with the Education Program, Theology Program and/or the Graduate Studies Office for exact dates. *Updated 03/15/20*

Spring Semester 2026			
<b>Jan</b>	12	M	Classes begin, 8:15 a.m.
	16	F	Add/ Drop ends. Last day to drop a spring course without a “W” grade recorded
	19	M	Martin Luther King Holiday, no classes
	27	T	Deadline to replace “I” grades from fall 2025 for undergraduate students
<b>Feb</b>	16-18	M-W	Mardi Gras, no classes
<b>Mar</b>	10	T	Midterm grades due to the Registrar's Office, 2:00 p.m.
	18	W	Last day to withdrawal from full semester spring course
	19-27	Th-F	Course Advisement Period
	30	M	Last day to request pass/fail option
<b>Apr</b>	3-10	F-F	Spring Break, no classes
	24	F	Honors Convocation- (no afternoon classes, starting at 1:00 p.m.)
	29	W	Last day of classes
	30	TH	Academic Preparation Day
<b>May</b>	1-6	F-W	Final Exams
	6	W	Deadline to replace “I” grades for fall 2025 for graduate students
	7	Th	Grades for degree candidates due to the Registrar's Office by 2:00 p.m.
	8	F	Baccalaureate Mass
	9	Sat	Commencement
	12	T	Final grades due in Registrar's office by 12:00 Noon

NOTE: Some graduate classes begin in the spring semester earlier than the dates given above. Check with the Education Program, Theology



# Admissions Information

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## Undergraduate Admissions Information

New students who desire to enroll for classes at Spring Hill College should contact the Office of Admissions or consult the College's website for information about the admission process. Degree-seeking students – including first-time students, transfer students, and international students – must be admitted to the College to study in a major academic program. Non-degree students – students who desire to enroll for classes without seeking a degree – must also be admitted before registering for classes.

### Admission 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. Ability is demonstrated by high school curriculum, grades, standardized test results, rank in class, previous college work (if applicable) and recommendations.

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

The ideal student should have taken a rigorous college preparatory curriculum, and graduate with an above-average grade point average. The student may demonstrate the ability to benefit from admission to Spring Hill College by providing solid ACT or SAT test results. The student should also show the capacity to contribute to the well-being of the College through out-of-class activities such as community service, student government, clubs and organizations, and athletics. The student, upon graduation from Spring Hill College, would cherish as well as value the education he/she acquired and become an involved and supportive alumnus/alumna of the College.

### Test-Optional Policy

As a Catholic, Jesuit institution, Spring Hill College seeks to admit a diverse and intellectually stimulating student body and, for this reason, emphasizes a holistic review of applications for admission. We believe that a full evaluation of a student's high school record, both in and out of the classroom, allows us to assess the student's potential for future academic success. Therefore, students who believe that their standardized test results do not adequately indicate their potential for academic

success are not required to submit ACT or SAT scores when submitting an application for admission. Their application materials will demonstrate consistently strong and above average academic performance in the core areas of English, mathematics, science, and social science.

#### Eligibility Exceptions

Home schooled students are not eligible to apply through the test-optional policy.

Nursing applicants may apply test optional but must achieve a composite ACT score of 21 by November of their sophomore year to be eligible to move on to the advanced nursing curriculum.

## Students Applying for Admission

Spring Hill College admits students on a rolling basis, which means that applications are processed whenever all required materials are received and students receive notification as soon as an admissions decision is made.

Students seeking undergraduate admission to Spring Hill College may apply in one of two ways:

- Complete the Common Application
- Complete the Spring Hill College application for undergraduate admission, which is available online at [shc.edu/admissions/how-apply](http://shc.edu/admissions/how-apply) or from the Office of Admissions or

Students may choose to complete either application. The College requests that students complete only one (1) application, not bot

A copy of an official high school transcript is required to be submitted as part of the application review. Letters of recommendations are highly encouraged but are not required.

## First-Time Student Admission

Applicants may be offered admission as first-time, first-year students on the basis of six (6) or more semesters of high school coursework. However, the applicant must, by the time of enrollment, have graduated from an accredited secondary school, with a minimum of 16 academic credits. Ordinarily, this includes four (4) units in English; three (3) in mathematics, including Algebra II; three (3) in natural science; three (3) in social science; and three (3) other units in academic areas.

## Application Procedures

In addition to completing an application, a student applying for admission as a first-time, first-year student must also submit the following supporting materials:

<b>Supporting materials</b>	<b>Regular Admission</b>	<b>Test-Optional Admission</b>
1. Official transcript of high school grades covering at least 6 semesters; transcripts must be submitted from every high school attended.	<b>X</b>	<b>X</b>
2. Test scores can be self-reported, but official scores from either Scholastic Aptitude Test (SAT) or American College Test (ACT) will be required from accepted students who decide to attend Spring Hill College.	<b>X</b>	
4. Evaluation of achievement and potential from high school counselors and/or high school teachers is not required but is highly encouraged.	<b>X</b>	<b>X</b>
6. Resume or outline - is highly encouraged but is not required. Please consider including things such as: Community Service or involvement, Clubs/Extracurricular activities, Church-related activities, Leadership Experience, Achievements/Awards/Honors.		<b>X</b>

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

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

## **Unconditional Admission**

Unconditional admission usually will be granted to applicants who, based on a holistic review of application materials, show strong potential for academic success in college-level work and the capacity to contribute to the wellbeing of the College.

## **Conditional Admission**

The College may, at its discretion, grant conditional admission to applicants who do not clearly meet the requirements for unconditional admission but who demonstrate the potential to successfully complete

degree requirements at Spring Hill College. Students admitted conditionally may be limited in the number of enrolled credit hours during the first semester of study and/or be advised to take prerequisite courses that may not count towards graduation requirements.

## **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.<sup>3</sup> Students seeking transfer admission are required to disclose attendance at all prior institutions.

## **Application Procedures**

In addition to completing an application, a transfer student applicant must also submit:

1. An official transcript from each college or university attended for all coursework and a list of courses in progress; and
2. A transfer reference from the Dean of Students or equivalent at the last college attended verifying good disciplinary standing.
3. If the applicant has earned fewer than 12 semester hours of college credit, the applicant must also submit 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).

## **Unconditional Admission**

Unconditional admission will be granted to transfer applicants who have completed 12 or more semester hours of college credit, are in good academic standing at the last college or university attended, and receive an appropriately satisfactory transfer reference from the Dean of Students.

## **Conditional Admission**

Conditional transfer admission may be granted to transfer applicants who do not meet unconditional transfer admission requirements but who demonstrate the potential to successfully complete degree requirements at Spring Hill College. Students admitted conditionally may be limited in the number of enrolled credit hours during the first semester of study and/or be advised to take prerequisite courses that may not count towards graduation requirements.

## **Evaluation of Transfer Credits**

An applicant for transfer admission may request a preliminary evaluation of how previously earned credits will be applied to the requirements of his or her Spring Hill College degree. This preliminary evaluation may be based on unofficial transcripts and will adhere to

the policy on “Transfer Credits” that appears in the General Academic Policies section of this Bulletin of Information. When a new transfer student has provided official transcripts showing all coursework completed at all institutions attended, the Registrar will post previously earned credits to the transfer student’s Spring Hill College transfer and provide a degree audit that shows how previously earned credits have been applied to the student’s degree requirements.

Any transfer student who is admitted to the College for the fall semester and wishes to take prerequisite courses for a particular program (i.e., nursing or teacher education) during a summer term should consult the office of Student Academic Advising.

## **Transfer Admission through Articulation Agreements**

Spring Hill College has many articulation agreements, especially with community colleges in Alabama, to offer associate degree graduates a seamless process for completing a baccalaureate degree in selected programs. Under the terms of the articulation agreements, associate of Arts (AA), and Associate of Science (AS) degree students will be granted transfer admission by meeting the requirements enumerated in the articulation agreement. Formal agreements have been made with the following community colleges: Bevill State Community College, Bishop State Community College, Coastal Alabama Community College, and Wallace Community College.

Transfer students entering Spring Hill College after earning an AA or AS degree from an accredited institution will be considered to have completed the equivalent of the Core Curriculum. Transfer students who have not earned an associate’s degree prior to matriculation will not be required to participate in the Pathways sequence, but they will be required to fulfill all other requirements not satisfied by transfer credits.

## **International Student Admission**

An international student is someone who does not have United States citizenship or is not a permanent resident of the United States. Any student who is “in process” to receive US permanent residency (obtain a Green Card) is considered an international student.

International students must demonstrate English language proficiency in addition to meeting the requirements for freshman or transfer admission. Proficiency is demonstrated by achieving

- a minimum score of 90 on the Michigan Test (MELAB),
- TOEFL 71 overall with no subscore lower than 15,
- IELTS with a 6.0,
- ACT 21 or higher on Writing/English section,
- SAT 480 or higher on Writing section,
- NASFA certified ELS Center level 112 with a 2.5 grade or better,
- US College or University with English Composition 121 equivalent with a C or better (English for non-native speakers does not qualify),

- A Levels - 1 A grade or better in English or 3 B grades or better in subjects other than Math.

Students from international schools where the Medium of Instruction is English and where it is noted in AACRAO as a Medium of Instruction as in an English country, or English in the primary and official language of the country where all study occurred (i.e., Canada with the exception of Quebec) are considered proficient in English for admission purposes.

NOTE: All tests must be taken within two years of application for admission.

### **Application Procedures for International Freshmen:**

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

1. Letter of recommendation from a guidance counselor or an academic instructor.
2. Official transcripts of secondary school transcripts and a certified English translation (WES; [www.wes.org](http://www.wes.org)) of transcripts in languages other than English
3. Proof of English language proficiency as indicated above
4. Financial certification in two forms is required in English: An affidavit of support from the sponsor and a bank statement from the sponsor's bank account with USD amounts stated
5. Any other documentation required by a specific Spring Hill College academic program

### **Application Procedures for International Transfers:**

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

1. Letter of recommendation from a guidance counselor or an academic instructor
2. Official transcripts from all colleges and universities attended or currently attending including courses currently in progress and a certified English translation (WES; [www.wes.org](http://www.wes.org)) of transcripts in languages other than English
3. Official transcripts of secondary school records, both in the original language and certified English translation when the language of instruction was other than English, are necessary if the student has fewer than 12 transferable credit hours.
4. Completed Student Transfer Eligibility Form
5. Financial certification in two forms is required in English: An affidavit of support from the sponsor and a bank statement from the sponsor's bank account with USD amounts stated
6. Any other documentation required by a specific Spring Hill College academic program.

### **Additional Information for International Students**

- The Office of Student Advising will issue the I-20 Form after the student has submitted the enrollment confirmation along with all financial supporting documents.
- Spring Hill College does not award financial aid to international students on the basis of need; however, merit scholarships are available.

- It is Spring Hill College's expectation that students should apply to Spring Hill College with the understanding that they will be personally responsible for providing funds to attend the College.

## **Deferred Admission**

An admitted candidate may choose to defer enrollment for up to one academic year in order to pursue other personal interests. The candidate may not attend any other educational institution during the year in which the deferral of enrollment at Spring Hill College has been granted.

A nonrefundable tuition deposit must be submitted. The tuition deposit would vary depending on the student's residency status. If they plan to live at home, then it would be \$200. If they plan to live on campus, then it would be \$350. If the candidate has already submitted a tuition deposit, that deposit remains nonrefundable and will be held for the year. Students who do not enroll at the end of the deferral period forfeit their admission to Spring Hill College.

## **Readmission**

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

## **Dual Enrollment**

The College accepts dual enrollment credit for traditional undergraduate students. The coursework must result in a grade of C- or better in 100-level or higher courses.

## **International Baccalaureate (IB)**

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

## **Advanced Placement Program (AP)**

Students whose academic preparation in high school is beyond that normally expected for admission at the freshman level may qualify for advanced placement.

The term "advanced placement" means that the student is placed in courses advanced beyond those normally required of an entering student and that are at a level appropriate to the student's ability. Advanced placement is usually based on results of the Advanced Placement Program (AP), and other national tests, as well as Spring Hill's own institutional tests. To receive appropriate AP credit, the enrolling student must submit an official score report once all AP coursework is completed.

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

## Advanced Placement (AP) Credit Policy

<b>Exam Title</b>	<b>Minimum Score Required</b>	<b>Number of Credits</b>	<b>SHC Equivalent Course</b>
Art History	3	3	ART Core
Biology	3	3	Science Core
Calculus AB	3	4	MTH 121 *Students who score a three on the calculus AP test will be awarded credit, but may, in individual cases, be required to complete MTH 121 before placement in MTH 122.
Calculus BC	3	4	MTH 121, 122
Chemistry	3	3	Science Core
Comparative Government and Politics		3	POL 151
Computer Science A	3	3	CIS 221
English Language and Composition	3	3	ENG 121
English Literature and Composition	3	3	ENG 121
European History	3	3	HIS 212
French Language and Culture	3	3	FRE 101
	4	6	FRE 101, 102
German Language and Culture	3	3	GER 101
	4	6	GER 101, 102
Latin	3	3	LAT 101





## Graduate Admissions Information

Admission into a graduate program is granted after approval of a formal application. Applications may be obtained from the Office of Admission. Official transcripts from colleges attended must be mailed from the institution directly to the Office of Admission. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Through the admissions process, the student ultimately must achieve full standing. Full standing may be achieved through unconditional admission, a status in which the student enjoys full standing upon entering the program, or through conditional or provisional status. Provisional status requires the fulfillment of specific documentation in order to achieve full standing. Conditionally admitted students are those who have not met all academic standards or achievement markers. In each case, students will have a set amount of time to meet the requirements for unconditional status.

Admission requirements differ for each program. These requirements are listed in the sections of this Bulletin in which the particular program is described. Exceptions to these requirements are made only upon the recommendation of the Graduate Committee based on a written request by the applicant.

Students who have been academically dismissed from a graduate program at another college or university will not be considered for admission to a Spring Hill College graduate program until two years following their dismissal.

## Admission of International Applicants

International applicants for all programs are required to provide the documentation listed below, in addition to any other requirements specified by each program.

1. An official copy of a course-by-course evaluation of credentials earned outside the US by an approved evaluation service like World Education Service ([www.wes.org](http://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.

## **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 division and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost. Generally, no transfer credit will be given for course work already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

## **Residency**

While up to nine semester hours may be accepted in transfer upon entering the program, students must take the remainder of their graduate program in residence at Spring Hill College. Exceptions must be approved by the Graduate Committee.

## **Readmission**

Students who have been absent from Spring Hill College over 12 months must make a formal application for readmission through the Office of Admission.

Should a student request readmission after an absence of six years no prior credit earned will be accepted without evaluation by the program director and the Graduate Committee.

## **Non-Degree Status**

Non-degree status applies to:

1. Transient students - students enrolled in graduate study at another institution and seeking credited coursework for transfer back to the home institution. Transient students must complete the application, pay the application fee, and meet either the transcript requirement of the graduate program in which the transient study will take place or provide a certificate of good academic standing from the institution designated to accept the credits in transfer from Spring Hill College. Good standing may be established either by submission of the Spring Hill College verification form available at the Admission's Office or by submission of a similar form issued from the institution to which the credits will be transferred.

2. Audit students - students enrolled on a strictly audit basis must complete the application form and pay the application fee. The same tuition applies to audit and credit status. Course work taken while in audit status will not be granted credit at a later date.
3. Credit students - non-degree graduate students who are seeking graduate credit must complete the application form, pay the application fee and submit an official transcript of the highest degree awarded, at minimum the baccalaureate.

Non-degree status students must meet all admissions requirements in order to be elevated to degree-seeking status.

## **Online Admissions Information**

The Online Learning and non-degree student programs 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.

### **Admissions Policies (OL)**

Admission to degree and certificate programs in Online Learning and is open to an academically qualified student without regard to race, color, sex or creed. Applicants to the Online Learning program who completed high school or a GED within the five years prior to application for admission must meet the admission criteria presented in Section II of this Bulletin. Applicants to the Online Learning program who completed high school or a GED more than five years from the point of application for admission or who already hold a baccalaureate degree and are seeking additional undergraduate study must meet the admission requirements below.

### **Admissions Policies (OL)**

#### **Unconditional Admission**

Unconditional admission may be granted to an applicant who has completed 12 or more credit hours with a cumulative grade point average of at least 2.5 on a 4-point scale and has a status of good standing from the previous institution of higher education.

#### **Conditional Admission**

Conditional admission may be granted to an applicant who has either:

- Completed 12 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;

- Completed fewer than 12 credit hours from a previous institution of higher learning with a cumulative grade point average of at least 2.0 and has a high school diploma with at least a 2.0 grade point average on a 4-point scale
- Or has a General Education Diploma (GED) with a minimum standard score of 410 or more on each of the five GED tests, a passing score on the full GED test and a score of two or higher on the essay exam.

## **Provisional Admission**

Provisional admission may be granted with a completed application and an unofficial transcript from the last college attended showing good standing. Failure to complete the admission file with all required documentation within 90 days following initial registration will result in withholding future registration until the file is complete. Financial aid is not available with provisional status.

## **Probationary Admission**

For those not meeting unconditional or conditional admission requirements, the Admission Committee may grant probationary admission. Additional documentation may be submitted to strengthen the application.

## **International Student Admissions (OL)**

Students applying as international students are required to submit additional documents, as outlined below:

1. Letter of recommendation from the Dean of Students at last attended institution.
2. List of current courses.
3. Transcripts from all colleges and universities attended or currently attending. These records must be official school records — sent directly to Spring Hill College by the school — and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable. All college and university courses taken at institutions outside the United States must be evaluated by an approved evaluation service (recommended: The International Credential Advantage Package by World Education Services –[www.wes.org](http://www.wes.org)).
4. Secondary school academic records, both in the original language and certified English translation, are necessary if a student has less than 20 credit hours and/or a cumulative GPA below 2.5.
5. Proof of financial resources showing the student's ability to cover expenses for the first academic year at Spring Hill College. Proof of financial resources includes one of the following:
  - a. An affidavit of support and a confidential bank statement from the student's parents, a relative or personal sponsor showing that sufficient funds are available or

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

## **Special Status Admission (OL)**

A student meeting the classification requirements for Online Learning 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.

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 (OL)**

As part of the application process, an applicant must supply the following documents:

A completed application form.

- A letter of intent that specifies the student's intended major and discusses the student's personal, professional, or educational goals. (Not required of non-degree applicants.)
- Copies of transcripts from all colleges attended. Unofficial copies are acceptable but official transcripts will need to be provided after the initial acceptance offer.
- Applicants who have fewer than 12 college credits must submit an official high school transcript or official GED scores.

## **Readmission (OL)**

Online Learning students who have been absent from the College for one or more years must make a formal application for readmission through the Office of Admissions and must also submit a transcript of any credits earned since leaving Spring Hill.

## **Currency of Course Work (OL)**

Online Learning students who are readmitted to Spring Hill after ten years absence are required to complete at least twenty-four hours of additional coursework to be granted a degree.

## **Financial Aid and Tuition (OL)**

Application

Students who submit a complete financial aid application are considered for the various federal, state and institutional aid programs for which they qualify. Please refer to the Student Financial Services

section of the Bulletin for additional information. Current tuition and fees for Online Learning can be found at <http://www.shc.edu/admissions/tuition-and-aid/>.

## **Registration Procedures (OL)**

Registration for each term will take place in BadgerWeb. Students should follow registration instructions published on the College's website and provided by the Office of the Registrar.

Advising for all students is required in person or by phone, fax or mail prior to registration for each term. Before late registration ends, it is the student's responsibility to make certain that his/her official registration accurately reflects only those courses for which he/she plans to enroll for the term. Students not finalizing registration within the designated dates are subject to a late registration fee. Failure to make payment by the specified date will result in cancellation of the registration and will necessitate re-registering during the late registration period. Visit the current Academic Calendar at <https://badgerweb.shc.edu/ICS/Registrar/> (in the Academic Calendars portlet).

## **Programs of Study (OL)**

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 programs 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 Online Learning students. Students should familiarize themselves with these policies.

## **Transfer, Portfolio, & CLEP Credit**

Up to 90 semester hours can be transferred for coursework completed at four-year colleges or universities. Transfer credit from an accredited junior or community college is limited to a maximum of 60 semester hours. The College reserves the right to accept or reject as direct transfer credit those courses taken at a junior or community college that are upper division courses at Spring Hill, although such coursework may be considered for general elective credit. Up to 30 semester hours (may vary by program or degree) can be earned through College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST).

Regardless of the amount of credit transferred to Spring Hill College from other institutions, at least 25 percent of the coursework applied toward meeting the minimum graduation requirement must be taken at Spring Hill College and taught by Spring Hill College faculty. (See sections on Residency Requirement and Currency of Course Work.)

After completing 12 semester hours of coursework at Spring Hill, a student may submit a portfolio which documents college-level learning acquired through life experience. A student can receive up to 30 semester hours of credit for prior experiential learning. (Detailed information about this process can be found in the Prior Learning Assessment Student Handbook.)

Credit is awarded for length of military service (see the Veterans subsection, in the Admissions section of this Bulletin). In addition, credit can be given for specific courses and training taken in the military at the discretion of the College using the recommendations of the American Council of Education as set forth in its Guide to the Evaluation of Educational Experiences in the Armed Services.

Credit can be given for appropriate formal non-collegiate educational training at the discretion of the College using the recommendations of the American Council of Education as set forth in its National Guide to Credit Recommendations for Non-Collegiate Learning. The maximum credit awarded from all sources other than transfer credit from another institution of higher education will be 45 semester hours.

## College Level Examination Program (CLEP)

Subject examination scores will be accepted as follows:

- A. General examination scores will be accepted for up to 30 semester hours of academic credit, with scores of 50 or above being accepted automatically, except for History of the U.S. I and II and Western Civilization I and II.
- B. Subject examination scores will be accepted for credit in specific subjects corresponding to semester or full-year courses.

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

### CLEP GENERAL EXAMINATIONS

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

### CLEP SUBJECT EXAMINATIONS

CLEP Subject Exam	Minimum Score	SHC Equivalent	Semester Hours
Algebra, College	50	MTH 100	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 213	3
History of U.S. II	65	HIS 214	3
Human Growth & Development	50	PSY 204	3
Info 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 211	3
Western Civilization II	65	HIS 212	3

## DSST

The following standardized DSST tests will be accepted for credit at Spring Hill College for Online Learning students only. The name of the test, the minimum score required to earn credits, and the credits given are listed below.

Test Title	Minimum Score	Semester Hours	Substitutes For
Art of the Western World Elect.	48	3	ARH 299 or Core or Gen
Astronomy Elective	48	3	PHY 115 or Core or Gen
Business, Introduction to	400	3	General Elective only
Business Law II	44	3	BUS 302 or General Elective
Civil War and Reconstruction	47	3	HIS 344 or General Elective
Computing, Introduction to	400	3	General Elective only
Counseling, Fundamentals of	45	3	General Elective only
Criminal Justice	400	3	General Elective only

Education, Foundations of	46	3	General Elective only
Environment & Humanity, elective	400	3	BIO 110 or Core or Gen
Race to Save the Planet			
Ethics in America elective	400	3	PHL 210 or Core or Gen
Finance, Principles of	400	3	FIN 301 or General Elective
Financial Accounting, Principles of	47	3	ACC 201 or Program/Gen
Geography, Human/Cultural	48	3	General Elective only
Geology, Physical	46	3	General Elective only
History of the Vietnam War	44	3	HIS 497 or General Elective
Human Resources Management	46	3	MGT 421 or General Elective
Management Information System	400	3	CIS 381 or Program/Gen
Modern Middle East, Intro to	47	3	Program or General Elective
Money & Banking	48	3	General Elective only
Organizational Banking	48	3	MGT 320 or General Elective
Personal Finance	400	3	Program or General Elective
Physical Science I, Principles of	47	3	PHY 114 or General Elective
Psychology, Lifespan Develop.	46	3	Core or General Elective
Rise and Fall of the Soviet Union	45	3	HIS 497 or General Elective
Supervision, Principles of	400	3	MGT 301 or Program/Gen
Technical Writing	46	3	General Elective only
Western Europe Since 1945	45	3	HIS 322 or General Elective
World Religions, Introduction to	400	3	THL 261 or Core or Gen

## Traditional Undergraduate Academic Information

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Spring Hill College, as a Jesuit, liberal arts institution, fosters the intellectual, moral and spiritual growth of its students and inspires them to pursue the fullest possible development of their own potential as they join others in the building of a just world.

A Spring Hill education combines the broad intellectual and practical competencies of the core curriculum with the specialized skills, knowledge, and abilities offered in the major programs.

Through core courses in the sciences, mathematics, social sciences, literature, foreign languages, philosophy, theology, history, and visual and performing arts, students will acquire an appreciation for the diversity of human cultures and the possibilities of the physical and natural world.

Through the courses and experiences associated with their major program of study, students will be prepared to integrate their career aspirations and achievements with their faith, to employ ethical reasoning and action in service of social justice, and to continue a lifelong engagement with persistent questions of meaning.

The following specific student learning outcomes are introduced in the core curriculum and advanced through the entire curriculum.

1. Critical Thinking: Students will be able to assess the quality of reasoning they encounter, construct their own well-reasoned arguments, and formulate defensible conclusions.
2. Reading: Through interactive engagement with written texts in a variety of media, students will be able to extract information and ideas, discern and follow arguments, and construct meaning.
3. Effective Communication: Students will be able to communicate effectively in both writing and speech that demonstrates an awareness of audience and purpose and sound judgment in the selection, evaluation, and use of evidence.
4. Quantitative Literacy: Students will be able to reason and solve quantitative problems arising in everyday situations, understand and create sophisticated arguments supported by quantitative evidence, and clearly communicate those arguments in a variety of formats.
5. Moral Development: Students will be able to critically evaluate their pre-existing beliefs about moral action and the good life, recognize and assess alternative systems of belief, and persuasively defend their convictions.
6. Social Awareness through Cultural Diversity: Students will be able to identify the challenges faced by others in socio-cultural settings different from their own, evaluate proposed solutions, and promote justice-oriented outcomes.
7. Understanding Human Nature: Students will be able to use the methods of the natural and social sciences, arts and literature, philosophy, and theology to identify and evaluate different perspectives on human nature and its relationship to the natural and social world.
8. Integration of Knowledge: Students will be able to synthesize knowledge and methods from across the disciplines to address complex problems.

In the following pages you will find more detailed information on the College's core curriculum and the deemed appropriate. Any changes to curricular requirements become effective at the time of their publication in the Bulletin of Information and are not retroactive.

# Core Curriculum

Spring Hill's Core Curriculum is organized on the principle of Education for the Common Good of the Global Community and provides a foundation for lifelong learning and vocational discernment.

The Core Curriculum integrates a first year experience sequence with skills, foundation, and exploration courses aligned with the Jesuit mission and the goal of educating responsible leaders in the service of others.

First-Year Experience		
Required Courses	Credit Hours	Courses for Specific Majors
<b>Pathways Sequence (Co-Curricular)</b>		
PTH 101: Community and Well-Being	1.0	
PTH 102: Engagement and Outreach	1.0	
Skills		
Required Courses	Credit Hours	Courses for Specific Majors
Composition: ENG 121*	3.0	Honors: 190
Composition: ENG 123*	3.0	Honors: 290
Logic: PHL 101/190	3.0	Honors: 190
THL 101/190	3.0	Honors: 190
MTH	3.0	Nursing: MTH 163
Language and Culture (SPA, FRE, ITA, or LAN) <sup>4</sup>	3.0	

Foundations I: Understanding the national and global human communities (For non-Nursing majors, one course must be in History)		
Required Courses	Credit Hours	Courses for Specific Majors

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<sup>4</sup> Language Courses require a placement test.

HIS 120, 213, 214 or POL 112 The American national community	3.0	Nursing: SOC 101
HIS 110, 211, 212, 290, or POL 151, 161 The global human community	3.0	Nursing: any HIS or POL
<b>Foundations II: Understanding nature and the human being through the applications and methodologies of modern science</b>		
Required Courses	Credit Hours	Courses for Specific Majors
Natural Science (BIO, CHM, or PHY)	3.0	Nursing: HSC 136/138
Social Science (PSY, POL, ECO, or SOC)	3.0	Nursing: PSY 101
<b>Foundations III: Understanding human reality through the creative imagination</b>		
Required Courses	Credit Hours	Courses for Specific Majors
Visual/Performing Arts	3.0	Elementary Ed: EDU 270/271
Literature (ENG 200-level)	3.0	
<b>Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition</b>		
Required Courses	Credit Hours	Courses for Specific Majors
PHL (200/300 level)	3.0	Elementary Ed: EDU 401 Nursing: PHL318
THL (200/300 level)	3.0	
<b>Explorations</b>		
Required Courses	Credit Hours	Courses for Specific Majors
Elective outside of major knowledge area**	3.0	Nursing: PSY 204
<b>Total Credit Hours for Core Curriculum: 47</b>		

\*ENG 121, 123, and 190 are graded A, B, C, or NC (no credit) the first time the student takes this course. A student receiving an NC must retake the course, and in this event, the grading system is A, B, C, D and F, but a student must still earn a C- or

higher to move on to the next level English course. Students must receive credit for ENG 121 before attempting ENG 123 and must pass both these courses before taking a sophomore-level course. Once students matriculate, they may not take a freshman-level English course at another institution. If students have an A or B in ENG 121 and ENG 123 (or in ENG 190 for honors students) and in their first 200- level course, they are eligible to take upper-division courses for any additional ENG course work.

**\*\*This course cannot be used to satisfy a program elective or any other core requirement. Students may fulfill this requirement with any course outside of their major Division. Additionally:**

- Students in business degree programs may fulfill the requirement with an art or communications course
- Students in communications and/or art programs may fulfill the requirement with a business course
- Students in education programs may fulfill the requirement with any course outside of EDU
- Students in social sciences programs may fulfill the requirement with a humanities or education course
- Students in humanities programs may fulfill the requirement with a social sciences or education course

## CORE CURRICULUM REQUIREMENTS FOR TRANSFER STUDENTS

Transfer students entering Spring Hill College after earning an associate of arts (AA) or associate of science (AS) degree will be considered to have completed the equivalent of the Core Curriculum.

Transfer students who have not earned an AA or AS prior to matriculation will not be required to participate in the Pathways Sequence but will be required to fulfill all other core curriculum requirements not satisfied by transfer credits.

This policy applies only to students transferring to Spring Hill College from another college or university.

Students who have previously been enrolled, withdrawn, and subsequently been readmitted to Spring Hill, regardless of whether they attended another institution in the interim, should refer to the "Amendment to *Spring Hill College Bulletins of Information* for the years 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22" to determine their core curriculum requirements.

## First-Year Experience

### Pathways Sequence for First-Year Students

Pathways Director: Leigh Ann Litwiller, Faculty Director of Curricular Integration

Spring Hill's First Year Experience focuses on holistic development of mind, body, and spirit by engaging student cohorts in curricular and co-curricular activities. The Pathways Sequence supports students as they find their place in the Spring Hill College community and engage with the wider world. In concert with the rest of the core curriculum, this approach enacts *cura personalis* for first year students.

Led jointly by a peer mentor and a faculty member, Pathways Courses support a range of student needs in the first year. First year students are required to take both PTH 101 and 102.

**PTH 101: Community and Well-Being (1)** This one-credit course in the fall semester of the first year is designed to facilitate transition to all areas of college life: academic, co-curricular, social, and health/wellness. Emphasis is placed on the skills needed and the resources available to find one's place within the Spring Hill community. Led jointly by a peer mentor and a faculty member. Required of all first year students.

**PTH 102: Engagement and Outreach (1)** This one-credit course in the spring semester of the first year is designed to deepen engagement with the campus community and promote outreach to the larger community. Emphasis is placed on service opportunities, discernment of vocation, and career development as one considers one's relationship to the wider world. Led jointly by a peer mentor and a faculty member. Required of all first year students.

## **Additional Pathways Course Offerings**

Program Liaison: Leigh Ann Litwiller, Faculty Director of Curricular Integration

To further students' holistic development beyond the first year, the below course offerings bring together expertise from across campus: faculty in specific program areas, staff in student support and vocation exploration (CASA: Career, Academic Support and Advising), and staff who work in community service (Campus Ministry and the Foley Center). Please note the listed course affiliation for additional information.

**PTH 110 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. This course is affiliated with CASA. Grading: A, B, C, NC.

**PTH 201. Major and Career Exploration (2)** This course provides the foundation for effective personal career management. Each student will be asked to develop and manage a career direction consistent with personal aspirations, skills and current opportunities. Students will explore potential majors and align career aspirations with relevant programs at Spring Hill College. Prerequisite: 12 earned hours. This course is primarily designed for second semester first year students and sophomores who have not declared a major. This course is affiliated with Career Development.

**PTH 205. Pre-Professional Development (1)** This course emphasizes the materials, skills, and resources necessary to secure internships and employment. By refining application materials (e.g. resume, cover letter), honing networking and interviewing skills, and gaining experience navigating common platforms, students are actively engaged in the essential elements of successfully entering the professional world. Sophomore status required. This course is affiliated with CASA and cannot replace

a discipline-specific pre-professional development course.

PTH 210. Peer Tutoring (1) This course is a study of the methodology and procedures involved in peer tutoring for SHC Tutoring. Students selected to be peer tutors in all disciplines within the SHC Tutoring are required to take this course. This course is affiliated with CASA's Tutoring Services. Grading: Pass/NC.

PTH 215. Reflective Service (1) This course explores the practice of service in philosophical, theological, social, and experiential contexts. Taken concurrently while serving with a selected community organization for 40 hours over the course of the semester, students reflect on both their experiences and the intellectual frameworks that deepen understanding of the Jesuit tradition of service. Open to students with sophomore standing or by permission of the instructor. This course is affiliated with the Foley Center.

PTH 220: Intercultural Experience Preparation (1) This course prepares students for their upcoming academic intercultural experience in Italy. We will explore the intellectual, logistical, social and emotional aspect of study abroad. Emphasis will be placed on developing the skills and abilities necessary for cultural awareness and competence.

PTH 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. This course can be affiliated with Career Development or Pathways.

PTH 302. Internship II (1-3) Students who successfully complete PTH 301 may enroll in PTH 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. This course can be affiliated with Career Development, Pathways, or the Foley Center.

PTH 303. Pre-law Internship (3) Students enrolled in PTH 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 Pre-Law Advisor and supervising instructor. This course can be affiliated with Career Development or Pathways.

PTH 401. Senior Job Search Seminar (3) Students will start their job search by networking, finalizing job search documents, presenting professionally, mock interviewing, writing salary requirements and applying for jobs. Prerequisite: Open to juniors and seniors. This course is affiliated with Career Development.

PTH 410. Introduction to Peer Leadership (1) This one-hour introductory course prepares students for the role of a peer mentor/peer educator and promotes their development as leaders. The course is primarily designed for first-year Pathways Fellows and orients students to peer leadership strategies, instructional tools for Fellows, and the Pathways 101 curriculum. By permission only.

PTH 411. Peer Mentoring I (1) This one-hour course is taken concurrently with serving as a peer



mentor for other SHC student groups. The course provides support and strategies for peer mentors. The course is primarily designed for second-semester Pathways Fellows and orients students to the Pathways 102 curriculum while focusing on collaboration and goal setting for personal improvement. By permission only.

PTH 412. Intermediate Peer Leadership (1) This intermediate course for second-year Pathways Fellows focuses on curricular collaboration and development of a dual peer leadership role, serving both first year PTH students and the cohort of Fellows. By permission only.

PTH 413. Peer Mentoring II (1) This one-hour course for second-year, second semester Pathways Fellows focuses on curricular collaboration and goal setting for continuous personal improvement. By permission only.

PTH 414. Advanced Peer Leadership (1) This one-hour course for third-year Pathways Fellows focuses on veteran leaders consolidating their experience in curricular collaboration and dual peer mentorship (for both first year students at SHC and first year Fellows). Emphasis is placed on highlighting transferable skills for personal career development trajectory. By permission only.

PTH 415. Peer Mentoring III (1) This one-hour course for third-year, second semester Pathways Fellows focuses on curricular collaboration, mentorship, and transferable skills for the student's career path. By permission only.

## **Undergraduate Degree Programs**

At the beginning of each divisional section are statements of the general and specific objectives of the program and an explanation of its requirements. Not all of the courses listed under each program 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.

# Division of Business & Communication

Division Chair: James B. Larriviere, PhD

The Division of Business and Communication prepares students to lead with integrity, creativity, and purpose in a rapidly evolving global society. Through a curriculum grounded in Jesuit ideals and the liberal arts, students are equipped with the knowledge, ethical foundation, and practical skills necessary to thrive in a wide range of professional fields. The College's core curriculum reinforces this commitment by fostering critical thinking, effective communication, and a deep sense of social responsibility—values that are integral to both business and communication disciplines.

In the Business area of study, students receive a business education that integrates broad-based foundational knowledge with focused, career-ready expertise. The Division offers a Bachelor of Science (BS) in Business Administration with concentrations in Accounting, Business Analytics, Financial Economics, Health Care Management, and BS degrees in Digital Marketing, Entrepreneurship, Sport Management, and Supply Chain Management. All students complete a robust business core, providing exposure to key functional areas before selecting a specialization. Consistent with Spring Hill College's Jesuit tradition, the business programs emphasize ethical leadership and responsible citizenship in both the private and public sectors.

In the Communication area of study, students engage with the power of media, design, and storytelling to inform, persuade, and inspire. The Division offers a Bachelor of Arts (BA) in Strategic Communication, Multimedia Journalism, Digital Content Production, Digital Communication and Social Influence, and Graphic Design. Students are encouraged to develop their creative and analytical abilities while understanding the role of communication and the arts within broader cultural and social frameworks.

Internships are a cornerstone of the Business and Communication curriculums. Students typically complete an internship(s) after their sophomore year and up through their senior year.

**Business:** Business majors are not required to complete an internship but are highly encouraged to do so. Students may choose to earn course credit (ACC/BUS496) as part of their business degree plan.

**Communication:** All Communication majors are required to complete a supervised field experience/internship (ART/CMM 490). Internships—spanning areas such as advertising, public relations, journalism, broadcasting, photography, production, graphic design, and more—offer students meaningful hands-on learning and the opportunity to build professional portfolios.

By combining business acumen with media literacy and creative expression, the Division of Business and Communication empowers students to become thoughtful professionals, effective communicators, and ethical leaders. Grounded in the Jesuit liberal arts tradition, our graduates leave prepared not only

to succeed in their chosen fields, but also to make a positive impact in their communities and the world.

## Business Administration

### Requirements

Students in all BS degree programs in the Division of Business must complete a set of lower-division requirements, a set of upper-division requirements and a major or concentration.

For all BS degree concentrations and majors, the common set of required courses is:

## Bachelor of Science in Business Administration

### Lower-Division

Course	Title	Credit Hours
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I and II	6
BUS 263 & 264	Business Statistics and Management Science	6
BUS 210	Business Communication	3
BUS 220	Business, Society and Sustainability	3

### Upper Division

Course	Title	Credit Hours
BUS 301	Business Law I	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3

<b>CIS 381</b>	Information Systems	3
<b>PHL 313</b>	Business Ethics	3
<b>BUS 499</b>	Business Strategy and Policy (comprehensive experience)	3

#### **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 ETS Examination:**

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

#### **Grade Requirements:**

A grade of C- or better is required in all business courses in order to have the course counted as part of the lower-level, upper-level, concentration, or major 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 (ECO 101, ECO 102, PHL 313).

### **Minor in Business Administration**

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

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

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ECO 102</b>	Principles of Microeconomics	3
<b>ACC 201 &amp; 202</b>	Principles of Accounting I & II	6

<b>BUS 263</b>	Business Statistics	3
<b>MGT 301</b>	Management Principles	3
<b>MKT 311</b>	Marketing Principles	3
<b>FIN 301</b>	Financial Management	3

## Accounting

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

### Accounting

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

### Minor in Accounting

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ACC 201 &amp; 202</b>	Principles of Accounting I and II	6
<b>BUS 263</b>	Business Statistics	3

<b>ACC 301 &amp; 302</b>	Intermediate Accounting I and II	6
<b>ACC 331</b>	Management Cost Analysis	3
<b>ACC 351</b>	Federal Income Tax	6

## 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 201 and ACC 202 with grade of C- or better.

**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: ACC 201, completion of ACC 202 with a grade of C- or better.

**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 201 and 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: ACC 201 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 201, ACC 202, ACC 301, ACC 302. Grade of C- or better in ACC 302.

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

Prerequisite: ACC 201, ACC 202, ACC 301 Grade of C- or better in 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 201, ACC 202, ACC 301, ACC 302. Grade of C- or better in 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.

**ACC 496. Accounting Internship (1-3)** Under the supervision of the Division of Business Internship Coordinator and an experienced business professional in the accounting field (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows an accounting major to achieve learning objectives that are aligned with the goals of a supervising professional or organization in the accounting field. Internships provide opportunities to explore career options, test career choices and encourage the development of skills within a chosen field. An internship allows students to relate classroom theory and concepts with practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Prerequisite: BUS 210.

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 201. Personal Financial Literacy (3)** This course provides an overview of the entire financial planning process. Specific areas covered include the budgeting process, managing money and credit, tax planning, insurance and risk management, personal investing, investment planning, retirement planning, and estate planning.

**BUS 210. Business Communication (3)** This course will develop and enhance written and oral communication skills with particular attention to the skills required for successful communication in the business firm. 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. Fee: \$10 (due to join SHC Business Club).

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

**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.

**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)** 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.

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

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

**BUS 395. Pre-Professional Development (1)** Introduction to professions within business. The course includes job search preparation, resume development, networking fundamentals and featured presentations from business professionals.

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

**BUS 496. Business Internship (1-3)** Under the supervision of the Division of Business Internship Coordinator and an experienced business professional (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows a student to achieve learning objectives that are aligned with the goals of a supervising professional or organization. Internships provide opportunities to explore career options, test career choices and encourage the development of skills within a chosen field. An internship allows students to relate classroom theory and concepts with



practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Prerequisite: BUS210.

**BUS 499. Business Strategy and Policy (3)** 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.

**CIS 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. Cross-listed as ACC 381.

## Business Analytics

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

### Business Analytics

Course	Title	Credit Hours
<b>BAN 363</b>	Essentials of Business Analytics	3
<b>BAN 463</b>	Advanced Business Analytics	3
<b>CIS 382</b>	Database Management Systems	3
<b>ECO 301 or</b>	Managerial Economics or	
<b>MKT 422</b>	Marketing Research	3
Choose two from the following:		6
<b>CIS 371</b>	Website Development (3)	
<b>FIN 410</b>	Investments (3)	

**MKT 364**

Media Planning and Measurement (3)

## Minor in Business Analytics

Course	Title	Credit Hours
<b>BUS 263</b>	Business Statistics	3
<b>BUS 264</b>	Management Science	3
<b>BAN 363</b>	Essentials of Business Analytics	3
<b>CIS 381</b>	Information Systems	3
<b>CIS 382</b>	Database Management Systems	3
<b>ECO 301</b>	Managerial Economics	3
<b>MKT 422</b>	Marketing Research	3

## Upper Division Courses

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

**BAN 463. Advanced Business Analytics (3)** This course provides the foundation for big data analysis, modeling, and spreadsheet usage. Students will learn several analytical methods that are proven useful in business decision making. Prerequisites: BAN 363.

## Financial Economics

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

Financial accounting plays a significant role in many career paths in the financial services industry. Students in the financial economics concentration wishing to explore accounting beyond the two introductory courses are encouraged to complete a minor in accounting. The financial economics concentration, coupled with a minor in accounting, will help prepare students for careers in investment banking and certification exams like the CFA (Certified Financial Analyst) and the CFP (Certified

Financial Planner). Students planning to attend graduate programs in finance or economics are urged to take MTH 121 Calculus I and MTH 122 Calculus II.

## Financial Economics

Course	Title	Credit Hours
<b>ECO 301</b>	Managerial Economics	3
<b>BAN 363</b>	Essentials of Business Analytics	3
<b>FIN 321</b>	Money and Capital Markets	3
<b>FIN 410</b>	Investments	3
Choose two from the following:		6
<b>ECO 434</b>	International Trade and Finance (3)	
<b>ACC 331</b>	Management Cost Analysis (3)	

**Or other approved business-related course at the 300/400 level**

## Minor in Finance

Course	Title	Credit Hours
<b>ACC 201 &amp; 202</b>	Principles of Accounting I & II	6
<b>ECO 102</b>	Principles of Microeconomics	3
<b>BUS 263</b>	Business Statistics	3
<b>FIN 301</b>	Financial Management	3
<b>FIN 321</b>	Money and Capital Markets	3
Choose two from the following:		6
<b>ACC 331</b>	Management Cost Accounting (3)	
<b>ECO 434</b>	International Trade and Finance (3)	
<b>FIN 410</b>	Investments (3)	

**Or other approved business-related course at the 300/400 level**

**Students majoring in business administration with a concentration in Financial Economics may not receive a minor in Finances.**

## **Lower-Division Courses**

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

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

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

## **Upper-Division (ECO) Courses**

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

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

## **Upper-Division (FIN) Courses**

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

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

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

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

## Health Care Management

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

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

### Health Care Management

Course	Title	Credit Hours
<b>HCM 301</b>	Foundations of Health Care Management	3
<b>SCM 301</b>	Principles of Logistics and Supply Chain Management	3
<b>CIS 382</b>	Database Management Systems	3
<b>HCM 450</b>	The Business of HealthCare: Strategy and Management	3
<b>Two additional upper-division electives chosen from HCM,</b>		<b>6</b>

MGT, MKT, approved BUS 496 internship or other courses approved by the Division Chair.

## Minor in Health Care Management

Course	Title	Credit Hours
ECO 102	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I & II	6
PHL 313 or PHL 311	Business Ethics (3) or Bioethics	3
HCM 301	Foundations in Health Care Management	3
SCM 301	Principles of Logistics & Supply Chain Management	3
CIS 381	Information Systems	3
HCM 450	The Business of HealthCare: Strategy and Management	3

## Upper-Division Courses

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

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

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

**HCM 495. Special Topics in Health Care Management (3)** Course designed to address topics of special interest in health care management and administration; possible topics include long term and

senior care; ethical issues in health care; health care information technology; health care policy and reform. Prerequisites: HCM 301 and permission of instructor.

## **Bachelor of Art/Science in Organizational Leaders (*In-Person and Online*)**

The Organizational 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. Students will develop effective written and oral presentation, analytic thinking and creative problem solving, and interpersonal communication and group leadership skills. This program is designed to give students the flexibility to select from a large population of courses that align with career goals.

### **Lower Division**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>PSY 101</b>	Introduction to Psychology	3
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>PSY 200</b>	Social Psychology	3
<b>CMM 220</b>	Principles of Strategic Communication	3
<b>BUS 220</b>	Business, Society, and Sustainability	3

### **Upper Division**

<b>Course</b>	<b>Title</b>	<b>Credit Hour</b>
<b>BUS/ CMM 376</b>	Intercultural Communication	3
<b>PHL 313</b>	Business Ethics	3
<b>MGT 301</b>	Management Principles	3
<b>MGT 320</b>	Organizational Behavior	3
<b>LDR 310</b>	Work, Motivation & Leadership in the	3

	New Workplace	
<b>LDR 410</b>	Managing Diversity in the Workplace	3
<b>LDR 420</b>	Conflict Management & Resolution	3
<b>LDR 490</b>	Senior Seminar/Capstone	3

Choose four from the following: 12

<b>PSY 310</b>	Psychology of Gender (3)
<b>ART 371</b>	UX/UI Design (3)
<b>BUS 301</b>	Business Law (3)
<b>BUS 320</b>	International Business (3)
<b>MKT 311</b>	Marketing Principles (3)
<b>MKT / CMM 364</b>	Media Planning and Measurement (3)
<b>SPM 410</b>	Sport Facilities Management (3)
<b>SPM 420</b>	Sports Marketing and Promotion (3)
<b>SCM 301</b>	Principles and Logistics of Logistics and Supply Chain (3)
<b>LDR XXX</b>	(Any 3 of the 1-credit LDR classes) (3)

## Required Courses

**ART 371. UX/UI Design (3)** This course introduces students to the field of user experience (UX) design. Students learn to empathize with users, discover and address problems in user experience by employing foundational principles of design, and explore the roles and responsibilities of the UX designer within development teams. Students gain experience with storyboarding, wireframes, and low-fidelity prototypes. Design and develop successful user experiences (UX/UI) for mobile devices gaining proficiency in industry standard design tools such as FIGMA, Adobe XDm and Sketch.



Appreciate the significance of branding. Conduct usability testing and collect data. Design interactions based on data findings. Identify users and analyze their needs and behaviors. Cross listed as MKT 371.

**BUS 201. Personal Financial Literacy (3)** This course provides a comprehensive examination of the entire financial planning process. Specific areas covered include the budget process, managing money, managing credit, tax planning, insurance, risk management, personal investing, investment planning, retirement planning and estate planning.

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

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

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

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

**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.

**CMM 150. Introduction to Public Speaking (3)** 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)** Principles, history, theory and practice of public relations and advertising, including elements of integrated marketing communication and persuasion.

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

**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 program requirements or permission of instructor.

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

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

**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.

**ENG 244. Asian Literature (3)** 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)** 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)** An introduction to literature written by

Hispanic Americans living in the US and writing in English. Texts can be essays by Gloria Anzaldúa, novels and short stories by authors such as Junot Díaz, Rudolfo Anaya, Piri Thomas, Cristina García, Julia Alvarez and poetry by assorted authors. The course may offer an opportunity to meet Hispanic American immigrants and hear their stories.

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

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

**HIS 324. Women in American History (3)** 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: HIS 110 or HIS 120.

**HIS 325. 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. Prerequisite: HIS 110 or HIS 120.

**HIS 326. African-American History (3)** A study of the major issues in African-American history, with a focus on the study of primary documents. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow. Prerequisite: HIS 110 or HIS 120.

**HIS 330. World Cultures (3)** A historical study of the principal cultures of the world from prehistory to the modern period. Prerequisite: HIS 110 or HIS 120.

**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 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 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.

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

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

**PHL 313. Business Ethics (3)** An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management. Prerequisites: PHL 101/190.

**PHL 350. Philosophy of Law (3)** An examination of the nature of law and morality, liberty, justice, equality and punishment. Contemporary social issues such as the right to privacy, obscenity and pornography, capital punishment, equality between the sexes are also discussed. Prerequisites: PHL 101/190 and a lower-division course.

**POL 377. Global Health Governance (3)** A writing-intensive seminar that probes major themes and issues in the study of public health with attention to international cooperation and human rights. Prerequisite: Sophomore standing.

**POL 379. International Political Economy (3)** An analysis of international relations in combination with political economy. The course explores the development of a world economic system and the complex synergy among political and economic forces in the world. Prerequisite: POL 151 or POL 161.

**PSY 101. Introduction to Psychology (3)** This course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. Required of Psychology, Health Sciences and Nursing majors.

**PSY 200. Social Psychology (3)** Psychological and group influences on perception; attitude formation and change; the development of social relations, i.e., affiliation, attraction and affective bonds; group processes, especially leadership, group problem-solving, status and role differentiation; group influences on aggression, mob and panic behavior; escalation and resolution of interpersonal, intergroup and international conflict. Prerequisite: PSY 101.

**PSY 310. Psychology of Gender (3)** 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 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.

**SCM 301. Principles of Logistics and Supply Chain Management (3)** Principles of contemporary approaches to Logistics and Supply Chain management. Topics discussed include inventory control, forecasting, vendor management, procurement, transportation, warehousing, global logistics, lean logistics, reverse logistics, and Logistics and Supply Chain integration techniques.

**SOC 355. Race and Ethnic Relations (3)** A scientific study of the relationships and problems of the major cultural, ethnic, racial and religious minorities in American society. This course examines ethnic, racial and other minority groups from both a historical and a contemporary perspective. Includes a review of theories concerning prejudice and discrimination, patterns of minority relations and future race relationship patterns in the United States. Requires 20 hours of service to the community. Prerequisites: SOC 101 and any 200 level SOC class, Junior or Senior standing.

**SOC 375. Gender and Society (3)** 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. Prerequisite: SOC 101 or consent of the instructor.

**SPM 410. Sport Facilities Management (3)** This course examines the fundamental theories, standards, and recommendations for developing, planning, constructing, and managing various venues in sport.

## Bachelor of Science in Digital Marketing

Marketing professionals must understand consumer digital experiences to be able to craft messages and target consumers at the right time and place. The Bachelor of Science in Digital Marketing at Spring Hill College will offer students a foundational understanding of marketing and digital media strategy. It teaches a strategic research foundation and provides numerous opportunities for students to apply in-class takeaways to real-world situations.

Students will develop a foundation of research and analysis that will inform marketing strategy. They will gain practical experience by working with clients to develop a comprehensive, integrated marketing plan and through completion of industry supported digital certifications. The program will encourage a strategic mindset and data-driven skill set setting the student up for success in many fields. Graduates will have a thorough understanding of marketing principles, how to conduct market research, develop strategic content, define target audiences, and manage a client project.

### Lower-Division

Course	Title	Credit Hours
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I & II	6
BUS 263 & 264	Business Statistics and Management Science	6
BUS 210	Business Communication	3
BUS 220	Business, Society, and Sustainability	3

### Upper Division

Course	Title	Credit Hours
BUS 301	Business Law I	3

<b>MGT 301</b>	Management Principles	3
<b>MKT 311</b>	Marketing Principles	3
<b>FIN 301</b>	Financial Management	3
<b>CIS 381</b>	Information Systems	3
<b>PHL 313</b>	Business Ethics	3
<b>BUS 499</b>	Business Strategy and Policy	3

### Major Related

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>MKT 220</b>	Integrated Marketing Communications	3
<b>MGT 351</b>	Entrepreneurship & Small Business Management	3
<b>MKT 422</b>	Marketing Research	3
<b>MKT 475</b>	Digital Marketing Certifications	3

Choose two from the following: 6

<b>MKT 364</b>	Media Planning & Management (3)
<b>MKT 365</b>	Strategic Writing (3)
<b>CIS 470</b>	eCommerce (3)
<b>3##/4##</b>	Level course in MKT/MGT/CMM, approved by Division Chair (3)

**Free Electives** Any Course, Any Level 12

## Minor in Digital Marketing

### Required Courses

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
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<b>MKT 220</b>	Integrated Marketing Communications	3
<b>MKT 311</b>	Principles of Marketing	3
<b>MKT 364 or</b>	Media Planning and Measurement	3
<b>MKT 475</b>	Digital Marketing Certifications	3
<b>MKT 365</b>	Strategic Writing	3
<b>MGT 351</b>	Entrepreneurship and Small Business Management	3
<b>MKT 472</b>	Student Agency	3

## Courses

**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 381. MKT 311 highly recommended.

**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.

**MKT 220. Integrated Marketing Communications (3)** Principles, history, theory and practice of public relations and advertising, including elements of integrated marketing communication and persuasion. Lab Fee: Curriculum. Cross-listed as CMM 220.

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

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



BUS 210 or permission of instructor. Also, cross-listed as CMM and WRI 365.

**MKT 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.

**MKT475. Digital Marketing Certifications (3)** The course provides students with experience, training, and industry certifications in digital marketing tactics (including digital content development, email marketing, website design, search engine optimization, and social media marketing).

**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.

## Bachelor of Science in Entrepreneurship

The Bachelor of Science in Entrepreneurship at Spring Hill College will offer students a foundational understanding of entrepreneurship and small business management along with practical experience including small business management consulting and entrepreneurial venture development from business idea to business model. The program will encourage entrepreneurship mindset and skills development, while considering Ignatian principles of impact to society. Coursework will include networking opportunities with business leaders and entrepreneurs.

Students who complete the BS in Entrepreneurship will graduate with a thorough understanding of identifying new market opportunities, conducting market research, developing financial models, and managing new ventures and small businesses. Students will complete their education having real-world experience doing customer discovery, working with small business owners, and pitching a new business idea to potential investors.

## Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ECO 102</b>	Principles of Microeconomics	3
<b>ACC 201 &amp; 202</b>	Principles of Accounting I & II	6
<b>BUS 263 &amp; 264</b>	Business Statistics and Management Science	6
<b>BUS 210</b>	Business Communication	3
<b>BUS 220</b>	Business, Society and Sustainability	3

## Upper Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BUS 301</b>	Business Law I	3
<b>MGT 301</b>	Management Principles	3
<b>MKT 311</b>	Marketing Principles	3
<b>FIN 301</b>	Financial Management	3
<b>CIS 381</b>	Information Systems	3
<b>PHL 313</b>	Business Ethics	3
<b>BUS 499</b>	Business Strategy and Policy	3

## Major Related

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ENT 101</b>	Foundations in Entrepreneurship	3
<b>ENT 201</b>	Entrepreneurial Markets & Opportunities	3
<b>MGT 351</b>	Entrepreneurship & Small Business	3

	MGT	
<b>CIS 470</b>	eCommerce	3
Choose two from the following:		6
<b>MGT 495</b>	Social Entrepreneurship (3)	
<b>BUS 496</b>	Business Internship (3)	
<b>MKT 450</b>	Marketing Management (3)	
<b>MKT 472</b>	Student Agency (3)	
<b>3##/4##</b>	Level course in MKT/MGT/CMM - approved by Division Chair (3)	
<b>Free Electives</b>	Any course, any level	12

## Minor in Entrepreneurship

### Required Courses

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ENT 101</b>	Foundations of Entrepreneurship	3
<b>ENT 201</b>	Entrepreneurial Markets and Opportunities	3
<b>MGT 301</b>	Principles of Management	3
<b>ENT 301</b>	Entrepreneurial Strategies	3
<b>MGT 351</b>	Entrepreneurship and Small Business Management	3
<b>MGT 495 or</b>	Social Entrepreneurship	
<b>CIS 470 or</b>	eCommerce	
<b>BUS 496</b>	Business Internship	3

# Minor in Social Entrepreneurship

The Division of Business offers a minor in Social Entrepreneurship. Students in this minor learn the real-world basics of running a nonprofit organization. The courses required in this minor provide students with exposure to fundamentals of accounting, marketing, financial planning, human resources and other business fundamentals. The student will also be given the opportunity to develop leadership skills as they take charge of a group of those served. These experiences are part of the BUS220 Business, Society and Sustainability, BUS495 Experiential Learning Internship, and the MGT495 Social Entrepreneurship course.

Course	Title	Credit Hours
BUS 201	Personal Financial Literacy	3
BUS 220	Business, Society, and Sustainability	3
ACC 201	Principles of Accounting I	3
PHL 313	Business Ethics	3
BUS 496	Business Internship (Experiential Learning)	3
MGT 495	Special Topic: Social Entrepreneurship	3

## Required Courses

**BUS 496. Business Internship (1-3)** Under the supervision of the Division of Business Internship Coordinator and an experienced business professional (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows a student to achieve learning objectives that are aligned with the goals of a supervising professional or organization. Internships provide opportunities to explore career options, test career choices and encourage the development of skills within a chosen field. An internship allows students to relate classroom theory and concepts with practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Fee: \$10. Prerequisite: BUS 210.

**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 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 381. MKT 311 highly recommended.

**ENT 201. Entrepreneurial Markets and Opportunities (3)** This course will teach students to use a design thinking approach to decision-making and problem solving in an entrepreneurial context. By learning this process students develop skills to help them become more successful at discovering or recognizing new opportunities in any environment by refining their problem solving, listening, decision making and team working skills. This course will actively engage students in developing tangible, conceptual frameworks to problem solve and identify solutions.

**ENT 301. Entrepreneurial Strategy (3)** This course takes the perspective of the entrepreneurial executive to examine why firms differ in their performance. This course will focus on developing new venture plans addressing the marketing strategy (opportunity, customer value, value proposition), operations strategy, and financial strategy. Additionally, the course will examine the processes, methods and steps involved in strategically managing the growth and performance of established new ventures.

**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 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.

**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.

## Bachelor of Science in Sport Management

The Sport Management program combines business management foundations with the ever growing

field of sport. The Sport Management program covers the areas of sport marketing, facilities management, fundraising, law, and governance. The sport management courses, coupled with the business core of the academic program, is designed to prepare students for positions in professional sport, interscholastic and intercollegiate athletics, sport media relations, sports information and promotions, sport coaching, sport facility management/operations, sport marketing, sport consulting and sport administration. In addition, the curriculum prepares students to enter a graduate program after course completion, if desired.

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ECO 102</b>	Principles of Microeconomics	3
<b>ACC 201 &amp; 202</b>	Principles of Accounting I & II	6
<b>BUS 263 &amp; 264</b>	Business Statistics and Management Science	6
<b>BUS 210</b>	Business Communication	3
<b>BUS 220</b>	Business, Society and Sustainability	3

### Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BUS 301</b>	Business Law I	3
<b>MGT 301</b>	Management Principles	3
<b>MKT 311</b>	Marketing Principles	3
<b>FIN 301</b>	Financial Management	3
<b>CIS 381</b>	Information Systems	3
<b>PHL 313</b>	Business Ethics	3
<b>BUS 499</b>	Business Strategy and Policy	3

## Major-Related

Course	Title	Credit Hours
MGT 320	Organizational Behavior	3
SPM 401	Sport Law	3
SPM 410	Sport Facilities Management	3
SPM 420	Sport Marketing and Promotion	3
Choose two from the following:		6
BUS 496	Business Internship (3)	
BUS/MKT/MGT/SPM/CMM 3XX or 4XX-level as approved by Division Chair (3)		
Free Electives	Any course, any level	12

## Minor in Sport Management

Course	Title	Credit Hours
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
MGT 351	Entrepreneurship and Small Business Management	3
SPM 401	Sport Law	3
SPM 410	Sport Facilities Management	3
SPM 420	Sport Marketing and Promotion	3

## Courses

**BUS 496. Business Internship (1-3)** Under the supervision of the Division of Business Internship Coordinator and an experienced business professional (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows a student to achieve learning objectives that are aligned with the goals of a supervising professional or organization. Internships provide opportunities to explore career options, test career choices and encourage the development of skills

within a chosen field. An internship allows students to relate classroom theory and concepts with practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Fee: \$10. Prerequisite: BUS 210

**SPM 401. Sport Law (3)** This course covers the core areas of law relevant to the business of sport. It is intended to introduce students to significant legal issues in sport. Prerequisites: 300 level courses in Business Administration curriculum, or permission of program director.

**SPM 410. Sport Facilities Management (3)** This course examines the fundamental theories, standards, and recommendations for developing, planning, constructing, and managing various venues in sport. Prerequisites: 300 level courses in Business Administration curriculum, or permission of program director.

**SPM 420. Sport Marketing and Promotion (3)** This course emphasizes marketing and public relations by addressing the importance of a sport-related organization maintaining a favorable public image through consistent media outreach. Prerequisites: 300 level courses in Business Administration curriculum, or permission of program director.

**SPM 495. Special Topics in Sports Management (3)** A course designed to address topics of special interest to students interested in the sports management field. Prerequisites: permission of program director.

## **Bachelor of Science in Supply Chain Management** ***(In-Person and Online)***

The objective of the major in Logistics and Supply Chain Management (SCM) is to equip students with the management skills needed to manage the flow of goods and services within industries. The movement and storage of raw materials, work-in-process, and finished goods all the way from the point of origin to the point of consumption falls within the scope of SCM. Any organization that deals with goods or services is in some way part of this process and therefore part of a Logistics and Supply Chain. Since organizations are part of Logistics and Supply Chains, they employ Logistics and Supply Chain management professionals that strive to reduce materials and transportation costs, while optimizing efficiency through distribution channels. The knowledge gained from this concentration and the overall business curriculum will prepare students for careers as logistics analysts, transportation managers, purchasing professionals, and other logistics and SCM related positions. In addition to completing the common core of business classes, students will complete courses in Logistics and Supply Chain management, purchasing, transportation, global logistics, and warehousing and distribution.

### **Lower-Division**

**Course**

**Title**

**Credit Hours**



ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ACC 201 & 202	Principles of Accounting I & II	6
BUS 263 & 264	Business Statistics and Management Science	6
BUS 210	Business Communication	3
BUS 220	Business, Society and Sustainability	3

### Upper Division

Course	Title	Credit Hours
BUS 301	Business Law I	3
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
CIS 381	Information System	3
PHL 313	Business Ethics	3
BUS 499	Business Strategy and Policy	3

### Major Related

Course	Title	Credit Hours
SCM 301	Principles of Logistic and SCM	3
CIS 382	Database Management Systems	3
SCM 410	Transportation Management Systems	3
SCM 420	Warehousing and Inventory Mgmt.	3

Choose two from the following: 6

BUS 496 Business/SCM Internship (3)

3##/4## Level course in BUS/MGT/MKT/SCM, approved by Chair (3)

**Free Electives** Any course, any level 12

## Minor in Supply Chain Management

The objective of the minor in Supply Chain Management (SCM) is to equip students with the management skills needed to manage the flow of goods and services within industries. The movement and storage of raw materials, work-in-process, and finished goods all the way from the point of origin to the point of consumption falls within the scope of SCM. Any organization that deals with goods or services is in some way part of this process and therefore part of a supply chain. Since organizations are part of supply chains, they employ supply chain management professionals that strive to reduce materials and transportation costs, while optimizing efficiency through distribution channels. The knowledge gained from this minor and the overall business curriculum will prepare students for careers as logistics analysts, transportation managers, purchasing professionals, and other logistics and SCM related positions. Students will complete courses in supply chain management, transportation management, global logistics, and warehousing and distribution.

### Required Courses

Course	Title	Credit Hours
BUS 263	Business Statistics	3
BUS 264	Management Science	3
SCM 301	Principles of Logistics and SCM	3
SCM 410	Transportation Management	3
SCM 420	Warehousing and Inventory Management	3

Choose two from the following: 6

CIS 382 Database Management Systems (3)

BAN 363 Essentials of Business Analytics (3)

<b>BUS 496</b>	Business Internship (3)
<b>MKT 495</b>	International Marketing (3)
<b>SCM 495</b>	Special Topics in Supply Chain Management (3)
<b>CIS 495</b>	Special Topics in Computer Information Systems (3)

## Upper-Division Courses

**BUS 496. Business Internship (1-3)** Under the supervision of the Division of Business Internship Coordinator and an experienced business professional (Internship Site Supervisor). The internship is a pre-arranged, credit-bearing work experience that allows a student to achieve learning objectives that are aligned with the goals of a supervising professional or organization. Internships provide opportunities to explore career options, test career choices and encourage the development of skills within a chosen field. An internship allows students to relate classroom theory and concepts with practical job experience as well as develop new skills that will be transferable to future employers. Variable credit (up to 3 hours per semester); may be repeated for up to six credit hours. Fee: \$10. Prerequisite: BUS210.

**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.

**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.

**SCM 301. Principles of Logistics and Supply Chain Management (3)** Principles of contemporary approaches to Logistics and Supply Chain management. Topics discussed include inventory control, forecasting, vendor management, procurement, transportation, warehousing, global logistics, lean logistics, reverse logistics, and Logistics and Supply Chain integration techniques.

**SCM 410. Transportation Management (3)** An analysis of domestic and international transportation in support of Logistics and Supply Chain management operations. Topics include third party evaluation and selection, transportation mode selection, logistics network design, transportation regulations, and routing and scheduling.

**SCM 420. Warehousing and Inventory Management (W) (3)** This writing intensive course is an evaluation of warehousing operations and management practices. Topics explored include warehouse

design, material handling equipment and techniques, inventory control best practices, productivity improvement, warehouse safety, and an analysis of tools and techniques used in warehouse and inventory management.

**SCM 495. Special Topics (3)** Course designed to address topics of special interest in Logistics and Supply Chain management and logistics. Prerequisites: SCM 301 or permission of instructor.

## Certificate in Social Entrepreneurship

The Division of Business offers a 12-credit-hour certificate in Social Entrepreneurship. This certificate is designed for students who wish to learn the real-world basics of running a nonprofit organization. The courses required in this certificate provides students with exposure to fundamentals of accounting, marketing, financial planning, human resources and other business fundamentals. The student will also be given the opportunity to develop leadership skills as he/she takes charge of a group of those served. These experiential learning experiences are part of the BUS220 Business, Society and Sustainability, BUS495 Experiential Learning Internship, and the MGT495 Social Entrepreneurship course.

Course	Title	Credit Hour
BUS 220	Business, Society, and Sustainability	3
PHL 313	Business Ethics	3
BUS 496	Business Internship (Experiential Learning)	3
MGT 495	Special Topic: Social Entrepreneurship	3

## Communication Arts

### 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 programs aim to

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

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

## **Communication Arts Learning Outcomes:**

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

## **General**

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

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

Communication Arts is an equipment, software and supply dependent program. A Curriculum Lab Fee is required of students enrolled in Communication Arts classes that utilize Adobe Creative Suite programs in the communication lab areas. Students enrolled in CMM courses will have additional

access to facilities and equipment as assigned by the instructor. Additional program designations of Lab Fees may be for Equipment, which represents durable goods such as divisional cameras or Supply, for items either kept or used by the students. Few courses have lab fees exceeding \$50, but one course includes a substantial lab fee for a media kit, which becomes the student's property upon receipt. It is recommended, though not required, that Communication students have a laptop computer.

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

## Digital Content Production

Program Director: Ryan Noble, MFA

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 major.

Students learn to write professionally, produce, edit and distribute (online) digital media, documentary, journalistic, promotional and short fictional videos and still photography. They will produce this digital content in a variety of camera formats with emphasis on employing creative expression while learning progressional 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."

## Bachelor of Arts in Digital Content Production

### Lower-Division

Course	Title	Credit Hours
ENT 101	Foundations in Entrepreneurship	3
BUS 210	Business Communication	3
MKT 220	Strategic Communication	3
CMM 251	Introduction to Media Writing	3
CMM 252	Introduction to Media Production Lab	3
CMM 253	Introduction to Digital Video	3

	Production	
<b>CMM 260</b>	Visual Communication	3
<b>ART 208</b>	Introduction to Digital Design	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BUS 301</b>	Business Law or	3
<b>PHL 313</b>	Business Ethics	
<b>MKT 422</b>	Marketing Research	3
<b>CMM 331</b>	Scriptwriting for Film and TV	3
<b>CMM 373</b>	Student Media Content	3
<b>CMM 429</b>	Advanced Digital Video Production	3
<b>CMM 435</b>	Motion Graphics	3
<b>CMM 490<sup>5</sup></b>	Communication Arts Internship	3
<b>CMM 495</b>	Senior Seminar	3

Choose one from the following: 3

<b>CMM 321</b>	Multimedia Storytelling (3)
<b>CMM 327</b>	History of Film and TV (3)
<b>CMM 329</b>	Digital Cinema Production (3)
<b>CMM 338</b>	Advanced Photography (3)
<b>CMM 472</b>	Student Agency (3)

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<sup>5</sup> Minimum of two credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

ART / MKT 371

UX/ UI Design (3)

MKT 311

Marketing Principles (3)

## Minor in Digital Content Production

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

### Lower-Division

Course	Title	Credit Hour
ART 208	Introduction to Digital Design	3
CMM 253	Introduction to Digital Video Production	3

Choose two from the following:

6

CMM 251	Introduction to Media Writing (3)
CMM 252	Introduction to Media Production Lab (3)
CMM 254	Introduction to Photography (3)
CMM 260	Visual Communication (3)
ART 299	Tech Tools: Basic TV Production (3)

### Upper-Division

Course	Title	Credit Hours
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<b>CMM 331</b>	Scriptwriting for Film & TV	3
<b>CMM 435</b>	Motion Graphics	3
<b>CMM 429</b>	Advanced Digital Video Production	3

Choose one from the following: 3

<b>CMM 321</b>	Multimedia Storytelling (3)
<b>CMM 327</b>	History of Film and Television (3)
<b>CMM 329</b>	Digital Cinema Production (3)
<b>CMM 338</b>	Advanced Photography (3)
<b>CMM 490</b>	Communication Arts Internship (3)

## Multimedia Journalism

Program Director: Ryan Noble, M.F.A

This engaging area of study will challenge students who hope to work as professional communicators over multiple platforms. The field of journalism has become wide-ranging — from traditional forms of media such as newspaper, magazine and broadcast television, to Web, podcasting and social media. Students will learn to write professionally, produce, edit and design information for a variety of formats. They will put into practice journalism-specific research strategies, oral and visual communication skills, and the legal and ethical considerations of working as a media professional.

## Bachelor of Arts in Multimedia Journalism

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ENT 101</b>	Foundations in	3

	Entrepreneurship	
<b>BUS 210</b>	Business Communication	3
<b>CMM 215</b>	Podcasting	3
<b>CMM 251 &amp;</b>	Introduction to Media Writing and	3
<b>CMM252</b>	Introduction to Media Production Lab	3
<b>CMM 253</b>	Introduction to Digital Video Production	3
<b>CMM 254</b>	Introduction to Photography	3
<b>CMM 260</b>	Visual Communication	3
<b>ART 208</b>	Introduction to Digital Design	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CMM 321</b>	Multimedia Storytelling	3
<b>BUS 301</b>	Business Law or	3
<b>PHL 313</b>	Business Ethics	
<b>MKT 422</b>	Marketing Research	3
<b>CMM 373</b>	Student Media Content	3
<b>CMM 429</b>	Advanced Video Production	3
<b>CMM 490<sup>6</sup></b>	Communication Arts Internship	3
<b>CMM 495</b>	Senior Seminar	3

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<sup>6</sup> Minimum of two credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

Choose one of the following:

3

<b>CMM 338</b>	Advanced Newsgathering (3)
<b>ART / MKT 371</b>	UX/UI Design (3)
<b>CMM 343</b>	Advanced Newsgathering (3)

## Minor in Multimedia Journalism

The minor in Multimedia Journalism requires a total of 24 hours.

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CMM 251</b>	Introduction to Media Writing	3
<b>CMM 253</b>	Introduction to Digital Video Production	3
<b>ART 208</b>	Introduction to Digital Design	3

### Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CMM 321</b>	Multimedia Storytelling	3
<b>CMM 373</b>	Student Media Content	3

Choose one from the following:

3

CMM 3XX or 4XX (3)

<b>CIS/ART 371</b>	UX/UI Design (3)
<b>CMM 429</b>	Advanced Digital Video Production (3)
<b>WRI 495</b>	Special Studies in Writing (3)

## Strategic Communication

Program Director: Stacy Wellborn, Ph.D.

Students interested in strategic communication fields such as public relations or 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. Strategic Communication prepares students to be professional persuasive communicators with a focus on writing, strategic planning, message development, content development and production 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 social and digital media. Strategic Communication prepares students to be highly flexible for varied career paths in just about every industry and form of practice, including corporate communication, agencies, nonprofits, special event planning, media relations, fundraising, media content development, content production and more.

## Bachelor of Arts in Strategic Communication

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hour</b>
<b>ENT 101</b>	Foundations in Entrepreneurship	3
<b>BUS 210</b>	Business Communication	3
<b>MKT 220</b>	Strategic Communication	3
<b>CMM 251</b>	Introduction to Media Writing and	3
<b>CMM 252</b>	Introduction to Media Production Lab	3
<b>CMM 260</b>	Visual Communication	3

<b>ART 208</b>	Introduction to Digital Design	3
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Choose two from the following:	6
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<b>CMM 253</b>	Introduction to Digital Video Production (3)
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<b>CMM 254</b>	Introduction to Photography (3)
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<b>CMM 215</b>	Podcasting (3)
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<b>CMM 225</b>	Communication for Nonprofits (3)
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<b>ART 220</b>	Graphic Design I (3)
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## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>MKT 311</b>	Marketing Principles	3
<b>MKT 365</b>	Strategic Writing	3
<b>BUS 301</b>	Business Law or	3
<b>PHL 313</b>	Business Ethics	
<b>MKT 422</b>	Marketing Research	3
<b>CMM 490<sup>7</sup></b>	Communication Arts Internship	2
<b>CMM 495</b>	Senior Seminar	4

Choose two from the following:	6
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3XX/4XX level courses in MKT/MGT/CMM/ART- approved by Academic Advisor.

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<sup>7</sup> Minimum of two credit hours must be taken. Variable credit course; may be repeated up to six credit hours.

# Minor in Strategic Communication

The minor in Strategic Communication requires a total of 18 hours.

## Lower-Division

Course	Title	Credit Hour
CMM/MKT 220	Strategic Communication	3
CMM 251	Introduction to Media Writing	3
ART 208	Introduction to Digital Design	3

## Upper-Division

Course	Title	Credit Hours
MKT 422	Marketing Research	3
CMM 365	Strategic Writing or	3
CMM 366	Strategic Planning	
CMM / MKT 472	Student Agency	3

## 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)** 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 215 Podcasting (3):** A course in the fundamentals, workflow and best practices of digital storytelling to a listening audience. Along with practical, hands-on work in podcasting, the course will

also take a critical look at the industry. Lab Fee: Equipment.

**CMM 220. Principles of Strategic Communication (3)** Principles, history, theory and practice of public relations and advertising, including elements of integrated marketing communication and persuasion. Cross-listed as MKT 220.

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

**CMM 252. Introduction to Media Production Lab (3)** Students receive hands-on instruction in the basic digital storytelling techniques for 21st century communicators. This course is taken concurrently with CMM 251, Introduction to Media Writing by all CMM majors. CMM minors are encouraged, but not required, to take this lab. Through a lab fee, students purchase a photo/video/audio equipment kit. Portions of the lab fee may be refunded if a student owns personal digital devices of comparable quality to the mandatory kit. Lab Fees: Curriculum, Equipment and Supply.

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

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

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

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

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

**CMM 299. Tech Tools (1-3)** Skills-based class through which students create content suitable for portfolio inclusion. Topics will vary depending upon the needs of the program and interests of the faculty. Courses focus on current skills and tools used by communication professionals to inform, to persuade or to entertain. Tech Tools courses may be BYOD and may be taught by local professionals. Repeatable; variable credit-maximum six credit hours. Lab Fees: Curriculum and/or Equipment, and Supply.

## Upper-Division Courses

**CMM 315. Crisis Communication (3):** A course on the principles and foundational theories of crisis communication relevant to organizations. It will study the workflow for creating crisis communication plans, the development of proactive strategies in the midst of crises, and the processes for recovering from a crisis. The class is cross-listed as MKT 315. Prerequisites: CMM 220, BUS 210, or instructor permission.

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

**CMM 324. Media Law and Professional Ethics (3)** 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 program lower-division requirements for communication arts majors and minors; or permission of instructor.

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

**CMM 329. Digital Cinema Production (3)** A hands-on course developing skills in the narrative production of film and video content emphasizing enhanced concepts of directing: the camera and actors, blocking a scene, line of axis; of cinematography: camera movement, lens selection, lighting; and of editing: pace, continuity, and audio mix. Prerequisite: CMM 253 or permission of instructor. Lab Fees:



Curriculum, Equipment and Supply.

**CMM 331. Scriptwriting for Film and TV (3)** 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)** Survey of qualitative and quantitative research methods used in advertising and public relations, as well as journalism. 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 photo (media) management skills stressed. BYOD (DSLR camera not provided.) Prerequisite: CMM/ART 254 or permission of instructor. Lab Fees: Curriculum, Equipment and Supply.

**CMM 343. Advanced Newsgathering (3)** 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 specialty reporting. Prerequisite: CMM 251.

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

**CMM 365. Strategic Writing (3)** 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)** 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 program

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 373. Student Media Content (3)** An experiential course involving the production of written, oral and visual content for the monthly campus newspaper, its companion website, and the campus livestream TV news show. Students will communicate news concerning the campus community over a variety of formats, participate in the promotion of student media products, service advertising clients of the student media and operate as a converged media enterprise. Lab Fee: Curriculum, Equipment, and Supply.

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

**CMM 376. Intercultural Communication (3)** 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 415. Photojournalism (3)** A hands-on course for advanced photographers who wish to hone their skills in the areas of journalistic and documentary imagery. The medium's history, its ethical codes in picture-making and the vast diversity of content and approaches will be covered. BYOD (DSLR camera not provided.) Advanced photo (media) management skills stressed. Prerequisite: CMM/ART 254. Lab Fees: Curriculum, Equipment and Supply.

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

**CMM 435. 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. Program equipment provided for use by students enrolled in this course. Prerequisites: CMM 253 or permission of instructor. Lab Fees: Equipment and Supply.

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

**CMM 473. Student Media Management (3)** A senior-level, hands-on course involving the conceptualization, editing, design and production of already-created written, oral and visual content into the final publications and broadcasts of: the campus newspaper (The SpringHillian), its companion website (thespringhillian.com) and the campus livestream television show (Spring Hill Now). Students will serve in management-level roles overseeing the College's student-media products. Management roles include: Television Producer, Video Editor, Webmaster, SpringHillian Student Editor, Art Director and Advertising/Promotions Manager. Lab Fees: Curriculum, Equipment, Supply.

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

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

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

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

# Graphic Design

Program Director: Rachael Hatley, MFA

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

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

## Bachelor of Arts in Graphic Design

### Lower-Division

Course	Title	Credit Hour
ART 101	Two- Dimensional Design	3
ART 102	Drawing I	3
ART 202	Drawing II	3
ART 208	Introduction to Digital Design	3
ART 220	Graphic Design I	3
ART 230	Color Theory	3
ART 240	Typography I	3
CMM 260	Visual Communication	3
Choose two from the following: ART 2XX or CMM 2XX (3)		6

## Upper-Division

Course	Title	Credit Hours
ARH 315	History of Graphic Design	3
ARH 3XX	Any 300-level Art History Course	3
ART 320	Graphic Design II	3
ART 341	Typography II	3
ART 371	UX/UI Design <sup>8</sup>	3
ART 490	Visual Arts Internship	3
ART 491	Graphic Design Senior Seminar	3
CMM 3XX/4XX	Communication Arts Elective	3

Choose two from the following: 6  
ART 3XX/4XX Art Electives

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

## MINOR IN GRAPHIC DESIGN

The minor in Graphic Design requires a total of 24 hours.

### Lower-Division

Course	Title	Credit Hours
ART 101	Two- Dimensional Design	3
ART 102	Drawing I	3

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<sup>8</sup> Fulfills MTH/SCI/CIS core requirement for visual and performing arts majors.

<b>ART 208</b>	Introduction to Digital Design	3
<b>ART 220</b>	Graphic Design I	3
<b>ART 240</b>	Typography I	3
<b>CMM 260</b>	Visual Communication	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ARH 315</b>	History of Graphic Design	3
<b>ART 320</b>	Graphic Design II	3

## Lower-Division Courses: Visual Art

**ART 101. Two-Dimensional Design (3)** A studio course introducing the basic elements of 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 Introduction to Drawing with an emphasis on various drawing techniques as they apply to portraiture and figure drawing. Prerequisite: ART 102.

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

**ART 207. Printmaking I (3)** Exploration of printmaking techniques with emphasis on intaglio and relief processes. Prerequisite: ART 102.

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

the design process.

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

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

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

**ART 240. Typography I (3)** A studio course in the use of typography and its relationship to graphic design. Students gain insight into typographic design as they complete studies revealing underlying concepts of typographic form and meaning. Typographic skill and expertise is acquired through a combination of knowledge, practice and experience. This course will challenge students to explore and experiment with type to learn their forms, history, vocabulary and potential for communication. Through a series of projects and exercises supported by readings and lectures, students will acquire a solid foundation for practicing purposeful and expressive typography and gain an understanding of the fundamentals of typographic design. Prerequisite: ART 208.

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

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

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

## Upper-Division Courses: Visual Art

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

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

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

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

**ART 307. Printmaking II (3)** Skills in intaglio and relief printing will be developed and non traditional methods of printmaking will be explored. Prerequisite: ART 207.

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

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

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

**ART 341. Typography II (3)** A studio course in the use of advanced and conceptual typography. Students gain insight into typographic layout design, applied typography, publication design and experimental typography. This course will build on skills acquired in ART 240 Typography I with further emphasis on technique, concept development and creative problem solving. Environmental design best practices will be explored and three-dimensional typographic form will be introduced. Upon completion of this course students will demonstrate typographic proficiency across a variety of design assignments. Typographic skill is refined, design and typographic vocabulary is demonstrated, an ability to analyze works of design perceptively and evaluate them critically is acquired. Prerequisite: ART 240 and 320.

**ART 371. UX/UI Design (3)** This course introduces students to the field of user experience (UX) design. Students learn to empathize with users, discover and address problems in user experience by employing foundational principles of design, and explore the roles and responsibilities of the UX designer within development teams. Students gain experience with storyboarding, wireframes, and low-fidelity prototypes. Design and develop successful user experiences (UX/UI) for mobile devices gaining proficiency in industry standard design tools such as FIGMA, Adobe XDm and Sketch. Appreciate the significance of branding. Conduct usability testing and collect data. Design interactions based on data findings. Identify users and analyze their needs and behaviors. Cross listed as MKT 371.

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

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

**ART 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 307.

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

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

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

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

**ART 430. Branding (3)** This upper division studio course offers students a solid foundation to survey the unique challenges of adapting typography, illustration and photography to practice clear communication of the message and brand creation in multiple forms. Students will engage in exploration of creative solutions in both two and three-dimensional forms for community organizations. History and social context of branding and advertising will be covered. Upon successful completion of this course students will be able to demonstrate a knowledge of branding, understand the role and its relationship to design, exhibit critical thinking skills and acquire an understanding of design thinking and marketing strategies. Prerequisite: ART 320.

**ART 435. 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. Program equipment provided for use by students enrolled in this course. Prerequisites: CMM 253 or permission of instructor. Lab Fees: Curriculum, Equipment and Supply. Same as CMM 435 Motion Graphics.

**ART 490. Visual Arts Internship (1-6)** An internship experience under the supervision of Spring Hill College faculty and an experienced art-business, studio art, graphic design or similar professional. Provides students meaningful field experience, building their portfolios and benefiting the professionals to whom they are assigned. Prerequisite: Permission of the instructor. Cross-listed as CMM 490. Variable credit; may be repeated for up to six credit hours. The combined maximum earned hours for CMM 490 and ART 490 is six hours.

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

**ART 493. Senior Studio I (3)** An independent studies studio course taken in conjunction with ART 495, Studio Senior Seminar I. Students will create a cohesive body of work for the senior exhibition in a medium of choice. Prerequisites: 9 hours of 3xx, 4xx level studio art courses.

**ART 494. Senior Studio II (3)** A continuation of ART 493, Senior Studio I, an independent studies studio course taken in conjunction with ART 496, Studio Senior Seminar II. Students will create a cohesive body of work for the senior exhibition in the medium of choice. Prerequisite: ART 493.

**ART 495. Studio Senior Seminar I (2)** Comprehensive experience. Studio art majors will focus on the 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 497. Art Education Senior Seminar (2)** Comprehensive experience. Art-Education majors will complete work, prepare and present a public capstone presentation and exhibition of work.

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

## **Lower-Division Courses: Art History**

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

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

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

## **Upper-Division Courses: Art History**

**ARH 310. Prehistoric to Renaissance Art (3)** 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)** A survey of the major visual art forms of Western civilization from the Renaissance to the twentieth century.

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

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

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

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

## Music

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

**MUS 130. Applied Piano (1)** 45-minute private lessons for twelve consecutive weeks. Students are expected to practice, at the minimum, seven to 10 hours per week. Students will attend private lessons and will perform each semester in a piano recital. Students may also be required to attend selected concerts and recitals as prescribed by the instructor. Applied music course fee: \$420 per semester. May be repeated for up to eight hours credit.

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

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

**MUS 170. Liturgical Chorus (1)** 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. May be repeated for up to eight hours credit.

**MUS 180. Applied Guitar (1)** 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: \$420. May be repeated for up to eight hours credit.

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

**MUS 221-222. Music Appreciation (3-6)** A study of the development of the musical art forms and intelligent appreciation of the masterpieces of music developed through lectures and recordings.

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

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

**MUS 285. Jazz Band (1)** 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. May be repeated for up to eight hours of credit.

**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.

# Digital Communication and Social Influence

Program Director: Ryan Noble, MFA

The program in Digital Communication and Social Influence engages students in practical and theoretical explorations of social media content production and digital communication intended for the internet including digital marketing production, acting, spoken word, video content creation and other areas in social media content production. Students in the program enter the world of social media content performance and prediction as an important and emerging field and are challenged to think creatively, critically, and strategically about the society and the social media world around them as they identify and interpret the power of image, sound gesture and movement, and cultivate their own creative voices. Students will apply their interdisciplinary knowledge through a senior synthesis project that results in a creative presentation, digital content series, content performance, or other digital marketing production.

## Bachelor of Arts in Digital Communication and Social Influence

### Lower-Division

Course	Title	Credit Hour
ENT 101	Foundations in Entrepreneurship	3
BUS 210	Business Communication	3
MKT 220	Strategic Communication	3
THR 250	Acting I	3
ART 253	Introduction to Digital Video Production	3
CMM260	Visual Communication	3
Choose two of the following		6
ART 208	Introduction to Digital Design (3)	

<b>CMM/ ART 254</b>	Introduction to Photography (3)
<b>ART 220</b>	Graphic Design I (3)
<b>CMM 215</b>	Podcasting (3)
<b>ENG 242</b>	Introduction to Drama and Theater (3)

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CMM / WRI 331</b>	Scripting Writing	3
<b>THR 450</b>	Acting for the Camera	3
<b>THR 498</b>	Senior Synthesis Project	3
Choose one of the following		3
<b>CMM 329</b>	Digital Cinema Production (3)	
<b>CMM 429</b>	Advanced Digital Video Production (3)	
Choose four of the following		12
<b>BUS 301</b>	Business Law (3)	
<b>PHL 313</b>	Business Ethics (3)	
<b>CMM 327</b>	History of Film and Television (3)	
<b>CMM/ART 338</b>	Advanced Photography (3)	
<b>CMM 329</b>	Digital Cinema Production (3)	
<b>CMM 429</b>	Advanced Digital Video Production (3)	
<b>CMM/ ART 435</b>	Motion Graphics (3)	

<b>THR 350</b>	Acting II (3)
<b>ENG 445</b>	America Drama (3)
<b>THR / ENG 465</b>	Modern Drama (3)
<b>THR / ENG 485</b>	Shakespeare (3)
<b>THR 490</b>	Play Directing (3)
<b>THR/WRI 492</b>	Playwriting (3)
<b>THR 495</b>	Special Studies (3)

## Minor in Digital Communication and Social Influence

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>MKT 220</b>	Strategic Communication	3
<b>THR 250</b>	Acting I	3
<b>ART 253</b>	Introduction to Digital Video Production	3

### Upper-Division

Choose three from the following: 9

<b>CMM 327</b>	History of Film and Television (3)
<b>CMM/WRI 331</b>	Scriptwriting (3)
<b>CMM 429</b>	Advanced Digital Video Production (3)
<b>CMM/ART 435</b>	Motion Graphics (3)

<b>THR 350</b>	Acting II (3)
<b>ENG 445</b>	America Drama (3)
<b>THR/ENG 465</b>	Modern Drama (3)
<b>THR 480</b>	Global Performance and Design (3)
<b>THR / ENG 485</b>	Shakespeare
<b>THR 490</b>	Play Directing
<b>THR/ WRI 492</b>	Playwriting (3)

## Lower-Division Courses: Theater

**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.

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

**THR 285. Special Topics (1-3)** Special topics in performance, dramatic literature, history, or design.

## Upper-Division Courses: Theater

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

**THR 450. Acting for the Camera (3)** This course will help students transition from stage acting to acting for the camera and will cover basic camera acting techniques, procedures, script analysis and auditioning. Students will be required to participate in exercises and/or film shoots outside of class time. Prerequisite: THR 350.

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



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

**THR 485. Shakespeare (3)** 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)** Critical analysis of dramatic structure for the playwright. Scenarios, character studies and writing of a one-act play. (Same course as WRI 492.) Prerequisites: English core requirements.

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

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

**THR 495. Special Studies (3)** The course will concentrate on one of the following: acting, set design, costume design or lighting. Prerequisites: English core requirements.

**THR 497. Theater Internship (3-6)** A supervised, professional work experience. Prerequisites: English core requirements and the permission of the program director.

**THR 498. Senior Synthesis Project (3)** 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 Health & Science

Division Chair: Rebecca A. Fillmore, PhD

The Division of Health and Science offers the programs of study (majors, minors, and/or certificates) in Biology, Chemistry, Computer Science, Dual-Degree Engineering, Mathematics, Nursing, and Physics. Majors are offered in Biology, Computer Science, Dual-Degree Engineering, Health Science, Mathematics, and Nursing. 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 degrees offered within each program of study.

## Pre-Health Professions Preparation

Program Director: Deborah F. Fox, PhD

Spring Hill College has a longstanding reputation of providing an academically sound background for students who desire to become health professionals (such as, but not limited to, physicians, dentists, optometrists, and pharmacists). We know first-hand which strengths, skills, and experiences students must develop to gain admission to the graduate or professional school of their choice. The excellence of our program is recognized and appreciated by the graduate and professional schools to which our students apply and are accepted. While students who aspire to enter one of the health professions need not pursue a major in one of the sciences, the major which can most easily be adapted to their requirements is Biology Pre- Health concentration.

There are three aspects of our program that set it apart from others in our region:

1. The Core Curriculum — Medical schools and other professional programs 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 Postgraduate Education — Our graduates who have entered health professional schools have confirmed the strength of their undergraduate preparation at Spring Hill College. Many of the textbooks that we use in our upper-division biology courses are the same texts used to teach those subjects in professional schools. Often students report that subjects were taught in greater depth at Spring Hill College than they were in the professional school.
3. Support — Pre-health students receive guidance and support from the faculty in every aspect of their pre-health education. Several group meetings are held each year to assist with issues such as policies and procedures for applying to medical school and preparation for the Medical College Admission Test (MCAT). The Directors of Admission of our state-supported schools of dentistry, medicine, optometry and pharmacy visit our campus each year (as does a representative from the school of medicine at Louisiana State University); and students have the opportunity to meet with these representatives individually. Typically, by the time students prepare an 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 Pre-Medical Scholars Program**

Program Director: Deborah F. Fox, PhD

Admission to this program is currently on hold for the 2025-2026 year.

The Spring Hill College 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 with the uncertainty of gaining acceptance into medical school by allowing the opportunity to apply and be admitted into medical school in the summer between sophomore and junior year.

The program is available to students who have been offered an acceptance to Spring Hill College, have exceptional standardized test scores (ACT composite of 27 or higher, or SAT math and verbal composite of 1300 or higher), a recalculated high school GPA of 3.75 or higher, and excellent recommendations.

The successful student maintaining a 3.7 or better GPA is given the opportunity to apply to medical school during the spring of 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 must achieve a minimum MCAT score of 505 by fall of their senior year to matriculate into Saint Louis University School of Medicine after graduation.

Students are invited to apply during their senior year of high school. Admissions sends invitations to apply to all admitted qualified students by early December of their senior year of high school. Each applicant is interviewed by January of their senior year. Acceptances are sent by February. To request information for this Pre-Medical Scholars Program, go to <https://www.shc.edu/admissions-aid/admissions/request-information/>.

## **Health Science**

Program Director: Deborah F. Fox, PhD

The Bachelor of Science (BS) in Health Science (BSHS) is designed to prepare students for master's- and doctorate-entry level health careers that require different prerequisites than those included in the BS in Biology with Pre-Health Concentration.

The interdisciplinary focus of the BSHS degree will give students the necessary background to successfully meet the requirements needed for application to audiology (AuD), cardiopulmonary therapy (RT), child life specialist (CCLS), clinical laboratory science (CLS), cytology (CT), genetic

counseling (GC), nuclear medicine (NMT), nutrition (CN), orthoptics (CO), physician assistant (PA), physical therapy (PT), prosthetic & orthotics (PO), law school (JD) and public health (MPH) graduate programs. A minor in health science will prepare students wishing to apply to health administration (HA), athletic training (AT), medical illustration (CMI), nutrition (CN), occupational therapy (OT), and public health (MPH) graduate programs.

In addition to the liberal arts core requirements required of all Spring Hill College graduates, the BSHS program consists of prerequisite courses applicable to the careers listed above and includes coursework from the areas of biology, chemistry, physics, nutrition, psychology, sociology, ethics and anthropology. Upper-division electives will be chosen in consultation with the student's advisor to prepare for the specific field the student intends to pursue.

Health Science careers have become the dominant fields in health care delivery, and the trend is expected to continue. Advances in medical technology, along with recently legislated health care mandates coupled with an aging population have created increased employment opportunities in healthcare. The Spring Hill College Health Science program is designed to meet these needs for students wishing to enter a health-related field but who do not plan to pursue a BS in Biology with a Pre-Health concentration.

To graduate with a BSHS degree, students must pass a standardized comprehensive examination and demonstrate speech competency by taking and passing CMM 150 Introduction to Public Speaking or its equivalent. All science and mathematics courses must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites.

## Bachelor of Science in Health Sciences

### Lower-Division

Course	Title	Credit Hours
<b>BIO 101 &amp; 103</b>	Principles of Biology with Laboratory	4
<b>CHM 111 &amp; 113</b>	General Chemistry I with Laboratory	4
<b>CHM 112 &amp; 114</b>	General Chemistry II with Laboratory	4
<b>CMM 150</b>	Introduction to Public Speaking	3
<b>HSC 136 &amp; 138</b>	Medical Microbiology with Laboratory	4
<b>HSC 165</b>	Emergency Medical Responder	1

<b>HSC 201</b>	Normal and Therapeutic Nutrition	2
<b>HSC 204</b>	Developmental Psychology	3
<b>HSC 225</b>	Psychopathology	3
<b>HSC 231 &amp; 233</b>	Anatomy & Physiology I with Laboratory	4
<b>HSC 232 &amp; 234</b>	Anatomy & Physiology II with Laboratory	4
<b>HSC 256</b>	Cultural Anthropology	3
<b>MTH 111</b>	Precalculus with Trigonometry	3
<b>MTH 163</b>	Basic Statistics for the Sciences	3
<b>PHY 201 &amp; 213</b>	Algebra Based Physics I with Laboratory or	4
<b>CHM 231 &amp; 233</b>	Organic Chemistry I with Laboratory	
<b>PSY 101</b>	Introduction to Psychology	3
<b>SOC 101</b>	Introduction to Sociology	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hour</b>
<b>BIO 301</b>	Genetics	3
<b>BIO 410</b>	Immunology	3
<b>HSC 420</b>	Community as a Client	3
<b>PHL 311</b>	Bioethics	3

Science Electives\*: 9

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
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<b>BIO 322 &amp; 324</b>	Developmental Biology with Laboratory	4
<b>BIO 351 &amp; 353</b>	Parasitology with Laboratory	4
<b>BIO 360</b>	Cell Biology	3
<b>BIO 412</b>	Emerging Pathogens	3
<b>BIO 462 &amp; 464</b>	General Physiology with Laboratory	4
<b>BIO 466</b>	Biology of Cancer	3
<b>BIO 470</b>	Mechanisms of Disease	3
<b>BIO 499</b>	Special Topics	1-4
<b>BIO 3XX/4XX</b>	Other upper division BIO courses	3
<b>CHM 232 &amp; 234</b>	Organic Chemistry II with Laboratory	4
<b>CHM 461</b>	Biochemistry	3
<b>CHM 466</b>	Drug Discovery	3
<b>NUR 302</b>	Pharmacology	3
<b>NUR 303</b>	Human Pathophysiology	3
<b>NUR 401</b>	Scientific Inquiry	3
<b>NUR 499</b>	Special Topics (i.e. Health and Aging)	3
<b>PHY 202 &amp; 214</b>	Algebra Based Physics II with Laboratory	4

\*Students select the number of elective courses that will fulfill the major requirement of 3 courses with a minimum of nine (9) credit hours exclusive of labs.

Student selects two of the following: SOC 305 Social Gerontology; SOC 375 Gender & Society; SOC 391 Medical Sociology; SOC 475 Affluence & Poverty; PSY 324 Health Psychology; PSY 364 Biological Psychology; PHL 312 Issues in Death & Dying or NUR 203 Death and Dying; PHL 317 Public Health Ethics; PHL 371 Phil of Biology; WRI 310 Professional Technical Writing; SSC 301 Determinants of Health; SSC 340 Global Health

## Minor in Health Science

A minor in health science will prepare students wishing to apply to health administration (HA), athletic training (AT), public health (MPH), medical illustration (CMI), occupational therapy (OT) and nutrition (CN) graduate programs. Courses for the minor consist of 30-32 semester hours.

Course	Title	Credit Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
HSC 136 & 138* or	Medical Microbiology with Laboratory	4
HSC 201*	Normal and Therapeutic Nutrition	2
HSC 231 & 233	Anatomy & Physiology I with Laboratory	4
HSC 232 & 234	Anatomy & Physiology II with Laboratory	4
PSY 201 & 213* or	Algebra Based Physics I with Laboratory	4
CHM 111 & 113*	General Chemistry	4
HSC 204	Developmental Psychology	3
HSC 225	Psychopathology	3
HSC 256	Cultural Anthropology	3
PHL 311	Bioethics	3

\* Pick one (AT and CN must take HSC 201; OT must take PHY 201/213)

## Minor in Public Health

A minor in public health is appropriate for any major due to the multidisciplinary nature of public health. For students with a science major, a minor in public health would prepare them for careers in health care and the environmental sciences. Math majors with an interest in statistical epidemiology would benefit from this minor. Business majors and Social Science majors with an interest in population health should consider this minor. In addition, nursing majors with career plans in community health may be interested in a minor in public health. Courses for the minor consist of 24 semester hours plus 2 semester hours of public health community service (SAS 302).

## Required Courses

Course	Title	Credit Hours
BIO 125	Pandemics	3
BIO 225	Foundations in Epidemiology	3
PHL 317	Ethics in Public Health	3
SSC 301	Social Determinants of Health	3
SSC 340	Introduction to Global Health	3
SAS 302	Foley Center Career-Related Internship	2

## Electives (9 credit hours)

Choose one of the following: Category 1: Science and Technology

Course	Title	Credit Hours
ART 371	Website Development	3
PHL 214	Environmental Ethics	3
PHL 370	Philosophy of Science	3
PSY 324	Health Psychology	3
SOC 391	Medical Sociology	3
WRI 251	Introduction to Media Writing (same as CMM 251)	3
WRI 310	Introduction to Professional and Technical Writing	3
WRI 350	Writing with Research and Data	3
WRI 355	Writing and Visual Digital Formats	3

Choose one of the following: Category 2: Social Justice

Course	Title	Credit Hours
CMM 375	Gender Communication	3
CMM 376	Intercultural Communication	3
ENG 287	Special Topics World Literature, Sex, Violence, Culture	3
PHL 322	Philosophy of Gender	3
PSY 300	Social Psychology	3
PSY 360	Social Psychology of Social Justice	3



SOC 250	Social Problems	3
SOC 355	Race and Ethnic Relations	3
SOC 375	Gender and Society	3
SOC 475	Affluence and Poverty	3
THL 345	Religion and Culture	3

Choose one of the following: Category 3: Policy

Course	Title	Credit Hours
CMM 225	Communication for Non-Profits	3
FIN 310	Financial Planning	3
HCM 301	Foundations of Health Care Management	3
HCM 450	Business of Healthcare	3
MGT 301	Management of Principles	3
MGT 320	Management of Organizational Behavior	3
POL 324	Public Policy	3
POL 377	Health and Politics	3

## Certificate in Public Health

A certificate in public health is appropriate for any major due to the multidisciplinary nature of public health. The certificate requires fewer hours than a minor, therefore available to more students. For students with a science major a certificate in public health would begin their preparation for careers in health care and the environmental sciences. Math majors with an interest in statistical epidemiology may choose this certificate. Business majors and social science majors with an interest in population health may benefit from this certificate. In addition, nursing majors with careers plans in community health may be interested in a certificate in public health. Courses for the certificate consist of 15 semester hours.

### Required Courses

Course	Title	Credit Hours
BIO 125	Pandemics	3

<b>BIO 225</b>	Foundations in Epidemiology	3
<b>PHL 317</b>	Ethics in Public Health	3
<b>SSC 301</b>	Social Determinants of Health	3
<b>SSC 340</b>	Introduction to Global Health	3

## Biology

Program Director: Charles Chester, PhD

The objective of the Biology program is to provide students with a post-secondary education in the life sciences, the health professions, or teaching. The program offers three optional concentrations: Cellular and Molecular Biology, Organismal and Marine Biology (for those preparing for careers in veterinary medicine or marine biology), and Pre-Health Biology (for those preparing for a career in medicine, dentistry, optometry, and pharmacy). For additional information regarding programs and faculty, please consult the College's website at: [www.shc.edu](http://www.shc.edu). The program website contains faculty contact information, and prospective students are encouraged to contact division faculty for further information concerning our programs.

An additional objective of the program 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 22-24 credit hours of upper-division lecture and laboratory courses in biology, including BIO 301 Genetics and BIO 302 Genetics Laboratory, and BIO 360 Cell Biology and BIO 362 Cell and Molecular Biology Laboratory. In addition, students must complete six upper division credit hours in a discipline other than biology that supports the major and are approved by the student's advisor.

Biology majors are also required to take MTH 121 Calculus I, MTH 163 Basic Statistics for the Sciences, PHY 221 and PHY 213 Physics with Calculus I and Laboratory and PHY 222 and PHY 214 Physics with Calculus II and Laboratory. Though not required, students are encouraged to choose upper-division biology electives within one of the three concentrations. All science and mathematics courses must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisites.

The minor in biology consists of 26 semester hours in biology, including four lower division (100-200 level) courses with laboratories (16 semester hours), and three upper-division (300-400 level) courses, at least one of which must include a laboratory (10 semester hours). (Note: General and Organic

Chemistry are required for some, but not all, upper-division biology courses.)

In order to graduate with a BS degree in Biology, students 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 Dauphin Island Sea Lab might also be available between sophomore and junior years. Appropriate courses taken at Dauphin Island Sea Lab may be substituted for most of the upper-division concentration requirements. These courses are to be arranged in consultation with the student's academic advisor and the College's liaison officer for Dauphin Island Sea Lab, Dr. Charles Chester.

## Bachelor of Science in Biology

### Pre-Health Concentration

#### Lower-Division

Course	Title	Credit Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 236 & 238	Medical Microbiology with Laboratory	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Lab	4
BIO 241 & 244	Biomedical Anatomy and Physiology II with Lab	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

<b>MTH 121</b>	Calculus I	4
<b>MTH 163</b>	Basic Statistics for the Sciences	3
<b>PHY 221 &amp; 213</b>	Physics with Calculus I with Laboratory	4
<b>PHY 222 &amp; 214</b>	Physics with Calculus II with Laboratory	4

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BIO 301 &amp; 302</b>	Genetics with Laboratory	4
<b>BIO 360 &amp; 362</b>	Cell Biology with Laboratory	4
<b>Electives<sup>9</sup>:</b>		
<b>BIO 322 &amp; 324</b>	Developmental Biology with Laboratory	4
<b>BIO 351 &amp; 353</b>	Parasitology with Laboratory	4
<b>BIO 410</b>	Immunology	3
<b>BIO 412</b>	Emerging Pathogens	3
<b>BIO 421 &amp; 423</b>	Histology with Laboratory	4
<b>BIO 440</b>	Basic and Clinical Endocrinology	3
<b>BIO 450</b>	Molecular Biology	3
<b>BIO 462 &amp; 464</b>	General Physiology with Laboratory	4
<b>BIO 466</b>	Biology of Cancer	3
<b>BIO 470</b>	Mechanisms of Disease	3
<b>BIO 499</b>	Special Topics or any BIO 4XX	1-4

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<sup>9</sup> \*Electives - Students select at least 4 courses totaling a minimum of 14 hours with at least two of those courses including labs to fulfill the major requirement of 22-24 semester hours of upper-division courses in biology. Students in the Pre-Health Concentration are encouraged, but not required, to choose upper-division electives from this list.

# Bachelor of Science in Biology

## Organismal/Marine Biology Concentration

### Lower-Division

Course	Title	Credit Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 102 & 104	Botany with Laboratory	4
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 with Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4
*Elective		
BIO 105	Introduction to Marine Science	3

### Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BIO 301 &amp; 302</b>	Genetics with Laboratory	4
<b>BIO 360 &amp; 362</b>	Cell Biology with Laboratory	4

Electives:

Students select at least 4 courses totaling a minimum of 14 hours with at least two of those courses including labs to fulfill the major requirement of 22-24 semester hours of upper-division courses in biology. Students in the Pre-Health/Organismal/Marine Biology Concentration are encouraged, but not required, to choose upper-division electives from this list.

BIO 310	Animal Behavior (3)
BIO 322 & 324	Developmental Biology with Laboratory (4)
BIO 330 & 331	Entomology with Laboratory (4)
BIO 351 & 353	Parasitology with Laboratory (4)
BIO 355 & 357	Ecology with Laboratory (4)
BIO 460	Evolution (3)
BIO 499	Special Topics or any BIO 4XX (1-4)
MRN 301	Marine Botany (4)
MRN 302	Marine Vertebrate Zoology (4)
MRN 306	Marine Biology (4)
MRN 312	Marine Ecology (4)
MRN 403	Marine Invertebrate Zoology (4)
MRN 414	Marsh Ecology (4)
MRN 416	Coral Reef Ecology (4)
MRN 431	Dolphins and Whales (2)

# Bachelor of Science in Biology Cell & Molecular Biology Concentration

## Lower-Division

Course	Title	Credit Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 205 & 207	Invertebrate Zoology with Laboratory or	4
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
BIO 102 & 104	Botany with Laboratory and/or	
BIO 236 & 238	Microbial Biology with Laboratory	4
BIO 254 & 256	Vertebrate Zoology with Laboratory or	
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 232 & 234	Organic Chemistry II with Laboratory	4
MTH 121	Calculus I	4
MTH 163	Basic Statistics for the Sciences	3
PHY 221 & 213	Physics with Calculus I with Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4

(Note: Normally, students take either the two-semester sequence in Biomedical Anatomy and Physiology or Invertebrate and Vertebrate Zoology. Also, students may take BIO 102 & 104 Botany with Laboratory in place of, or in addition to, Microbial Biology.)

## Upper-Division

Course	Title	Credit Hours
BIO 301 & 302	Genetics with Laboratory	4
BIO 360 & 362	Cell Biology with Laboratory	4
Electives <sup>10</sup> :		
BIO 322 & 324	Developmental Biology with Laboratory	4
BIO 330 & 331	Entomology with Laboratory	4
BIO 351 & 353	Parasitology with Laboratory	4
BIO 410	Immunology	3
BIO 440	Basic and Clinical Endocrinology	3
BIO 450	Molecular Biology	3
BIO 462 & 464	General Physiology with Laboratory	4
BIO 466	Biology of Cancer	4
BIO 470	Mechanisms of Disease	3
BIO 499	Special Topics or any BIO 4XX	1-4

The following courses are recommended for all biology majors:

Course	Title	Credit Hours
PHL 311	Bioethics or	
PHL 214	Environmental Ethics	3
PHL 370	Philosophy of Science	3

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<sup>10</sup> \*Electives - Students select at least 4 courses totaling a minimum of 14 hours with at least two of those courses including labs to fulfill the major requirement of 22-24 semester hours of upper-division courses in biology. Students in the Cell and Molecular Biology Concentration are encouraged, but not required, to choose upper-division electives from this list.



## Minor in Biology

### Lower-Division

Course	Title	Credit Hours
BIO 101 & 103	Principles of Biology with Laboratory	4
BIO 102 & 104	Botany with Laboratory or	
BIO 236 & 238	Microbial Biology with Laboratory	4
BIO 205 & 207	Invertebrate Zoology with Laboratory or	
BIO 240 & 243	Biomedical Anatomy and Physiology I with Laboratory	4
BIO 254 & 256	Vertebrate Zoology with Laboratory or	
BIO 241 & 244	Biomedical Anatomy and Physiology II with Laboratory	4

(Note: Normally, students take either the two-semester sequence in Biomedical Anatomy & Physiology or Invertebrate and Vertebrate Zoology. Also, students may take Botany with Laboratory in place of Microbial Biology with Laboratory.)

### Upper-Division

In addition to the 16 credit hours of lower-division courses, students must take at least three upper-division (300/400 level) courses, at least one of which must include a laboratory. Note: General and Organic Chemistry as well as Genetics are prerequisites for many, but not all upper-division biology courses.

### Lower-Division Courses

**BIO 100. Human Biology (3)** This is a biology course with human application addressing five major

areas: physiology, development, genetics, evolution, and current health issues. Special laboratory exercises and demonstrations are included. Satisfies the core laboratory or general science division core requirement.

**BIO 101. Principles of Biology (3)** A study of fundamental biological concepts and processes. Corequisites: BIO 103, MTH 111 or MTH 121.

**BIO 102. Botany (3)** An introductory course in botany. (Bibliographic instruction course) Prerequisite: BIO 101 and 103 or equivalent. Corequisite: BIO 104.

**BIO 103. Principles of Biology Laboratory (1)** Corequisite: BIO 101.

**BIO 104. Botany Laboratory (1)** Corequisite: BIO 102.

**BIO 105. Introduction to Marine Science (3)** An introduction to the various disciplines that constitute marine science, both physical and biological. Prerequisite: BIO 101.

**BIO 110. Environmental Biology (3)** A study of the interrelationships between humans and their environment. Emphasis on human impact on natural ecosystems, environmental economics, politics and ethics. Special laboratory exercises and demonstrations are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

**BIO 115. Biology of Sex (3)** An introduction to the biological principles of human reproduction. Reproduction anatomy and physiology as well as the social implications of sex and reproductive technology will be considered.

**BIO 116. Microbes and Society (3)** A study of the relationship between microbes and society. Emphasis on how microbes impact humans, the control of microbes, bioterrorism, food safety and epidemics. Special laboratory exercises are included. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

**BIO 117. Forensic Biology (3)** An overview of basic forensic biology: death and decomposition, body fluids, microbiology, zoology, botany. Some subjects will be dealt with in laboratory format.

**BIO 120. Farms to Pharmaceuticals: The Botany of Everyday Things (3)** A survey of plants and plant products used by people for food, medicine, clothing and shelter. Special laboratory exercises and demonstrations are included. Satisfies the laboratory science core curriculum requirement.

**BIO 125. Pandemics (3)** Covers epidemiology triad Agent-Host-Environmental relationship. Focus is on pathogens as agents. Includes survey of historically important pandemics. Discussion of response to pandemics. Satisfies the core curriculum requirement of a laboratory science. No prerequisites.

**BIO 140. STEM Community Service Seminar (1-2)** A community-based learning course. The STEM students work with middle school students on STEM topics. Includes hands-on activities with the 6-8th grade students. This course is repeatable for up to 2 credits. Prerequisite/Corequisite: BIO 101/103; prerequisite: declared STEM major.

**BIO 201. Flora of the Gulf Coast (3)** A survey of the plants of the Gulf Coast for education majors. Emphasizes plant taxonomy but includes aspects of anatomy, physiology, and pathology. Partially satisfies education science requirement.

**BIO 202. Pre-Health Shadowing I (1)** Students are placed in a hospital, hospice or medical office to observe first-hand different aspects of the medical profession. Students complete a minimum of 40 on-site hours. Prerequisites: minimum of 30 credit hours (all Spring Hill College), cumulative GPA of 3.5 or higher, permission of pre-health advisor and course instructor.

**BIO 203. Pre-Health Shadowing II (1)** Students observe five areas of the medical practice. This course is repeatable for up to two credits. Prerequisites: BIO 202.

**BIO 205. Invertebrate Zoology (3)** Study of invertebrate diversity including systematics, natural history, and anatomy. Prerequisite: BIO 101 or CHM 112 or equivalent. Corequisite: BIO 207

**BIO 207. Invertebrate Zoology Laboratory (1)** Corequisite: BIO 205.

**BIO 220. Biology of Women (3)** Biological principles unique to people with uteruses and vaginas, including development, reproduction, and the aging process. Understanding of these biological processes in the social context of beauty for those identifying as women. Prerequisites: ENG 123 or 290, Natural Science Core (BIO, CHM, or PHY), and Social Science Core (PSY, POL, ECO, or SOC).

**BIO 225. Foundations of Epidemiology (3)** Study of the distribution and determinants of health and disease in the human population. Epidemiological research design will also be introduced. Prerequisite none.

**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 two-semester sequence offering a study of the form and function of the major organ systems in the human body that will utilize digital anatomy, models, and dissection. Corequisite: BIO 240-241.

**BIO 254. Vertebrate Zoology (2)** Study of vertebrate diversity including systematics, natural history and anatomy. Prerequisite: BIO 205 and 207 or equivalent. Corequisite: BIO 256.

**BIO 256. Vertebrate Zoology Laboratory (2)** Corequisite: BIO 254.

## Upper-Division Courses

**BIO 301. Genetics (3)** A study of problems in heredity and variation. Prerequisites: BIO 101, 241 or 254 or equivalent; or permission of instructor. Corequisite: BIO 302.

**BIO 302. Genetics Laboratory (1)** A practical course in methods of genetic investigation. Corequisite: BIO301.

**BIO 310. Animal Behavior (3)** An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisites: BIO 301 or permission of instructor. Cross-listed as PSY 384.

**BIO 322. Developmental Biology (3)** Introduction to embryology, gametogenesis, fertilization, cleavage, gastrulation and organ formation in typical vertebrate forms. Prerequisites: BIO 101, 241 or 254 or equivalent, and BIO 301, or permission of instructor. Corequisite: BIO 324.

**BIO 324. Developmental Biology Laboratory (1)** Corequisite: BIO 322.

**BIO 330. Entomology (3)** An introduction to the biology of insects. The course surveys insect anatomy and physiology, social structure, development, evolution, classification and identification, as well as economic and health impacts of human/ insect interactions. Prerequisite: BIO 101. Corequisite: BIO 331.

**BIO 331. Entomology Laboratory (1)** A practical course in arthropod anatomy, insect morphology, and insect identification and classification. An insect collection is required. Corequisite: BIO 330.

**BIO 334. Introductory Biophysics (3)** A course emphasizing the application of various principles in physics in constructing and simulating quantitative models of various biological processes: representative topics include quantitative scaling, applications of thermodynamics and statistical mechanics, chemical kinetics, genetic regulatory networks, protein-protein interactions and multi-scale models. Prerequisites: PHY 222, MTH 122. Cross-listed as PHY 334.

**BIO 340. History and Literature of Biology (3)** The events and ideas that have contributed to the development of modern biology, and a guide to searching the literature of biology and biomedical science. Prerequisites: BIO 101.

**BIO 351. Parasitology (3)** 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 (1)** 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)** An advanced course in cell structure and function. Prerequisites: BIO 205 and

207 or BIO 241, and CHM 231-234. Corequisite: BIO 362.

**BIO 362. Cell and Molecular Biology Laboratory (1)** A practical course in methods of cellular and molecular biology. Corequisite: BIO 360.

**BIO 410. Immunology (3)** An introduction to the basic principles of innate and adaptive immunity including the normal immune response and immune disorders. Students actively participate in the course with presentations on selected topics from current immunology literature. Prerequisites or corequisites: BIO 301 and junior standing.

**BIO 412. Emerging Pathogens (3)** A study of the human, environmental, and pathogen causes of the emergence of infectious diseases. Includes a survey of the emerging infectious diseases of current concern to humans. Online summer course. Prerequisite: Declared biology or health science major with junior standing.

**BIO 421. Histology (2)** A study of microscopic structure of cells, tissues and organs. Prerequisite: BIO 360. Corequisite: BIO 423.

**BIO 423. Histology Laboratory (2)** Corequisite: BIO 421.

**BIO 440. Basic and Clinical Endocrinology (3)** A comprehensive study of the anatomy of endocrine glands, the biochemistry of the hormones they produce, the effect of hormones on normal human physiology and the disorders that result from both hypo and hypersecretion of hormones. Prerequisite: BIO 241.

**BIO 450. Molecular Biology (3)** 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 or permission from instructor. Corequisite: BIO 464.

**BIO 464. General Physiology Laboratory (1)** Corequisite: BIO 462.

**BIO 466. Biology of Cancer (3)** Study of the molecular biology of cancer and its biologic hallmarks. Current topics in the field will be covered including risk factors, imaging and treatments. Prerequisite: BIO 301/302 with BIO 360 highly recommended or permission of instructor.

**BIO 470. Mechanisms of Disease (3)** Advanced topics in pathobiology and mechanisms of disease: mechanisms of cell injury, inflammation and healing, diseases of immunity, neoplasia, infectious and genetic diseases. Selected contemporary topics from current literature will be discussed. Prerequisites: BIO 301.

**BIO 480. Neurobiology (3)** A study of the details of neuroanatomy, neurophysiology, motor and sensory systems, neuronal development and the history of neuroscience. Prerequisites: BIO 360 and CHM 232.

**BIO 499. Special Topics (1-4)** An enrichment in special biological problems for advanced students. Hours and credits to be determined by the project director. May be repeated for credit as topics vary. Prerequisite: BIO 301.

# Health Science (HSC)

## Lower-Division Courses

**HSC 105. Introduction to Kinesiology (3)** The course explores the academic discipline, fundamental concepts of movement/physical activity, diversity of human movement, current issues and possible career options within kinesiology. Prerequisite: one course with a BIO, CHM or HSC prefix.

**HSC 108. Medical Terminology (3)** Online course for students preparing for health professions. Includes Latin/Greek words used in medical terms, pronunciations and the medical terminology of human organ systems. Prerequisite: One course with a BIO, CHM or HSC prefix.

**HSC 131. Human Anatomy and Physiology Recitation I (0)** A course designed to help students bridge the gap between high school and college courses. Emphasis is placed on study skills and strategies as they apply to anatomy and physiology. Corequisite: HSC231

**HSC 136. Medical Microbiology (3)** Covers important microbial pathogens of human disease. Topics include biological characteristics, epidemiology, mechanisms and routes of transmission, pathogenesis, immunity, host response, control and prevention of microbial pathogens. Prerequisite: BIO 101 or CHM 101 or CHM 111. Corequisite: HSC 138.

**HSC 138. Medical Microbiology Laboratory (1)** The laboratory emphasizes aseptic technique and the identification of bacterial groups using differential staining, cultivation, and biochemical methods. Corequisite: HSC 136.

**HSC 165. Emergency Medical Responder (1)** Provides students with the basic knowledge and skills to manage many medical- and trauma-related emergencies. Eligible to take the National Registry Exam upon completion.

**HSC 201. Normal and Therapeutic Nutrition (2)** The study of the human body's physiological response to normal nutrition throughout the lifespan. The course further emphasizes care of the patient with health promoting guidelines and patient diet therapy for various disorders. Prerequisite: Declare a Health Science major or permission of Nursing Program Director. Cross listed as NUR 201.

**HSC 204. Developmental Psychology (3)** The study of social, intellectual, emotional, perceptual and physical development from conception to death. Important theories and research are explored. Prerequisite: PSY 101. Cross-listed as PSY 204.

**HSC 205. Health Science Shadowing (1)** Students are placed in hospital, clinic, rehabilitation facility, hospice care, laboratory, ambulance, or medical office to observe first-hand different aspects of health care. Students complete a minimum of 40 on- site hours. Prerequisite: minimum 30 credit hours (all Spring Hill College), cumulative GPA of 3.3 or higher, permission of instructor.

**HSC 225. Psychopathology (3)** This course offers descriptions of a variety of psychological dysfunctions including mood disorders, anxiety disorders, schizophrenia, cognitive disorders, substance-use disorders and personality disorders. Symptoms, causes, prevalence and treatment issues will be addressed. Further, models of understanding abnormal behavior, as well as diagnostic, assessment and classification issues will also be discussed. Prerequisite: PSY 101 or permission of instructor. Cross-listed as PSY 225.

**HSC 231-232. Human Anatomy and Physiology I-II (6)** A two semester sequence of human anatomy and physiology using an organ system approach. The course focuses on normal anatomy and physiology; disease conditions will be discussed when they illustrate fundamental anatomical and physiological principles. Prerequisites: BIO 101 or CHM 101 or CHM 111 (a grade of C- or higher in HSC 231 required in order to take HSC 232). Corequisites: HSC 233-234, HSC 131 for HSC 231.

**HSC 233-234. Human Anatomy and Physiology Laboratory I-II (2)** An in-depth study of human anatomy and physiology using an organ systems approach. Corequisites: HSC 231-232.

**HSC 256. Cultural Anthropology (3)** A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity. Cross-listed as SOC 256.

## Upper-Division Courses

**HSC 301. Introduction to Global Health (3)** An introduction to understanding global health, the burden of disease, healthcare, health disparities, ethics, human rights, the environment, disasters, and complex humanitarian emergencies. Prerequisites: Declaration of Public Health Minor, certificate, or instructor approval.

**HSC 420. Community as Client (3)** Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent within the community. The course will include community health theory, research findings and practice settings which are utilized to promote and maintain wellness and prevent disease. Prerequisite: junior or senior status (taking 4xx course requirements).

## Marine Biology (MRN)

The following courses are offered at the Dauphin Island Sea Lab of the Marine Environmental Sciences Consortium for credit from Spring Hill College.

### Lower-Division Courses

**MRN 125. Oceanology of the Gulf of Mexico (2)** A survey of the physics, chemistry, biology, geology and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent



waters.

**MRN 127. Commercial Marine Fisheries of Alabama (2)** Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing and economic values. Laboratory exercises include visits to local processing plants and a trawling expedition.

**MRN 129. Coastal Climatology (2)** Controlling factors of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.

**MRN 140. GIS Basics (2)** An introduction to the use of geographic information systems in the coastal and marine environment such as creating and analyzing spatial data. Prerequisite: understanding of Windows operating systems for computers.

**MRN 142. GIS Applications (2)** About a variety of applications, including GPS data collection, image rectification, 3D display, and Internet mapping. Prerequisite: MRN 140 or the equivalent.

## **Upper-Division Courses**

**MRN 301. Marine Botany (4)** A general survey of marine algae, vascular and nonvascular plants associated with the marine and estuarine environment. Structure, reproduction, identification, distribution and ecology are considered. Prerequisite: BIO 102.

**MRN 302. Marine Vertebrate Zoology (4)** Lectures will include a general survey of marine vertebrates (except birds) with emphasis on the major groups of fishes. Laboratory sessions will emphasize collecting, observing and field studies of the local fauna. Prerequisite: BIO 254.

**MRN 304. Marine Protozoology (2)** The taxonomy, structure, ecology, and methods of study of major groups of unicellular marine protists. Prerequisite: BIO 205.

**MRN 306. Marine Biology (4)** A general survey of marine habitats emphasizing the interactions between organisms and their physical and chemical environments. Prerequisite: BIO 101.

**MRN 307. Introduction to Oceanography (4)** A general survey of oceanic and near-coastal environments with emphasis on the interaction between physical, geological, chemical and biological processes. Prerequisites: BIO 101, CHM 111 and PHY 221.

**MRN 310. Ecology of the Florida Everglades (2)** This course examines the natural history and ecology of the world's rarest and most endangered wilderness areas. The course will consist of a week of intensive lectures and discussions focusing on the history, geology, hydrology, and biota of this system, and then a week of intense field time to examine the Everglades and associated systems. The field portion of this course will consist of day-long excursions and primitive camping. As such, participants should bring appropriate gear and be prepared to actively and cheerfully participate. Prerequisites: BIO 101 and BIO 103.

**MRN 312. Marine Ecology (4)** Application of general ecological principles to both open ocean and

nearshore waters. Prerequisite: BIO 254.

**MRN 314. Coastal Birds of Alabama (2)** This course highlights the diverse coastal birdlife of the Northern Gulf of Mexico. With a focus on the study of avian ecology in the field, this class will include a significant emphasis on the use of both sight and sound as means of field identification. A variety of habitats will be explored, including barrier island nesting grounds, the Mobile-Tensaw River basin, local marshes and other unique coastal habitats. Students will also be introduced to a variety of field ornithology techniques including bird-banding, survey techniques, and monitoring methodologies. Prerequisite: BIO254.

**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: BIO102.

**MRN 327. Biodiversity of Coastal Ecosystems (4)** A study of the distribution of common plants and animals along the Gulf of Mexico. Topics include identification, determination of factors that influence their distribution, and quantification of biodiversity at different spatial scales. Prerequisite: BIO 101

**MRN 401. Marine Mammals (4)** This course will cover the evolutionary history, taxonomy/classification, anatomy, physiology, behavior and conservation/management issues of marine mammals (cetaceans, pinnipeds, mustelids, sirenians and the polar bear). In addition, research methods used to study marine mammals will be taught (including field and lab techniques). Prerequisite: BIO 254.

**MRN 403. Marine Invertebrate Zoology (4)** Evolution of systems in major and minor phyla of invertebrates and their adaptations, emphasizing local fauna. Prerequisite: BIO 205.

**MRN 410. Shark and Ray Biology (2)** This course will introduce the biology of sharks and rays, with special emphasis on regional shark fauna and field techniques. Topics to be covered include chondrichthyan origin, systematics, sensory biology, locomotion, food consumption, osmoregulation, reproductive biology, life history, ecology, fisheries and conservation. Lectures will be supplemented with discussions of papers from the primary literature to familiarize the students with current research.

In addition, longline and gillnet sampling will provide students with first-hand knowledge of field techniques and local shark identification. Prerequisite: BIO 254.

**MRN 412. Marine Parasitology (2)** This is an intensive marine biological field course that requires physical activity in the ocean and extended hours in the field and laboratory. It engages students to actively seek out, gather, organize, and identify marine and estuarine parasites of aquatic vertebrates (primarily fishes) and invertebrates. Studied habitats comprise estuaries, lagoons, grass beds, nearshore waters, and pelagic waters of the Gulf of Mexico. Prerequisite: BIO 205

**MRN 414. Marsh Ecology (4)** A study of the flora and fauna elements of various marine marsh communities. Interaction of physical and biological factors will be emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips will be scheduled to acquaint students with regional examples of marsh types. Prerequisite: BIO 355.

**MRN 416. Coral Reef Ecology (4)** Ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps, with a one-week field trip to Andros Island, Bahamas. Prerequisite: BIO 355 or MRN 312 or permission of the instructors.

**MRN 418. Marine Behavioral Ecology (4)** Lectures, laboratory exercises, and overnight field trips to show how animal behavior is influenced by its environment and how data is collected and analyzed. Prerequisites: BIO 254 and MTH 121. Recommended: MTH 365.

**MRN 420. Marine Conservation Biology (4)** Application of current conservation biology to the marine realm through lectures, field trips, assigned readings and term paper. Prerequisite: BIO 355 or MRN 312. Recommended: PHL 214.

**MRN 422. Marine Fish Diseases (2)** An introduction to aquatic animal diseases, specifically finfish and shellfish with practical techniques for isolation and identification. Prerequisite: BIO 101. Recommended: BIO 236.

**MRN 424. Marine Aquaculture (2)** Techniques in marine aquaculture such as nutrition, reproductive biology, production, water quality maintenance, processing, marketing, and the economics of commercially important species. Prerequisites: BIO 102 and CHM 111. Recommended: BIO 205.

**MRN 426. Coastal Zone Management (2)** An examination of the major substantive and procedural aspects of specific laws and regulations governing activity in the coastal zone and of how coastal processes affect specific management issues of the zone. No prerequisites.

**MRN 430. Special Topics (1 to 4)** Under this title come courses that have been approved too recently by the MESC program committee to be published here with their formal names. Prerequisites: As published in the advising manual of the MESC.

**MRN 431. Dolphins and Whales (2)** Lectures, audiovisual presentations, and practical exercises to guide students to further study of the classification, anatomy and ecology of the cetaceans. Prerequisite: BIO 254 or 241.

**MRN 433. Marine Toxicology (4)** This course will introduce basic topics of marine toxicology to students, including dose-response relationships. Data analysis and experimental design of toxicological studies will be taught, and animals of the coastal area will be used to carry out toxicological studies. Prerequisites: BIO 360 and CHM 231.

**MRN 435. Tropical Marine Ecosystems (4)** This course will introduce students to the basic ecology, biology and geology of tropical ecosystems, with a one-week trip to the Florida Keys. Prerequisite: BIO 355 or permission of instructor.

**MRN 440. Directed Research (1 to 6)** Students may enroll by special arrangement. Prerequisites: Discussion with and approval by a faculty member who will be in residence at the Sea Lab during the research.

**MRN 450. Introduction to Neurobiology (4)** The neuroanatomy and neurophysiology of marine invertebrates and vertebrates. Prerequisite: BIO 360. Recommended: PHY 221 and BIO 462.

## **Graduate Courses**

**MRN 501. Marine Botany (4)** Similar to MRN 301.

**MRN 503. Marine Invertebrate Zoology (4)** Similar to MRN 403.

**MRN 512. Marine Ecology (4)** Similar to MRN 312.

## **Chemistry, Physics & Engineering**

Program Director: Priscila Santiago, PhD

The purpose of the Chemistry Program is to provide an opportunity for all students to learn the fundamentals of chemistry and to offer a series of courses which, together with Spring Hill College's core curriculum, will give a broad education and prepare students for a wide range of career opportunities. The chemistry program provides the courses required for completion of degrees in biology, health science, and dual-degree engineering. A clear understanding of chemical laws and theories is emphasized in all courses, including but not limited to general, organic, physical, and/or biochemistry. Experimental techniques, critical thinking skills, and powers of observation are developed through carefully conducted laboratory work and optional research opportunities. Although Spring Hill College does not currently offer a major in chemistry or biochemistry, it does offer a minor in chemistry along with a variety of chemistry course offerings to meet the diverse areas of interest in Chemistry.

## **Requirements**

Students minoring in chemistry must attain a grade of C- or better in every required and elective course in chemistry. Prerequisite courses must be passed with a grade of C- or

better to satisfy the requirements for enrollment in a subsequent course.

## Minor in Chemistry

Course	Title	Credit Hours
CHM 111 & 113 <sup>11</sup>	General Chemistry I with Laboratory	4
CHM 112 & 114 <sup>12</sup>	General Chemistry II with Laboratory	4
CHM 115	General Chemistry I Recitation	0
CHM 231 & 233	Organic Chemistry I with Laboratory	4
CHM 235	Organic Chemistry Recitation	0

Complete an additional 11 credit hours in CHM 2XX-4XX coursework (not including CHM 462 Biochemistry II or CHM 466 Drug Discovery). The additional hours must include at least 2 credit hours of laboratory coursework.

Prerequisite courses must be passed with a grade of C- or better to satisfy the requirements for enrollment in a subsequent course.

### Lower-Division Courses

**CHM 100. Chemistry in the Modern World (3)** An introduction to the chemistry underlying areas of interest in contemporary life. Topics include: environmental chemistry, agricultural chemistry, plastics, nutrition, chemistry and medicine and consumer chemistry. Laboratory experiments and demonstrations are included. Satisfies the laboratory science or general science division requirement for the core.

**CHM 101. Chemistry and Life Processes (3)** An introduction to general and organic chemistry focusing on topics relevant to the health professions. This course is also appropriate for those students seeking a preparatory course prior to entry into CHM 111. Satisfies the laboratory science or general science division requirement for the core.

**CHM 102. Forensic Sciences (3)** An introduction to the basic principles and uses of forensic sciences in the American system of justice, this course will review the application of biological, physical, chemical, medical and behavioral sciences as they apply to evidence and its use in law. There are no

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<sup>11</sup> These courses also satisfy six credits of Core curriculum requirements.

<sup>12</sup> These courses also satisfy six credits of Core curriculum requirements.

pre/corequisites for this course. A laboratory fee is charged for this course. Satisfies the laboratory science or general science division requirement for the core.

**CHM 103. Environmental Sustainability (3)** A general science literacy course focusing on chemical and environmental sustainability. There are no pre/corequisites for this course. Satisfies the laboratory science or general science division core requirement. A laboratory fee is charged.

**CHM 110. Introduction to General Chemistry (3)** A one semester introductory course covering basic concepts of chemistry with emphasis on problem solving. Designed for those students seeking review and preparation before beginning the general chemistry sequence CHM 111/112. Satisfies the general science division requirement for the core. Topics may include measurements, unit conversions, matter and energy, atomic and molecular structure, chemical bonding and reactions, gasses, solutions and acid-base chemistry. Not recommended for nursing students. Satisfies the general science division requirement for the core.

**CHM 111. General Chemistry I (3)** The first in a two-course series covering some of the most fundamental concepts and theories underlying chemistry. Examples of topics covered in this course are atomic and molecular structure, gasses, aqueous solutions, chemical reactions and thermochemistry. Pre/corequisites: CHM 113, 115, and MTH 111 or 121.

**CHM 112. General Chemistry II (3)** A continuation of CHM 111 including such topics as kinetics, equilibria, acid and base chemistry, thermodynamics and electrochemistry. Prerequisite: CHM 111 or equivalent. Pre/corequisite: CHM 114.

**CHM 113. General Chemistry I Laboratory (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 111. Development of basic skills in measurement, observation, deduction and manipulation. Pre/corequisite: CHM 111.

**CHM 114. General Chemistry II Laboratory (1)** Experiences and exercises to demonstrate and supplement the topics of CHM 112, including the qualitative analysis of selected ions. Pre/corequisite: CHM 112.

**CHM 115. General Chemistry I Recitation (0)** A course designed to help students bridge the gap between high school and college courses. Emphasis is placed on study skills and strategies as they apply to chemistry. Corequisite: CHM 111.

**CHM 193. Honors General Chemistry I Laboratory (1)** An Honors section of CHM 113. Students will complete basic to advanced experiments on topics related to General Chemistry lecture utilizing much of the chemical instrumentation in the program. Students will prepare formal laboratory reports and participate in a service-learning project.

**CHM 231. Organic Chemistry I (3)** An introduction to nomenclature, stereo-chemistry, functional groups and alkane chemistry. Emphasis is placed on mechanisms of functional group reactions. Prerequisite: CHM 112 or equivalent. Pre/corequisite: CHM 233 and CHM 235.

**CHM 232. Organic Chemistry II (3)** An introduction to structural determination of organic compounds

and spectroscopy followed by functional group interconversions, aromatic chemistry and enolate chemistry. Prerequisite: CHM 231 or equivalent. Pre/ corequisite: CHM 234.

**CHM 233. Organic Chemistry Laboratory I (1)** Laboratory Exercises that teach necessary skills for performing organic chemistry reactions. Pre/corequisite: CHM 231.

**CHM 234. Organic Chemistry Laboratory II (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 232. Pre/corequisite: CHM 232.

**CHM 235. Organic Chemistry Recitation (0)** A course designed to aid the student in problem solving. This course must be taken in conjunction with CHM 231 and may be taken in conjunction with CHM 232.

## Upper-Division Courses

**CHM 302. Instrumental Analysis (3)** The operating principles and capabilities of various instrumental methods for chemical analysis are studied. These instruments underlie much of the progress made in modern chemistry and biology over the last forty years. Topics covered include: ultraviolet/visible spectroscopy, luminescence spectroscopy, atomic absorption spectroscopy, mass spectroscopy and gas and liquid chromatography. Prerequisite: CHM 351 or equivalent. Pre/corequisite: CHM 304.

**CHM 304. Instrumental Analysis Laboratory (2)** Hands-on experience with instrumentation with additional laboratory exercises to complement and reinforce the concepts covered in CHM 302. Pre/corequisite: CHM 302.

**CHM 311. Food Chemistry (3)** This course explores the chemical principles behind food composition processing, and preservation. Topics include the structure and properties of food molecules, chemical reactions during cooking, processing, food additives, enzymatic processes, and the impact of nutrition and food quality. Students will gain an understanding of the chemical interactions that occur in food systems and how they relate to nutrition, flavor, texture, and safety. Prerequisites: CHM 231 or equivalent. Pre/corequisite: CHM 311.

**CHM 313. Food Chemistry Laboratory (1)** This laboratory course provides hands-on experience in applying the principles of food chemistry. Students will conduct analyses of food components such as carbohydrates, proteins, fats and additives, and explore methods for testing food quality, safety, and preservation. Emphasis is placed on developing practical laboratory skills and understanding the chemical processes that affect food products. Pre/corequisite: CHM 311.

**CHM 351. Analytical Chemistry (3)** Topics covered include: error analysis, various types of volumetric analyses and an introduction to spectroscopy. Prerequisite: CHM 112 or equivalent. Pre/corequisite: CHM 353.

**CHM 353. Analytical Chemistry Laboratory (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 351, including on-site analysis. Pre/corequisite: CHM 351.

**CHM 381. Environmental Chemistry (3)** A study of air, water and soil chemistry, including the sources,

reactions, transport, effects and fates of chemical species in these environments. Prerequisites: CHM 112 and 114.

**CHM 392. Junior Seminar (1)** Spring Semester (Bibliographic instruction course.)

**CHM 395-396. Junior Chemistry Research (1-2)** An original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. Students in this course will meet periodically in seminars with the faculty. At the end of the semester, students will write a research report in the form of a journal article and may give an oral presentation to the chemistry seminar. By mutual agreement between the student and the faculty member.

**CHM 422. Biophysical Chemistry (3)** The physical chemistry of biological systems, including thermodynamics and kinetics. Prerequisite: CHM 461 or equivalent; Corequisite: CHM 424.

**CHM 424. Biophysical Chemistry Laboratory (1)** Experimental observations of biological macromolecules using biophysical techniques, emphasizing protein stability and activity. Prerequisite: CHM 461 or equivalent; Corequisite: CHM 422.

**CHM 441. Physical Chemistry I (3)** Mathematical treatment of chemical laws and theories, including thermodynamics, kinetics, kinetic theory and chemistry of solutions and surfaces. Pre/corequisites: PHY 222 or equivalent; MTH 122 or equivalent.

**CHM 442. Physical Chemistry II (3)** Mathematical treatment of chemical laws and theories, including quantum theory, atomic and molecular structure and spectroscopy. Pre/corequisites: PHY 222 or equivalent; MTH 323 or equivalent.

**CHM 443. Physical Chemistry Laboratory I (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 441. Pre/corequisite: CHM 441.

**CHM 444. Physical Chemistry Laboratory II (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 442. Pre/corequisite: CHM 442.

**CHM 451. Advanced Inorganic Chemistry (3)** Selected topics within the great diversity of inorganic chemistry, including theories and concepts that help explain much of the chemistry of the main group and transition elements. Prerequisite: CHM 231. Pre/corequisite: CHM 453.

**CHM 453. Advanced Inorganic Chemistry Laboratory (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 451. Pre/corequisite: CHM 451.

**CHM 461. Biochemistry I (3)** A survey of thermodynamics in living systems, amino acids and protein structure, along with a study of lipids, carbohydrates, proteins and enzyme chemistry. Prerequisites: CHM 231 (BIO 360 recommended).

**CHM 462. Biochemistry II (3)** An in-depth look at protein function, metabolic pathways, and gene expression and replication. Prerequisites: CHM 232.



**CHM 464. Biochemistry Laboratory (1)** Laboratory exercises to complement and reinforce the concepts covered in CHM 461 & 462. Pre/corequisite: CHM 461 or 462.

**CHM 466. Drug Discovery (3)** Modern techniques in drug discovery, from target identification to clinical trials. Case studies of recalled drugs and new therapeutics. Prerequisite: CHM 461.

**CHM 481. Spectrometric Methods of Structure Determination (3)** A study of proton and carbon 13 NMR spectra, mass spectra, infrared, and ultraviolet spectra for the determination of the molecular structure and the identification of organic compounds. Prerequisite: CHM 232.

**CHM 485. Special Studies in Chemistry (1-3)** A course whose content will vary according to the needs and interests of the students.

**CHM 487-488. Chemistry Internship (1-3)** A program of supervised study and research in an academic or commercial chemical laboratory to give students experience with advanced methods and to prepare students for postgraduate work. Hours and credits will be decided by the student and the instructor.

**CHM 492. Senior Seminar (1)** Spring Semester. (Bibliographic instruction course.)

**CHM 495-496. Senior Chemistry Research (1-3)** See course description for CHM 395-396.

## Physics

Contact: Pamela Quintana, PhD

The objective of the physics course offerings is to provide an opportunity for all students to study physics in courses emphasizing physical principles and theories of classical and modern physics.

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 programs a coherent, comprehensible, and rigorous account of the current state of one of the most stimulating and satisfying intellectual adventures of today. Clear understanding of physical principles and theories is emphasized. Modern experimental techniques and powers of observation are developed in the laboratory.

### Lower-Division Courses

**PHY 114. Conceptual Physics (3)** A description of the fundamental concepts of physics which shape our view of the physical universe. Classroom demonstrations will emphasize the importance of measurement for the testing of scientific hypotheses. Non-science majors only. No prerequisites.

Satisfies the laboratory science or general science division requirement for the core.

**PHY 115. Introduction to Astronomy (3)** A comprehensive survey of astronomy including laboratory exercises. Topics include classical mechanics and gravitation, atoms, light and light emission, stellar properties and evolution, stellar remnants (black holes, neutron stars), galaxies (dynamics, structure) and cosmology. No prerequisites. Satisfies the laboratory science or general science division requirement for the core.

**PHY 201. Algebra-Based Physics I (3)** The first of a two-semester sequence in physics. The course covers Newtonian mechanics and includes kinematics in one and two dimensions, Newton's laws of motion, work, energy, momentum, rotation of rigid bodies, gravitation and oscillatory motion. Prerequisite: MTH 111 or equivalent. Corequisite: PHY 213.

**PHY 202. Algebra-Based Physics II (3)** The second of a two-semester sequence in physics. A survey of wave motion, classical electromagnetic theory and optics. Wave motion: mechanical wave, superposition, and standing waves. Electromagnetic theory: Coulomb's law, electric fields, electric potentials, Gauss' law, Ampere's law, Faraday's law and electromagnetic waves. Optics: geometric optics including reflection, refraction, mirrors and lenses; physical optics including interference and diffraction. Prerequisite: PHY 201 (a grade of C- or better in PHY 201). Corequisite: PHY 214.

**PHY 213. Physics Laboratory I (1)** Selected laboratory experiments paralleling topics covered in PHY 221. Corequisite: PHY 201 or 221.

**PHY 214. Physics Laboratory II (1)** Selected laboratory experiments paralleling topics covered in PHY 222. Corequisite: PHY 202 or 222.

**PHY 221. Physics with Calculus I (3)** The first of a two-semester sequence in physics. The course covers Newtonian mechanics and includes kinematics in one and two dimensions, Newton's laws of motion, work, energy, momentum, rotation of rigid bodies, gravitation and oscillatory motion. Prerequisite: MTH 121. Corequisite to PHY 213.

**PHY 222. Physics with Calculus II (3)** The second of a two-semester sequence in physics. A survey of wave motion, classical electromagnetic theory and optics. Wave motion: mechanical wave, superposition, and standing waves. Electromagnetic theory: Coulomb's law, electric fields, electric potentials, Gauss' law, Ampere's law, Faraday's law and electromagnetic waves. Optics: geometric optics including reflection, refraction, mirrors and lenses; physical optics including interference and diffraction. Prerequisite: PHY 221 (a grade of C- or better in PHY 221). Corequisite: PHY 214.

**PHY 301. Thermodynamics and Statistical Mechanics (3)** A survey of the laws, methods and concepts of thermodynamics and statistical mechanics: ideal and nonideal gases, heat, work, internal energy, enthalpy, heat engines, entropy, chemical potential, heat capacity, phase diagrams. Prerequisites: PHY 221 and MTH 122.

**PHY 331. Independent Study Courses (3)** Content will vary according to the needs and interests of the students. These courses may be traditional courses in areas such as electronics, optics, and quantum

mechanics. Credit to be arranged. Prerequisites: PHY 222 and MTH 122.

**PHY 334. Introductory Biophysics (3)** A course emphasizing the application of various principles of physics in constructing and simulating quantitative models of various biological processes: representative topics include quantitative scaling applications of thermodynamics and statistical mechanics, chemical kinetics, genetic regulatory networks, protein-protein interactions and multi-scale models. Prerequisites: PHY 222, MTH 122. Cross-listed as BIO 334.

**PHY 341. Modern Physics (3)** An introduction to the special theory of relativity, atomic physics, Schrodinger equation and its applications, and nuclear physics. Prerequisites: PHY 222 and MTH 122. Course is offered upon program demand.

## Engineering Dual Degree Program

Program Director: Pamela Quintana, PhD

The purpose of the pre-engineering program is to prepare students for successful completion of an engineering degree. Students normally apply (as transfer students) for acceptance to an 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. "Dual" degree schools are engineering schools with pre-arranged credit-transfer agreements in which earned SHC credits are applied toward degree completion at the engineering school. Currently, Spring Hill College has engineering dual-degree agreements with the University of South Alabama and the University of Alabama in Birmingham. When all course requirements are completed at one of these engineering schools and the student has completed all degree requirements at Spring Hill College, 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.

Spring Hill College does not have a school of engineering but offers lower and upper level science, mathematics and computer science courses fundamental to engineering training. Through dual-enrollment with the University of South Alabama, students can take Engineering courses while attending SHC. 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 for the core is waived. 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 in Dual Degree Engineering

## Lower-Division

Course	Title	Credit Hours
CSC 101	Computer Science 1: Principles	4
CHM 111 & 113	General Chemistry I with Laboratory	4
CHM 112 & 114	General Chemistry II with Laboratory	4
MTH 121 & 122	Calculus I and II	8
PHY 221 & 213	Physic with Calculus I with Laboratory	4
PHY 222 & 214	Physics with Calculus II with Laboratory	4
MTH 223	Calculus III	4
MTH 261	Differential Equations	3
Programs Electives <sup>13</sup>		6

## Upper-Division

Course	Title	Credit Hour
MTH 3XX/4XX	Mathematics Electives	3

PEN 101. Pre-Engineering Seminar (0) An introduction to engineering and its sub-disciplines designed for Freshman pre-engineering majors.

PEN201. Dual-enrollment Engineering (3) An approved dual-enrollment Engineering course taken at

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<sup>13</sup> Program electives may be chosen from Biology, Chemistry, Computer Science, Mathematics, Physics, or approved University of South Alabama (USA) engineering courses. Full-time SHC students who have successfully completed MTH 121 (with C- or better) may dual-enroll in up to 6 hours of approved engineering courses per semester at USA (up to 12 hours).

the 200-level at a partner institution's College of Engineering. May be repeated for credit.

PEN301. Dual-enrollment Engineering (3) An approved dual-enrollment Engineering course taken at the 300-level at a partner institution's College of Engineering. May be repeated for credit.

PEN401. Dual-enrollment Engineering (3) An approved dual-enrollment Engineering course taken at the 400-level at a partner institution's College of Engineering. May be repeated for credit.

## Mathematics & Computer Science

Program Director: Matthew Barnes, PhD

The goal of the Mathematics program 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 program offers a program leading to the degree of Bachelor of Science in Mathematics. For those interested in a career in teaching mathematics at the high school level (grades 7-12), the Program 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

All courses in the concentration requirements must be passed with a grade of C- or higher. All prerequisite courses must be passed with a grade of C- or higher before taking a course for which they are prerequisite. All candidates for graduation are required to (a) pass a comprehensive undergraduate mathematics examination and (b) successfully complete a senior seminar (MTH 491) in which a comprehensive expository paper on some selected mathematical topic is required. All students must show competency in oral communication. A student may document such competency by satisfying the speech component in MTH 491, the required seminar for mathematics majors.

The minor in mathematics consists of MTH 121 Calculus I, MTH 122 Calculus II, MTH 223 Calculus III, MTH 301 Introduction to Abstract Mathematics, and nine additional hours of upper division MTH courses.

### Bachelor of Science in Mathematics Lower-Division

Course	Title	Credit Hours
MTH 121 & 122	Calculus I and II	8

CSC 101	Computer Science 1: Principles	4
Laboratory Science I		4
Laboratory Science II		4
MTH 221	Linear Algebra	3
MTH 223	Calculus III	4
MTH 261	Differential Equations	3

## Upper-Division

Course	Title	Credit Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 3XX/4XX	Mathematics Electives	3
MTH 491	Seminar	1
Program Electives <sup>14</sup>	Upper-Division Courses	6

Choose two from the following: 6

MTH 451	Basic Real Analysis (3)
MTH 464	Complex Variables (3)
MTH 482	Algebraic Theory (3)

## Minor in Mathematics

### Lower-Division

Course	Title	Credit Hours
MTH 121 & 122	Calculus I and II	8
MTH 223	Calculus III	4

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<sup>14</sup> To be chosen from upper-division courses that strengthen the major and/or support the student's career objectives.

## Upper-Division

Course	Title	Credit Hours
MTH 301	Introduction to Abstract Mathematics	3
MTH 3XX/4XX	Mathematics Electives	9

## Lower-Division Courses

**MTH 100. Intermediate Algebra (3)** A course covering properties of real numbers, exponents and radicals, algebra of polynomial and rational expressions, solutions of equations and inequalities and applications. This course does not satisfy any core requirement in mathematics. A C- or above is required to pass this course; otherwise, an NC (no credit) is assigned. Subsequent retakes will result in the student receiving a letter grade of (A-F). Corequisite: MTH 101

**MTH 101. Intermediate Algebra Recitation (0)** A course designed to bridge the gap between high school and college courses. Emphasis is on problem solving and study skills for Intermediate Algebra. Corequisite: MTH 100

**MTH 103. Contemporary Mathematics (3)** Techniques from mathematics that are directly applicable to many realistic problems. Topics include graph theory, scheduling, probability, statistics, election processes and game theory.

**MTH 104. Social Justice Mathematics (3)** Utilizing mathematics as a tool to identify and study many realistic problems, all of which pertain to social justice. Potential topics include quantitative literacy, democracy and fairness, allocation of wealth, statistics and the history of mathematics.

**MTH 111. Precalculus with Trigonometry (3)** Analytic Geometry; the concept of function with analysis of polynomial, rational, exponential, logarithmic, and trigonometric functions, their properties, graphs, and use in applied problems. This course is intended for students planning to take MTH 121 or MTH 140. Prerequisite: MTH 100, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency. A grade of C- or above is required to pass the course; otherwise, an NC (no credit) is assigned. Subsequent retakes will result in the student receiving a letter grade of (A-F).

**MTH 112. Trigonometry (3)** Elements of plane and spherical trigonometry with applications. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

**MTH 121. Calculus I (4)** Analytic geometry, functions, limits, continuity, the derivative and its applications, the integral and its applications. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

**MTH 122. Calculus II (4)** Applications of the integral, transcendental functions, techniques of integration, indeterminate limit forms, improper integrals and infinite series. Prerequisite: MTH 121.

**MTH 140. Calculus with Business Applications (3)** A survey of differential and integral calculus with emphasis on applications to business problems. Prerequisite: MTH 111, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

**MTH 163. Basic Statistics for the Sciences (3)** Organization and analysis of data; basic probability techniques and distributions; experimental design; hypothesis testing and statistical inference; linear regression, applications to engineering and the natural sciences. Prerequisite: MTH 100, satisfaction of placement criteria (based on high school mathematics background and College Board test scores), or equivalent demonstrated proficiency.

**MTH 190. Mathematics for Elementary Teachers (3)** Sets, number systems, basic number theory, and geometry. This course does not satisfy any core requirements in mathematics and is only open to Early Childhood and Elementary Education majors.

**MTH 192. Mathematics for Elementary Teachers II (3)** Modeling arithmetic and algebraic operations, geometry fundamentals, and coordinate geometry. This course does not fulfill the mathematics core requirement and is only open to Early Childhood and Elementary Education majors.

**MTH 221. Linear Algebra (3)** Matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 121.

**MTH 223. Calculus III (4)** Vectors and analytic geometry in space, differential and integral calculus of functions of two or more variables, applications. Prerequisite: MTH122.

**MTH 261. Differential Equations (3)** Methods of solution and applications of standard types of ordinary differential equations and systems of ordinary differential equations including series and numerical solutions. Prerequisite: MTH 122.

## Upper-Division Courses

**MTH 301. Introduction to Abstract Mathematics (3)** Sets, relations, functions, cardinality and techniques of proof in mathematics. Prerequisites: MTH 121 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 nonlinear ordinary differential equations, partial differential equations and applied problems that give rise to such equations. Prerequisite: MTH 223.

**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 322. Discrete Mathematics (3)** Proofs necessary for modern computer science. Topics include sets, functions, recursion, number theory, combinatorics, and graph theory. Prerequisite: MTH 121

**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 365. Probability and Statistics (3)** Axioms and basic properties, sampling, combinatorics, random variables, probability and density functions, moments, standard distributions, central limit theorem, hypothesis testing, confidence intervals and linear regression. Prerequisite: MTH 122.

**MTH 399. Topics in Mathematics (1-3)** A course designed to address the topics of special interest to the mathematics faculty. May be repeated for credit as topics vary. Prerequisite: MTH 122.

**MTH 423. Cryptography (3)** A theoretical introduction to classical and modern methods of encryption and decryption. Topics include sharing schemes, private and public key cryptosystems. Prerequisite: MTH 121.

**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 223.

**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 223.

**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 223.

**MTH 465. Problem Solving in Actuarial Science (1-3)** Preparation for either Exam P or Exam FM of the Society of Actuaries. May be repeated for credits as topics vary. Prerequisite: MTH 122.

**MTH 468. Operations Research (3)** Mathematical methods of optimization, linear programming, dynamic programming, network analysis, probabilistic models in decision making, queuing theory and

Markov processes. Prerequisite: MTH 365.

**MTH 470. Mathematical Modeling (3)** Deterministic and probabilistic mathematical methods applied to various disciplines featuring diverse applications which are not usually treated in other upper-division mathematics courses. Prerequisites: One 300 or 400 level MTH course.

**MTH 471. Computational Science Laboratory (0-3)** Computation in mathematics and the sciences. May be repeated for credits as topics vary. Prerequisite: MTH 122.

**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 301.

**MTH 482. Abstract Algebra (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 (1)** Capstone experience for mathematics majors, covering topics of interest not covered in other courses, varying from year to year. Prerequisites: MTH 451, MTH 464 or MTH 482.

**MTH 499. Advanced Topics in Mathematics (1-3)** A course designed to address the topics of special interest to the mathematics faculty. May be repeated for credit as topics vary. Prerequisite: MTH 301.

## Computer Science

Program Director: Matthew Barnes, PhD

The computer science program seeks to develop students' algorithmic thinking, computational competence, and expertise in software engineering through an inquiry-oriented approach. A unique feature of the program at Spring Hill College is the integration of the College's liberal arts foundations, utilizing interdisciplinary methods and project based learning to inform cybersecurity and data analysis strategies. Job skills such as the ability to communicate technical knowledge, orally and written, at a level appropriate to the audience as well as the ability to collaborate with peers on technical matters will be emphasized in the course work.

### Requirements

Students in the computer science program will be required to have a personal laptop. All major courses and prerequisite courses must be passed with a grade of C- or better.

# Bachelor of Science in Computer Science

## Lower-Division

Course	Title	Credit Hours
<b>MTH 121 &amp; 122</b>	Calculus I and II	8
<b>MTH 221</b>	Linear Algebra	3
<b>CSC 101</b>	Computer Science 1: Principles	4
<b>CSC 202</b>	Computer Science 2: Data Structures	4
<b>CSC 203</b>	Computer Science 3: Algorithms	4
<b>CSC 210</b>	Computer Architecture	4

## Upper-Division

Course	Title	Credit Hours
<b>CSC 311</b>	Operating Systems: Design and Implementation	4
<b>MTH 322</b>	Discrete Mathematics	3
<b>MTH 301</b>	Introduction to Abstract Mathematics	3
<b>CSC 312</b>	Database Systems and Theory	3
<b>CSC 320</b>	Automata	3
<b>CSC 321</b>	Programming Languages Theory	3
<b>CSC 431</b>	Senior Software Architecture Seminar	1
<b>MTH/CSC/DSC 3XX/</b>	Electives	9

# Minor in Computer Science

## Lower-Division

Course	Title	Credit Hours
CSC 101	Computer Science 1: Principles	4
CSC 202	Computer Science 2: Data Structures	4
CSC 203	Computer Science 3: Algorithms	4

## Upper-Division

Course	Title	Credit Hours
MTH 322	Discrete Mathematics	3
CSC 3XX-4XX	Computer Science Elective	6

## Lower Division Courses

**CSC 100. Computer Science 0: Foundations (4)** An introduction to algorithmic thinking and problem-solving using computers. Topics include functions, composition, recursion, states, mutability, and programming applications using a functional language such as JAVA, C++, or Python. Satisfies the core laboratory or general science division core requirement. Prerequisite or corequisite: MTH 111.

**CSC 101. Computer Science 1: Principles (4)** A first course in programming using JAVA, C++, or Python. Topics include object-oriented analysis and design (abstraction, encapsulation, inheritance, and polymorphism), recursion, iterative algorithms, and formal methods. Satisfies the core laboratory or general science division core requirement. Prerequisite or corequisite: MTH 111.

**CSC 202. Computer Science 2: Data Structures (4)** A second course in programming using JAVA, C++, or Python. Topics include the properties and implementation of various Data Structures (Lists, Stacks, Queues, Sets, Maps, Trees, Graphs), algorithms analysis and reasoning using invariants and assertions. Prerequisite: CSC 101.

**CSC 203. Computer Science 3: Algorithms (4)** Design and analysis of algorithms. Topics include techniques (e.g. greedy algorithms, dynamic programming), applications (e.g. graphs, sorting, searching), and underlying data structures. Prerequisite: CSC 101.

**CSC 210. Computer Architecture (4)** A project-based course on the design of modern computing systems from logical gates to user-level applications. Topics include combinational and sequential logic, Hardware Description Languages, computer architecture, assembly language, virtual machines, high level languages, virtual machines, compilers, operating systems and applications. Prerequisite: CSC 101.

## Upper Division Courses

**CSC 311. Operating System: Design and Implementation (4)** A course on modern operating system design where students explore a Unix-like OS through in-depth projects written in C. Topics include virtualization of CPU and memory resources, concurrency, files, file systems, networking, systems programming and security. Prerequisite: CSC 210.

**CSC 312. Database Systems and Theory (3)** A first semester course on the theory, design and application of database systems with projects written in SQL and C++. Topics include the Relational Model, SQL, Entity-Relationship Model, database internals and design (including indexing and hashing, physical storage and file structure and Query Processing), application design, big data storage systems (noSQL) and data analytics. Prerequisite: CSC 202.

**CSC 313. Systems and Software Security (3)** This course covers the security aspects of computing systems and software through the perspective of an attacker. Through readings and hands-on labs students will study security policy and its relationship between system components, systems programming, debugging and reverse engineering, techniques for analyzing insecure software and crafting attack mechanisms as well as a practical exploration of contemporary cybersecurity tools. Prerequisite: CSC 210.

**CSC 315. Cloud Computing and Development Operations (3)** A course on cloud infrastructure (the virtualization of compute, network, and storage resources) and its deployment as an extension of software development. Prerequisite: CSC 210.

**CSC 320. Automata (3)** An introduction to automata, computability, and complexity. Prerequisites: MTH 301 and CSC 203.

**CSC 321. Programming Language Theory (3)** An analytic study of programming languages through the design of a programming language and its interpreter in Racket or Scheme. Topics include substitutions and functions, lazy evaluation, recursion, state, continuations, semantics, types, type-systems and a survey of contemporary languages. Prerequisite: CSC 203.

**CSC 330. Junior Software Engineering Seminar (2)** Individual capstone experience for juniors majoring in computer science, covering software engineering topics not covered in other courses, varying from

year to year. Prerequisites: CSC 203 and CSC 210.

**CSC 340. 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. A student may receive credit for CSC 340 or MTH 311 but not both. Prerequisites: MTH 122 and CSC 101.

**CSC 399. Topics in Computer Science (1-3)** A course designed to address the topics of special interest to the faculty. May be repeated for credit as topics vary. Prerequisite: MTH 322 or instructor permission.

**CSC 414. Networking and Network Security (3)** A course on the functions of a networking system through the lens of an attacker. Through hands-on labs students will develop knowledge of the layers of the TCP/IP and OSI Model, network design, network application programming, the tools for investigating and exploiting weaknesses in the network stack. Prerequisite: CSC 210.

**CSC 422. Parallel Computing (3)** A study of the theory and application of parallel programming with projects written in C++. Topics include theory of scalability, parallel computer architectures, concurrency mechanism, patterns of parallel computing, identifying parallelism in applications and parallel programming models. Prerequisite: CSC 210.

**CSC 423. Performance Modeling (3)** Mathematical methods of optimization, linear programming, dynamic programming, network analysis, probabilistic models in decision making, queuing theory and Markov processes. A student may receive credit for CSC 423 or MTH 468 but not both. Prerequisite: MTH 365.

**CSC 431. Senior Software Architecture Seminar (1)** Group capstone experience for seniors majoring in computer science, covering software architecture topics not covered in other courses, varying from year to year. Prerequisite CSC 330.

**CSC 341. Data Science 1 (3)** A practical introduction to the methods of data science and key ideas in artificial intelligence. Students learn techniques for acquiring, cleaning, exploiting and visualizing data, with an emphasis on model building, evaluation, and intelligent decision-making. Topics include supervised and unsupervised learning, training/test splitting, search algorithms, and decision modeling under uncertainty. Implementation is in Python using Jupyter notebooks, pandas, and scikit-learn. Prerequisite: CSC 100 or CSC 101 and MTH 163 or equivalent.

**CSC 443. Cryptography (3)** A theoretical introduction to classical and modern methods of encryption and decryption. Topics include sharing schemes, private and public key cryptosystems. A student may receive credit for CSC 443 or MTH 423 but not both. Prerequisite: MTH 121.

# AI and Data Science

Program Director: Matt Barnes, PhD

The AI and Data Science major is an interdisciplinary program that integrates mathematics, computer science, and applied data science. The curriculum provides students with a foundation in programming, statistical analysis, machine learning, and data visualization. Students are prepared to analyze and interpret complex datasets, develop data-driven solutions, and communicate findings effectively. The program supports a range of post-graduate pathways, including careers in technology, finance, healthcare and other data-intensive sectors, as well as graduate and professional studies or research.

## Requirements

Students in the AI and Data Science program are required to have a personal laptop capable of running modern programming environments and data science tools. A system with a multi-core processor, at least 16 GB of RAM, and a solid-state drive (SSD) is recommended. For coursework involving machine learning and large-scaled data processing, a dedicated GPU may be beneficial. All major and prerequisite courses must be completed with a grade of a C- or better.

## Bachelor of Science AI and Data Science

### Lower-Division

Course	Title	Credit Hours
CSC 100	Computer Science 0: Foundations or equivalent	4
CSC 101	Computer Science 1: Principles	4
MTH 121	Calculus I	4
MTH 122	Calculus II	4
MTH 163	Basic Statistics for the Sciences or	
BUS 263	Business Statistics or	
PSY 263	Statistics for the Social Sciences	3
CSC 202	Computer Science 2: Data Structures	4

<b>CSC 203</b>	Computer Science 3: Algorithms	4
<b>MTH 221</b>	Linear Algebra	3
<b>DSC 240</b>	Data Science 0: Data Visualization	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CSC 313</b>	Database Systems and Theory	3
<b>MTH 322</b>	Discrete Mathematics	3
<b>MTH 365</b>	Probability and Statistics	3
<b>CSC 341</b>	Data Science 1	3
<b>DSC 442</b>	Data Analysis	3
<b>DSC 443</b>	AI, Machine Learning and Deep Learning	3
<b>DSC 499</b>	Data Science Capstone Elective	1
<b>CSC 3XX/4XX</b>	Computer Science Elective	6
<b>MTH 3XX/4XX</b>	Mathematics Elective	3

## Minor in AI and Data Science

### Lower-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CSC 100</b>	Computer Science 0: Foundations or equivalent	4
<b>CSC 101</b>	Computer Science 1: Principles	4
<b>MTH 163</b>	Basic Statistics for the Sciences or	



<b>BUS 263</b>	Business Statistics or	
<b>PSY 263</b>	Statistics for the Social Sciences	3
<b>CSC 202</b>	Computer Science 2: Data Structures	4
<b>DSC 240</b>	Data Science 0: Data Visualization	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CSC 341</b>	Data Science 1	3
<b>DSC 442</b>	Data Analysis	3
<b>DSC 443</b>	AI, Machine Learning, and Deep Learning	3

## Lower Division Courses

DSC 240. Data Visualization (4) An introduction to the principles and practices of data visualization, with an emphasis on storytelling with data. Students learn to use tools such as Excel, Tableau, Power BI, R and Python to explore, analyze, and communicate insights from real-world datasets. Topics include visual perception, data ethics, dashboard design, and interactive graphics. Prerequisites: CSC 100 or CSC 101.

## Upper Division Courses

DSC 442. Data Analysis (3) A practical course on statistical data analysis using Python. Students learn techniques for exploring, summarizing, and modeling data, with an emphasis on regression analysis and statistical inference. Topics include data clearing, exploratory data analysis, hypothesis testing, linear and logistic regression, model evaluation and common pitfalls in analysis. Implementation is done in Python using pandas, statsmodels, and scikit-learn. Prerequisite: DCS 240.

DSC 443. AI, Machine Learning, and Deep Learning (3) An advanced course in machine learning and artificial intelligence, with a focus on building and deploying models using Python and TensorFlow. Topics include linear and nonlinear models, neural networks, CNNs, RNNs, unsupervised learning, and reinforcement learning. Emphasis is placed on practical implementation, intuition, and real-world applications in domains such as healthcare and natural language processing. Prerequisites: CSC 441 and DSC 442.

DSC 499. Senior Seminar in AI and Data Science (1) This capstone seminar provides students with the opportunity to engage in independent or collaborative research and applied projects in artificial intelligence and data science. Emphasizing both theoretical understanding and practical implementation, the course integrates skills in programming, data analysis, machine learning, and data visualization. Students will explore current topics in the field, develop and present original work, and critically evaluate existing research. The seminar is designed to prepare students for professional roles in data-driven industries, as well as for graduate study or research in related fields. Prerequisites: Senior standing and completion of core data science courses including DSC 240, DSC 441, and DSC 442.

## Nursing

Program Director: Erin Sheppard, DNP, APRN, FNP-BC

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

### Philosophy:

The Program of Nursing supports the mission and values of the institution, while educating graduates to become leaders in service to others. The tradition and identity of Spring Hill College draws from the strength of its Catholic heritage and its Jesuit spirituality and education philosophy. The nursing program nurtures both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

The person resides in an ever-changing, culturally diverse society and assumes responsibility for decisions regarding personal health and illness. Each individual is a holistic being with intrinsic worth, who has bio-psycho-social, spiritual and cultural dimensions in interactions with the environment. Respect for individual human dignity, equality, freedom, and justice are basic rights in our society.

Health is a dynamic multidimensional state represented by a health continuum and is affected by personal choices, values, and interactions with the environment. Nursing promotes the awareness of healthy lifestyles and, compassionately, assists individuals to reestablish health, and to cope with illness or impending death.

The environment includes the interaction of physical, ecological, political, cultural, and religious factors.

Healthcare policy shapes the nature of quality and safety of the practice environment. Although the environment is constantly changing, a healthy environment is conducive to the quality of life for individuals, families, the community, and society.

Nursing practice is committed to promoting health, preventing disease, and improving patient outcomes. It involves knowledge, critical thinking skills, and collaboration with other colleagues and disciplines to provide high quality, safe, effective, patient-centered and holistic care. Nurses as caregivers, teachers, and advocates must use technology and evidence-based practice incorporating ethical, moral, and legal standards.

Nursing education at SHC strives 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. The graduate will be educated in the Catholic, Jesuit, liberal arts tradition to become a competent, intelligent nurse who exercises compassion and caring in a culturally diverse society. Through their professional nursing courses, the faculty prepares their students to become critical, conscientious, health care professionals, who are committed to excellence in the service to others.

Learning occurs in a virtual environment, the classroom, and clinical experiences. The role of the nurse educator is to facilitate the student's learning and provide opportunities to meet individual learning needs based on diverse learning styles. This teaching process takes place through cognitive, psychomotor, and affective learning, by incorporating the students' life experiences, motivation, and scholastic aptitude to reach their maximum potential.

## **Goals of the Program:**

1. Support the mission of Spring Hill College and encourage growth of body, mind, and spirit throughout the nursing curriculum.
2. Collaborate with other programs 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.

## **End of Program Outcomes of the BSN Program:**

1. Incorporate and apply the values and knowledge inherent in the Jesuit liberal arts philosophy, nursing, humanities, and other natural sciences into the nursing profession, distinguish nursing's distinctive perspective, and demonstrate clinical judgement using this broad knowledge base.

2. Apply knowledge of systems-based practice and cost-effectiveness to respond, coordinate resources, and lead within complex systems in order to provide safe, quality, equitable care to diverse populations and positively impact societal and professional issues.
3. Practice from a holistic base to promote health and prevent and manage disease for all populations throughout the lifespan through the collaboration with both traditional and non-traditional community partnerships in order to improve equitable health outcomes.
4. Demonstrate responsibility and accountability for practice through integrating principles of quality improvement and safety into the delivery of high-quality care in order to minimize the risk of harm to patients and providers and contribute to a culture of patient safety.
5. Demonstrate management and leadership qualities which emphasize a commitment to personal health and well being, flexibility, maturity, and support lifelong learning in the health care system.
6. Collaborate in the research process for the improvement and integration of evidence-based nursing care and advance the scholarship of nursing to improve patient care outcomes and transform health care.
7. Incorporate the skills of critical thinking, communication, collaboration, negotiation, respect, teaching, and advocacy when communicating interprofessionally and with patients, families, communities, and other stakeholders to optimize care and the healthcare experience for the global society.
8. Master increasingly complex skills and knowledge including nursing informatics and emerging technologies and how they pertain to our community, provide care, gather data, and form information to drive decision making throughout the nursing curriculum to deliver nursing care and best practices to diverse populations.
9. Provide evidence-based, holistic, compassionate, and individualized person-centered care which includes families and/or important others and respects the specific and unique needs of patients throughout the lifespan while promoting a partnership with support persons and the healthcare team.
10. Demonstrate professionalism through understanding and applying nursing's unique professional identity to provide accountable care for diverse populations.

## **Approval & Accreditation**

The baccalaureate program is approved by the Alabama Board of Nursing. The baccalaureate degree program in nursing at Spring Hill College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). 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.

## **Degrees Offered**

The Program of Nursing offers a Bachelor of Science in Nursing (BSN) for traditional four-year students and a second-degree pathway.

## Admission

The BSN degree option is divided into pre-nursing and a professional component of nursing. If a student has transferred in credits from other academic institutions/ nursing programs, letters of good standing, with indication of no disciplinary actions must be submitted in order to be admitted to the Program of Nursing. Letters from academic institutions are to be addressed to the Office of Admissions and letters from the nursing programs to the Program Director.

Any student enrolled in Spring Hill College may be enrolled in the pre-nursing component, but this does not ensure 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 Program Director 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 one (1) year of the potential semester of application to the professional component. A student who receives a D, F, or WF in a nursing course (NUR designation) within the professional component of nursing may retake the nursing course once, as long as this is the first unsatisfactory grade (D, F, or WF). However, a student who has two (2) failures (D, F, or WF) in any NUR course or combination of NUR courses that is contained within the nursing paradigm (to exclude electives), whether it is in the pre-nursing or professional component of nursing, will be dismissed from the Division of Nursing, but not necessarily from Spring Hill College.

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. Students who enroll in Spring Hill College as first semester freshmen are admitted to the professional component under the direct admit policy. The direct admit policy states that these students will be admitted first to the professional component as long as they meet all admission requirements. 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 semester prior to enrollment in the professional component:**

1. Achieve an ACT composite score of 21 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 (the first three semesters) prior to the start of the professional component. A minimum grade of C (excludes C-) is required in the following: NUR 100, 201, 202; HSC 136, 138, 231, 232, 233, 234; MTH 163; SOC 101; PSY 101 and 204.
4. Students must make a C or higher in any nursing course within the pre-nursing component. A student

who receives a D, F, or WF in a nursing course (NUR designation) within the pre-nursing component may retake the nursing course once. However, if a total of two (2) failures are received (D, F, or WF) in any NUR course or combination of NUR courses (to exclude electives), the student will not be accepted into the professional component in nursing.

5. Once a student has matriculated or if a student withdraws from or receives a grade lower than a C in any of the courses listed under number 3 above (excluding nursing courses), the student must complete the course at Spring Hill College or another academic institution approved by the Program of Nursing.
6. If a student has transferred in credits from other academic institutions/nursing programs, letters of good standing, both academically and disciplinary, must be submitted from each institution/nursing program in order to be admitted to the Program of Nursing. Letters should be addressed to the Program Director of Nursing.
7. Anatomy and Physiology I and II with Labs must be taken at the same academic institution.
8. 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.
9. Students dismissed from another nursing program will not be accepted into the Nursing Program.

## **Application Process:**

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

1. Complete an accurate nursing professional program application to include a medical history and physical exam performed by a qualified healthcare professional.
2. Provide verification of required immunizations and/or titers and tuberculin skin tests. Clinical sites may require additional proof regarding communicable disease and the student's immune status.
3. Provide current American Heart Association BLS certification for infant, child, and adult.
4. Submit to a background check by a contracted licensed company selected by the Program of Nursing. An unsuitable background check will result in dismissal or denial of admission into the professional component.
5. Submit to a drug screen performed by a contracted licensed company selected by the Program of Nursing. Failure to submit to a drug screening or a positive drug screen will result in dismissal or denial of admission to the professional component.
6. Meet essential mental and physical qualifications set forth by the Program of Nursing Disability Statement.

## **Grading Scale**

The Nursing Program has the following grading scale.

90 - 100 = A, 84 - 90 = B, 76 - 83 = C, 68 - 75 = D, 67 - below = F

## **Progression in the Professional Program**

1. Achieve a passing score of C (76 percent) in both theory and clinical in all nursing courses.
2. A student who receives a D, F, or WF in a nursing course (NUR designation) within the professional

component of nursing may retake the nursing course once, as long as this is the first unsatisfactory grade (D, F, or WF). However, a student who has two (2) failures (D, F, or WF) in any NUR course, or combination of NUR courses, whether it is in the pre-nursing or professional component of nursing (to exclude electives), 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 BLS, immunizations, tuberculin skin test, HIPAA 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 Program 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 Program reserves the right to request withdrawal of a student from the program or nursing courses, but not the College, because of unsatisfactory performance in the theory or clinical components and/or inappropriate behavior. A student who is dismissed for reasons of conduct, aptitude, or failure to meet the scholastic requirements of the program 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 or designee. Such dismissal does not normally, although it may, involve suspension or dismissal from the College under the general academic policies for these measures.

## **Graduation Requirements**

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

- Fulfill the requirements of and pass all nursing courses
- Initiate plans for licensure
- Complete a [transcript request form](#) from the Registrar's Office

## **Requirements**

The core curriculum requirements for the traditional BSN student includes 56 hours of general liberal arts requirements.

English	9 hours	ENG 121/190, 123/290 and one ENG 2XX course
History / Political Science	3 hours	
Mathematics	3 hours	MTH 163
Language	3 hours	
Philosophy	3 hours	
Philosophy for Nursing Students	3 hours	PHL 318 (taken only by senior nursing students)
Science	12 hours	HSC 136/138; HSC 231/233; HSC 232/234
Social Science	9 hours	PSY 101, PSY 204, and SOC 101
Theology	6 hours	THL 101 and one THL 2XX or 3XX
Visual and Performing Arts	3 hours	
Pathway	2 hours	PTH 1XX 2

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 (Traditional)

### Pre-Professional Phase

### Freshmen Year – First Semester

#### Course

#### Title

#### Credit Hours



<b>ENG 121</b>	Composition I	3
<b>SOC 101</b>	Introduction to Sociology	3
<b>PSY 101</b>	Introduction to Psychology	3
<b>HSC 231/233</b>	Anatomy and Physiology I with Lab	4
<b>NUR 100</b>	Introduction to Professional Nursing and Health	1
<b>PTH 101</b>	1 Module	1

## **Freshmen Year – Second Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>HSC 232/234</b>	Anatomy and Physiology II with Lab	4
<b>HSC 136/138</b>	Medical Microbiology with Lab	4
<b>ENG 123</b>	Composition II	3
<b>PHL 101</b>	Introduction Logic	3
<b>PTH 102</b>	1 Module	1

## **Sophomore Year – Third Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>NUR 201</b>	Normal and Therapeutic Nutrition	2
<b>NUR 202</b>	Med Math	1
<b>THL 101</b>	Intro to Christian Theology	3
<b>MTH 163</b>	Basic Statistics for the Sciences	3

PSY 204	Developmental Psychology	3
FINE ARTS CORE	ART/THR/MUS	3

## **Professional Phase (Admission Required)**

### **Sophomore Year– Fourth Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
NUR 300	Foundations of Nursing Care	3
NUR 301	Health Assessment	2
NUR 303	Human Pathophysiology	3
THL 2XX/3XX		3
ENG 2XX		3
HIS Core	Any HIS or POL	3

### **Junior Year – Fifth Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
NUR 302	Pharmacology	3
NUR 320	Childbearing Family	5
NUR 340	Community as a Client	5
LAN XXX	Language Core	3

### **Junior Year – Sixth Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
NUR 310	Community Mental Health	5
NUR 330	Adult Health I	5
NUR 401	Scientific Inquiry	3

### **Senior Year – Seventh Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
NUR 410	Adult Health II	5
NUR 445	Adult Health III	5
PHL 318	Christian Medical Ethics	3

### **Senior Year – Eighth Semester**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
NUR 411	Child and Adolescent Health	5
NUR 430	Leadership and Management	3
NUR 440	Practicum: Hospital	3
NUR 460	Senior Seminar	3

Core Curriculum: 56

Nursing Curriculum: 62

Total Credit Hours: 118

## **BSN Track for Second Degree Students**

### **Pre-Professional Phase**

#### **Required Core Courses**

<b>Course</b>	<b>Title</b>	<b>Credit Hour</b>
ENG XXX	English Course	3
HIS XXX	History Course	3
PHL XXX	Philosophy Course	3
THL XXX	Theology Course	3
ART/THR/MUS XXX	Fine Art Course	3
LAN XXX	Foreign Language Course	3
POL/PSY/SOC/ECO XXX	Social Science Course	3
SCI/MTH 1XX	100-level Science or Math Course	3

#### **Required General Education Courses**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
PSY 101*	Introduction to Psychology	3
PSY 204*	Developmental Psychology	3
SOC 101*	Introduction to Sociology	3
MTH 163*	Basic Statistics for the Sciences	3
HSC 136 & 138 *	Medical Microbiology and Lab	4
HSC 231 & 233	Anatomy and Physiology I and Lab	4
HSC 232 & 234 *	Anatomy and Physiology II and Lab	4

## Required Nursing Courses

Course	Title	Credit Hours
NUR 100*	Introduction to Professional Nursing	1
NUR 201*	Normal and Therapeutic Nutrition	2
NUR 202*	Med Math	1

## Professional Phase

### Required Nursing Courses

Course	Title	Credit Hours
NUR 300*	Foundations of Nursing Care	3
NUR 301	Health Assessment	2
NUR 302	Pharmacology	3
NUR 303	Human Pathophysiology	3
NUR 310	Community Mental Health	5
NUR 320	Childbearing Family	5
NUR 330	Adult Health I	5
NUR 340	Community as Client	5
NUR 401	Scientific Inquiry	3
NUR 410	Adult Health II	5
NUR 411	Child and Adolescent Health	5
NUR 430	Leadership and Management	3
NUR 440	Practicum: Hospital	3
NUR 445	Adult Health III	5

<b>NUR 460</b>	Senior Seminar	3
<b>PHL 318</b>	Christian Medical Ethics	3

Note \*:

- All courses transferred to SHC must meet current transfer policies. Only grades of C- or higher may transfer.
- SHC GPA and Nursing Prerequisite GPA of 3.0 with at least a C or above (those with \* in the above listings) is required to enter the Professional Component
- Composite ACT 21 or above required.

## BSN with a Minor

Any minor works well with a Bachelor of Science degree in Nursing. It is suggested that the student work with their faculty advisor should there be an interest in declaring a minor in a certain area.

### Lower Division Courses (Traditional & Second Degree BSN ) (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 lifestyle behaviors is addressed. Prerequisite: Declare a pre-nursing major or permission of Program Director.

**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 Program Director. Cross-listed as HSC 201.

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

**NUR 203. Death and Dying (3)** The course explores death and dying across worldviews. Cultural, spiritual, and religious practices are examined. This course is an interdisciplinary analysis of death, dying, and bereavement. It includes such topics as facing death; coping with dying; hospice care; bereavement, grief, and mourning; funeral practices; lifespan perspectives on death; legal issues; suicide; and assisted suicide and euthanasia.

### Upper Division Courses (BSN)

(Prerequisites for all courses: completion of the Nursing Core, except NUR 203.)

The following courses are to be taken sequentially according to the Nursing Paradigm. The Nursing Program has the option to change the sequencing and the prerequisites/corequisites as the need arises.

**NUR 300. Foundations of Nursing Care (3)** Assessment of physical, developmental, psychosocial, cultural and spiritual dimensions of the client across the lifespan. Psychomotor skills are introduced that address comfort, personal hygiene, safety, and other advanced nursing skills. Prerequisites: HSC 231/233; Prerequisites/Corequisites: NUR 100, 201, and 202; HSC 232/234. A minimum grade of C must be obtained in the prerequisite and corequisite courses.

**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 300 and 303.

**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 or permission of the Program Director; prerequisites: NUR 300, NUR 301, NUR 303; corequisites: NUR 320 and NUR 340.

**NUR 303. Human Pathophysiology (3)** An introduction to the study of the phenomena that produce alterations in human physiologic function. Disorders affecting cells, organs, and systems involved in the regulation of structure and functions within the human organism. Disease processes will be explored as they relate to genetics, ethnicity, environment and age. Prerequisite: Admission to the professional component or permission of the Program Director; corequisites: NUR 300 and 301.

**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. Prerequisites: Admission to the professional component, NUR 302, 320 and 340; corequisite: NUR 401.

**NUR 320. Childbearing Family (5)** Focuses on health promotion and maintenance of the pregnant woman and her family in a variety of settings. Prerequisite: Admission to the professional component, NUR 300, 301, and 303; corequisite: NUR 302.

**NUR 330. Adult Health I (5)** Application of the nursing process to meet the bio-psychosocial needs of the client in relation to age, developmental stage, cultural orientation, resources and environment. Students examine the pathophysiological changes experienced by clients in a variety of settings. Prerequisites: Admission to the professional component, NUR 302, 320, and 340; corequisite: NUR 401.

**NUR 340. Community as Client (5)** Using community health theory, research findings and practice settings, students assess physical, social and cultural environments of groups; identify at-risk populations; and examine appropriate nursing interventions. The student functions as a change agent

within the community. The course will include community health theory, research findings and practice settings which are utilized to promote and maintain wellness and prevent disease. Prerequisite: Admission to the professional component; prerequisites NUR 300, 301, and 303; corequisites: NUR 302.

**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 is essential to the practice of nursing. Prerequisites: Admission to the professional component, NUR 302, 303, 320 and 340; corequisites NUR 310 and 330.

**NUR 410. Adult Health II (5)** Students examine the pathophysiological and psychosocial changes in clients in acute care and rehabilitation settings. Students enhance their psychomotor, community and leadership skills while collaborating with other health care workers and with families. Prerequisites: Admission to the professional component, NUR 310, 330 and 401; corequisites: PHL 318.

**NUR 411. Child and Adolescent Health (5)** Child and Adolescent Health (5) The utilization of developmental theory and nursing process in providing care to children, adolescents and their families. Altered states of health are examined as they affect normal growth and development. Emphasis is on the child/adolescent health maintenance and care when illness occurs. Prerequisite: Admission to the professional component, NUR 410 and 445; corequisites: NUR 430.

**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 toward resolutions. Prerequisite: Admission to the professional component, Permission of the Program Director or NUR 401 and 410 and 445; corequisites: NUR 411, 440, and 460.

**NUR 440. Practicum: Hospital (3)** Working with a preceptor in a hospital setting, the student will actively participate in the management of nursing care for individuals, with an emphasis on clinical practice from a theoretical, holistic and wellness-oriented perspective. Prerequisite: Admission to the professional component, Completion of all clinical courses; corequisites: NUR 430 and 460.

**NUR 445. Adult Health III (5)** The course offers a continuing learning experience designed to further the students' ability in the application of the nursing process. The emphasis is placed on the assessment and care of patients with complex, life-threatening illnesses. Building on nursing concepts and the liberal arts and sciences, students examine the pathophysiological changes experienced by patients in the acute care setting. The role of the nurse as a caregiver and as a member of the health care team is emphasized. Prerequisites: Admission to the professional component, NUR 310, NUR 330, NUR 401 and 410; corequisite: PHL 318.

**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: Admission to the professional component, NUR 445; corequisite: NUR 411, 430 and 440.

**NUR 499. Special Topics (1-3)** A course of individual study or research. Admission by approval of the Program Director. Hours and credits to be arranged by faculty facilitator. Prerequisite: Admission to the professional component.

# Division of Humanities & Social Sciences

Division Chair: Michael Ferry, PhD

The Division of Humanities and Social Sciences offers the following major programs, leading to the Bachelor of Arts or Bachelor of Science degree: Education; English; Philosophy, Politics, and Economics; Political Science; Psychology; Sociology; Sociology/Criminology; and Writing. Additionally, we offer the following minors: Creative Writing; English; International Studies; Latin American Studies; Philosophy, Politics, and Economics; Political Science; Pre-Law; Psychology; Religious Education; Sociology; Spanish; and Theology.

The Division also supports the following graduate programs: Master of Arts in Engaged and Applied Humanities, Master of Pastoral Studies, Master of Theological Studies, and Master of Arts in Theology. Please see the Graduate Studies section of the Bulletin for more information regarding those programs.

## Education

Program Director: Paige Dannelley, Ed.D.

The goals of the Education Program 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; effectively implement research-based best practices in teaching and learning; and participate in continuous reflective practice in order to improve their teaching and practices and make positive changes in their classrooms, schools and communities. In July 2009, the Alabama State Board of Education adopted the Alabama Educator Code of Ethics which defines professional behavior and serves as a guide for ethical conduct for all public-school personnel and, as applicable, pre-service teachers. Specific information about the code is available from education advisors and in the Education Office.

The programs, which combine liberal education and strong professional preparation, are designed to instill in students the highest standard of professional behavior. The desired outcome is that graduates will make a difference in the lives of their students.

The undergraduate programs lead to teacher certification in elementary education (and for some students enrolled prior to February 2025, secondary education and/or visual arts). Coursework in education combines lecture and discussion in the college classroom with extensive laboratory experiences in the local schools. The professional sequence culminates in a full-time internship in an approved local school or facility.

Faculty in the Education Program maintain knowledge of current issues and practices in K12 education through a variety of measures: contact with the State Department of Education, the Spring Hill College

Advisory Committee, personal contact with cooperating teachers during students' field experiences and internships, through workshops and professional development provided by our faculty in K12 settings, inviting K12 practitioners to speak in our education classes and by volunteering time to work with K12 students.

The education unit shall have the responsibility, authority and personnel to develop, administer, evaluate and revise all professional education programs. The unit effectively manages or coordinates all programs so that candidates are prepared to meet standards.

## **Alabama State Department of Education**

Policies and regulations governing the issuance of a teaching certificate are under the authority of the Alabama State Board of Education. Spring Hill College cannot assume responsibility for changes in certification requirements due to changes in the Alabama State Board of Education policies and/or regulations. Additionally, education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them.

The Alabama Educator Code of Ethics defines professional behavior and serves as a guide for ethical conduct for all public-school personnel and, as applicable, pre-service teachers. Specific information about the code is available from education advisors and in the Education Office. Undergraduate students follow Alabama State Board of Education programs approved in February 2024.

## **The Education Program Guarantee**

The Education Program 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 Education Program shall provide remediation at no cost to a graduate who has been recommended by the Program's Certification Officer and who, within two years after program completion, is deemed by his/her principal to be unsatisfactory based on performance evaluations established by the Alabama State Board of Education. Notification to the Program of Education by the Alabama State Board of Education must occur within two years following program completion.

In any situation where unsatisfactory performance, based upon Alabama State Board of Education evaluation, has been determined, the Spring Hill College Program of Education faculty make final determination as to the type of remediation required. Also, the education faculty reserve the right to have the graduate in need of remediation return to the Spring Hill College campus in Mobile, Alabama, for additional coursework and/or laboratory field experience activities. Should a graduate need to return to the College campus for remediation, the College does not assume any responsibility for general living income or expenses including, but not limited to, loss of income, transportation, room and board or lodging, meals, etc. The only 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.

## **Changes in the Program of Education**

Changes in any education program that leads to certification, all approved by the Alabama State Board

of Education, may apply to currently enrolled students. The NASDTEC Interstate Certification Agreement makes it possible for graduates to attain certification in a variety of states in every region of the country.

Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with the Educator Preparation Program (EPP) heads.

If an institution chooses to discontinue a program or place it on inactive status, the EPP head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status, along with each candidate's anticipated program completion date. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

An EPP may choose to reactivate an inactive program at any time prior to the date of the next comprehensive review for all other programs, if all standards applicable to the inactive program continue to be met. If the active program is not reactivated before the next comprehensive review, it must be addressed as a new program.

## **Coursework Policies**

Courses with grades below C- in the teaching field and professional studies (EDU courses). Courses with an "EDU" prefix may be repeated only one time. Courses that need to be repeated are taken at regularly scheduled class times. See an education faculty advisor for further information.

Any courses and/or credits verified on an official transcript and used to meet state approved program requirements must be from regionally accredited institutions. These courses must be college-level; remedial courses are disallowed.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and arts and science type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

If an individual completes Class B program at an institution and wants to return to the same institution for a new Class B program, professional studies courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission.

Coursework and/or a degree accepted from institutions outside the United States must be substantiated

by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the State of Alabama Education and Certification Office.

Because of the need for knowledge and abilities that reflect current rules and standards of the Alabama State Board of Education, no credits in professional studies (EDU courses), in general studies, and in the teaching field used to satisfy education requirements for certification, earned prior to six years before current matriculation at Spring Hill College, will be accepted without evaluation by the education faculty.

Once admitted to Spring Hill College, all remaining courses with education labels (EDU) must be completed at Spring Hill College during regularly scheduled class times. Undergraduate education courses are offered during the fall, spring, and summer terms.

## **Educator Preparation Progression Points**

### **Admissions**

Admission to the college does not qualify a student for admission to programs offered through the Program of Education. Spring Hill College undergraduate students seeking admission to an education program normally complete the required lower-division courses in education at Spring Hill prior to being admitted to a program.

In order to be unconditionally admitted to an education program, students must submit a formal written application and meet the following minimum criteria:

1. Hours: Completion of at least 60 semester hours of which at least 42 semester hours are in the general studies program. Additionally, appropriate lower-division coursework in education is completed.
2. GPA: A minimum GPA of 2.50 overall (and used as the basis for granting the degree) in accordance with university policy; 2.50 in professional studies courses listed on the approved checklist for the program; and 2.50 in the teaching field listed on the approved checklist for the program. (Note: The Program must ensure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.)
3. Interview Process: As part of an interview process, applicants will be evaluated on their oral communication skills, written (handwritten sample) aptitudes, interests, and educator dispositions that are consistent with the requirements for successful teaching. Evaluation rubrics for various areas of the interview can be found on the Program of Education Assessment webpage.
4. Lab Experiences: Satisfactory completion of lower-division laboratory and other experiences designed to assist the student in making a wise career choice.
5. Signed Form Acknowledging Understanding of Rules and Regulations: Signature of the student on the appropriate form indicating that he/she is aware of and responsible for the Alabama State Department of Education knowledge and abilities rules and regulations required for completion of the desired education program, and agreeing to permit Spring Hill College to share appropriate student information with the Alabama State Department of

Education as requested.

6. Background Check: Background and fingerprint clearance by the Alabama State Department of Education (ALSDE). The student is responsible for payment of the non refundable required fee. The applicant will be provided a Letter of Suitability from the State Department of Education. This letter must be submitted to the Education Office before admission can be approved. Only a service provider approved by the ALSDE may be used. (If the student does not receive clearance, he/she has the right to due process procedures.) Additional information is available through the Education Office.
7. Children and Adolescent Protection Program Training: Attendance at a training session of the Children and Adolescent Protection Program, sponsored by the Office of Child and Adolescent Protection through the Archdiocese of Mobile. This training session will be provided in education courses to be selected by the education faculty. The student is responsible for payment of the required fee.

When the student has met the above criteria and the education faculty has approved, the student shall be notified in writing of his/her acceptance. Students who fail to meet the criteria described above upon initial application must meet all admission requirements within one year after completion of lower-division education coursework.

## **Retention Requirements**

Students must meet the following minimum retention requirements to remain in education programs:

1. GPA: A minimum GPA of 2.50 overall (and used as the basis for granting the degree) in accordance with university policy; 2.50 in professional studies courses listed on the approved checklist for the program; and 2.50 in the teaching field listed on the approved checklist for the program. (Note: The Program must ensure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.)
2. Lab Experiences: 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. 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. Five-Day Structured Field Experiences (Secondary and Visual Arts only): Secondary and Visual Arts students must complete Five-Day Structured Field Experiences during their junior block. Placement(s) must be approved by the education faculty. These experiences must be completed in the appropriate teaching field(s) prior to the internship term, and must be in addition to and separate from regularly scheduled laboratory experiences. See education faculty advisor or the Education Office for details.
4. Application for Internship: Review of performance and approval by the education faculty. (Note: Failure to perform or conduct oneself according to the rules and guidelines for laboratory experiences, or the internship can result in the education faculty's refusal to permit a student to continue in the education program.)

5. Praxis II Content Area Tests: A passing score report for the appropriate content area of the Praxis II Subject Assessment Test must be on file in the department of Education before application for certification can be made. Additionally, elementary education majors must have a passing score report on file for the Pearson Foundations of Reading Test before application for certification can be made. Students are required to begin taking the exam no later than the earliest scheduled test date in their final semester of junior block.
6. Ongoing Check of Dispositions: If, in the course of the student's progressing through the program, deficiencies in knowledge, skills, teaching performance or dispositions for teaching become evident, the education faculty will meet to discuss the observed deficiency to determine a course of action. Spring Hill College uses the Candidate Preservice Assessment of Student Teaching (CPAST) to assess dispositions for teaching.

## Completion Requirements

Students must meet the following minimum completion requirements to qualify for a degree and for initial certification:

1. Program Completion and GPA Check: Satisfactory completion of a State-approved program with a minimum GPA of 2.50 overall (as confirmed on the transcript when the degree was granted), 2.50 in the teaching field, and 2.50 in professional studies courses with no grade below a C- in professional studies courses. (Note: The program must ensure that each accepted cohort of Class B program candidates meets or exceeds the minimum GPA of 3.0.)
2. Successful Completion of Internship: Demonstrated readiness to teach through successful on-the-job performance as an intern. The internship takes place in an approved local school or facility. The internship shall be full-time for one semester and a minimum of 600 clock hours, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least 5 consecutive days. Students seeking certification in two or more distinct teaching fields shall complete an additional internship. (Please see additional policies related to internships below this section.)
3. edTPA (Completed during internship): All teacher candidates are required to participate in edTPA, a performance-based, subject-specific assessment and support system to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. A passing edTPA score in the 3-hour internship section is both a graduation and certification requirement of the Alabama State Department of Education and Spring Hill College.
4. Program Completion: A teacher candidate must meet all the program requirements for degree conferral at Spring Hill College. Completion of the education program must occur within four years after unconditional admission to the program. A candidate who does not complete the program within a four- year period may apply for reinstatement.

## Internship Description and Policies

An internship is required for completion of all undergraduate education programs at Spring Hill College.

The education faculty will not waive the internship requirement. Additionally, the appropriate internship must be completed in an approved local school, with an approved teacher, and under the administration of Spring Hill College education faculty.

Secondary education internships will not be approved at a school which the intern attended. Interns may substitute teach for compensation, to be paid by the school district in question, in their assigned school upon satisfactory completion of the 20 full-time days of teaching and with their college supervisor's approval.

With the exception of required EDU courses that align with the senior semester, students are disallowed from enrolling in additional coursework during the internship semester. If circumstances arise which make additional coursework necessary, a request for approval by the education faculty must be made in writing to the program director. Interns are required to be familiar with the current edition of *The Guidebook for Professional Experiences: Internships*.

Should the education faculty terminate an internship, the education faculty decides whether a second and final internship may take place. The student must delay at least one semester but not more than two semesters, should a second and final internship be permitted. The education faculty determines the conditions, site, cooperating teacher, etc., under which the second and final internship takes place, if it does. Should the second and final internship be unsatisfactory, the student's education program will be terminated, and the student will not at any time in the future be recommended for a teaching certificate to any licensing agency.

## **Speech and Writing Competency**

Speech competency is evaluated and assessed by: (a) education faculty during the interview required for admission to an education program, (b) the cooperating teacher and the student during scheduled lab experiences and the full-time, five-day structured field experience completed in a cooperating school, the college supervisor, the cooperating teacher, and the student during the semester-long internship experience, and completion of EDU 160 Foundations of Teaching, with a grade of C- or better.

Writing competency is evaluated and assessed by: (a) education faculty during the interview required for admission to an education program and in the required divisional writing intensive courses, (b) the cooperating teacher and the student during the scheduled lab experiences and the full-time, five-day structured field experiences completed in cooperating schools, and the college supervisor, the cooperating teacher, and the student during the semester-long internship experience.

The interview, the structured field experiences, and the internship are required of all education majors. Documentation recording satisfactory speech and writing competency is placed in the student's ARC (admission, retention, completion) file.

For assistance or for more specific information, please contact the chair of education.



# Elementary Education (Grades K-6 Certification)

Course	Title	Credit Hours
EDU 131	Human Development	3
EDU 160	Foundations of Teaching	3
EDU 201	History and Philosophy of Education	3
EDU 230	Classroom Management & Social-Emotional Learning	3
EDU 260	Principles of Educational Psychology	3
EDU 275	Integrated Arts in Elementary Ed	3
EDU 322	Educational Tests and Measurements	3
EDU 325	Teaching Methods: Literacy I	3
EDU 326	Teaching Methods: Literacy II	3
EDU 327	Teaching Methods: Literacy III	3
EDU 328	Teaching Methods: Literacy IV	3
EDU 331	Instructional Media and Technologies of Instruction	3
EDU 370	Survey of Exceptionality	3
EDU 374	Teaching Methods: Social Studies, Science, and Health	3
EDU 375	Teaching Methods: Mathematics I	3
EDU 376	Teaching Methods: Mathematics II	3
EDU 378	Foundations of Instruction, Planning, and Learning Environments	3
EDU 391	Multicultural Teaching	3
EDU 490	Internship: Candidate Performance Assessment In Elementary Education and	3

\*See education faculty advisor for course approval. Must be college-level (100 or higher).

Elementary Education Notes: (a) Students who major in Elementary Education follow a degree program that meets the requirements for teacher certification in grades kindergarten through six; and (b) All undergraduate students seeking admission to the elementary education programs, regardless of the beginning date of collegiate study, must complete 12 semester hours of college-level coursework in each of the following areas: English, Mathematics, Social Science and Science.

## Lower-Division Courses

**EDU 131. Human Development (3)** Study of theories, methodology and research related to human development, with emphasis on educational practice. This course includes an orientation designed to assure that the student is aware of professional performance and experiences required for successful completion of the desired education program. Students will be introduced to and must have knowledge of the current Guidebook for Professional Experiences: Undergraduate Clinical Experiences. Supervised and pre-professional laboratory experiences required. Curriculum lab fee.

**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 elementary school. Curriculum lab fee. Prerequisite: Permission of Education Chair required. Laboratory experience required.

**EDU 160. Foundations of Teaching (3)** Involves the prospective teacher in the issues of schooling and education and includes the skills and knowledge needed to be a successful professional educator. Orients the student to teaching and to the school as a social and educational institution. Issues of schooling, education and the teaching and learning profession are explored. The skills and knowledge needed to be a successful professional educator are presented in an active learning environment as students are oriented to teaching, learning, and the school as a social and educational institution.

**EDU 201. History and Philosophy of Education (3)** A critical analysis of selected theories and problems in education considered as a social institution. Emphasis is placed on developing an understanding of the role and function of the educational process in a pluralistic society. This is a writing intensive course. Supervised laboratory experiences. Curriculum lab fee. This course meets a core requirement for a PHL 200/300 course.

**EDU 230. Classroom Management and Social-Emotional Learning (3)** An investigation of research related to instruction, management, learning and current best practices and discipline that provides pre-service teachers foundations upon which to develop strategies for effective classroom management. Curriculum lab fee. Supervised laboratory experiences.

**EDU 260. Principles of Educational Psychology (3)** A survey of psychological principles of behavior

and learning, basic needs, and the application of these principles to educational practice. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

**EDU 275. Integrated Arts In Elementary Education (3)** Knowledge and skills appropriate to children, including techniques and media, for teaching art and music to children from preschool age through sixth grade. This course meets the visual and performing arts requirement for elementary education majors. Curriculum lab fee. Prerequisites: Permission of Education Chair required.

**EDU 280. Literature and Creative Drama for Children (3)** A comprehensive survey of the literature written for children; emphasis on the development of techniques for encouraging enjoyment of literature; a special component on the use of creative drama. Curriculum lab fee. Prerequisites: EDU 131; permission of Education Chair required. Laboratory experience required.

**EDU 295. Education, Identity, and Culture: Representations in Film (3)** This course focuses on psychological, sociological, political and historical factors that impact children and adolescent education and identity formation through the lens of popular film. Open to non-education majors.

### Upper-Division Courses

**EDU 322. Educational Assessment (3)** The development, administration, evaluation, and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objective, performance and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting standardized tests. Curriculum lab fee. Prerequisite: Admission to education program. Supervised laboratory experiences.

**EDU 325. Teaching Methods: Literacy I (3)** Literacy curriculum, teaching, and media for children ages four through twelve. Foundational Understanding of the Science of Reading, Current Research, Simple View of Reading, Scarborough's Rope, Structure Literacy. Strategies for Teaching Phonological/Phonemic Awareness; Informal Assessment of Phonological/Phonemic Awareness; Interventions for Phonological/Phonemic Awareness. Laboratory Experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to the education program.

**EDU 326. Teaching Methods: Literacy II (3)** Literacy curriculum, teaching, and media for children ages four through twelve. Overview of Dyslexia and Other Reading Disabilities. Strategies for Teaching, The Alphabetic Principle, Phonics, Long Word Decoding, Morphology; Informal Assessment of Phonics, Long Word Decoding; Interventions for Phonics, Long Word Decoding. Laboratory Experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to the education program.

**EDU 327. Teaching Methods: Literacy III (3)** Literacy curriculum, teaching, and media for children ages four through twelve. Strategies for Teaching, Vocabulary, Fluency, Comprehension; Informal Assessment of Vocabulary, Fluency, Comprehension; Interventions for Vocabulary, Fluency, Comprehension. Laboratory Experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to the education program.

**EDU 328. Teaching Methods: Literacy IV (3)** Literacy curriculum, teaching, and media for children ages

four through twelve. The Simple View of Writing; Strategies for Teaching Handwriting, Spelling, Grammar, Punctuation, Sentence Types, Paragraph Construction, The Writing Process; Informal Assessment of Handwriting, Spelling, Grammar, Punctuation, Sentence Types, Paragraph Construction, The Writing Process; Interventions for Handwriting, Spelling, Grammar, Punctuation, Sentence Types, Paragraph Construction, The Writing Process. Laboratory Experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to the education program.

**EDU 331. Educational Technology (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.

**EDU 332. Reading Strategies - History. (3)** Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in history. This course is co-taught by the EDU instructor and the secondary classroom practitioner in history. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 335. Reading Strategies - English Language Arts. (3)** Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in English Language Arts. This course is co-taught by the EDU instructor and the secondary classroom practitioner in English Language Arts. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 337. Lab: Reading in the Content Area (Spanish) (1)** 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. Corequisite: Must be registered for EDU 329.

**EDU 338. Reading Strategies - Biology. (3)** Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in biology. This course is co-taught by the EDU instructor and the secondary classroom practitioner in biology. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 339. Reading Strategies - Visual Art. (3)** Assists the student in understanding the reading process and in developing skills and habits essential in teaching reading in visual art. This course is co-taught by the EDU instructor and the secondary classroom practitioner in visual art. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 370. Survey of Exceptionality (3)** Designed to provide students with basic understanding regarding the full range of exceptional children. Attention given to etiology, prevention, emerging issues and current methodologies. This course satisfies one diversity course requirement. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 374. Teaching Methods: Social Studies, Science, and Health (3)** Social studies, science, and health curriculum, teaching, and learning for children from preschool through sixth grade. Laboratory experiences with children are an integral part of this course. This is a writing intensive course.

Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 375. Teaching Methods: Mathematics I (3)** Mathematics curriculum, teaching, and media for children ages four through eight. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 376. Teaching Methods: Mathematics II (3)** Mathematics curriculum, teaching, and media for children ages nine through twelve. Laboratory experiences with children are an integral part of the course. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 378. Foundations of Instruction, Planning, & Learning Environments (3)** Synthesis of knowledge from a variety of fields of educational inquiry, and examination of their impact on the school curriculum and instructional program. Curriculum lab fee. This course satisfies one diversity course requirement. Prerequisite: Admission to education program. This is a writing intensive course. Supervised laboratory experiences.

**EDU 391. Multicultural Teaching (3)** A survey of educational and social scientific concepts to help teachers understand the social and cultural milieu of culturally-different learners. The development of teaching strategies to maximize opportunities. Supervised laboratory experiences. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 452. Instructional Methods in History (3)** A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in history while instructing students and managing their behavior. Co-taught by EDU instructor and current master's level teacher in history. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 453. Instructional Methods in Biology (3)** A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. 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 instructor and current master's level teacher in biology. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 455. Instructional Methods in English Language Arts (3)** A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. 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 instructor and current master's level teacher in ELA. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 457. Lab: Instructional Strategies and Methodology in Teaching Spanish (1)** 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. Corequisite: Must be registered for EDU 450.

**EDU 458. Instructional Methods in Visual Arts (3)** A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources. This course is designed to demonstrate the student's ability to implement instructional strategies and methodology in Visual Arts while instructing students and managing their behavior. Co-taught by EDU instructor and current master's level teacher in Visual Arts. Supervised laboratory experience. Curriculum lab fee. Prerequisite: Admission to education program.

**EDU 490. Internship: Candidate Performance Assessment in Elementary Education (3)** A semester of supervised observation and teaching experience in an elementary classroom, which includes the creation and submission of a performance-based portfolio assessment; supervision and mentoring provided by college faculty. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

**EDU 491. Internship: Candidate Performance Assessment in Visual Arts (3)** A semester of supervised observation and teaching experience in a visual arts classroom, which includes the creation and submission of a performance-based portfolio assessment; supervision and mentoring provided by college faculty. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

**EDU 493. Internship in Visual Arts (9)** A semester of supervised observation and teaching experience in K - 6 and 6 - 12 classrooms; supervision provided by college staff. Includes conferences with supervising master teacher and college supervisor. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

**EDU 495. Internship: Candidate Performance Assessment in the High School (3)** A semester of supervised observation and teaching experience in a secondary classroom, which includes the creation and submission of a performance-based portfolio assessment; supervision and mentoring provided by college faculty. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

**EDU 497. Internship in the High School (9)** A full-time supervised observation and teaching experience in the high school (grades 6-12) for one semester; supervision provided by college staff. Includes conferences with cooperating master teacher and college coordinator. Attendance at scheduled seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

**EDU 498. Special Studies (1-3)** The content of the course will be structured to meet the professional needs of the student and will include in-depth study in a selected topic in teacher education. This work is undertaken with permission of the faculty and under its supervision. Curriculum lab fee. Prerequisite: Permission of chair of education.

**EDU 499. Internship in Elementary Education (9)** A semester of supervised observation and teaching experience in an elementary classroom; supervision provided by college staff. Includes conferences with cooperating master teacher and college supervisor. Attendance at seminar meetings is required. Curriculum lab fee. Prerequisites: Admission to education program and divisional approval.

## Minor in Religious Education (Non-Certification for Theology majors only)

The Program of Education offers a minor in religious education which is limited to theology majors who would like to teach religion/theology in a classroom setting. The purpose of the minor is to give theology majors a background in basic education knowledge and practices as an additional qualification for employment in Catholic schools. Students must have junior class standing and admission to an education program before enrolling in upper-division education coursework.

Education students who participate in one retreat and who select the following courses to fulfill their theology requirements are eligible to be awarded basic catechetical certification from the Archdiocese of Mobile: THL 101/190 Introduction to Christian Theology (freshman year), any scripture course (sophomore), THL 242 Catholicism (junior/senior), THL 421 Religious Education (junior/senior). See the Department of Philosophy and Theology section for additional information.

Students must complete Child Protection Training during their first education course. Students must be fingerprinted and background cleared before their first 300-level course.

### Minor in Religious Education (For Theology Majors Only)

#### Lower-Division

Course	Title	Credit Hours
EDU 131	Human Development	3
EDU 260	Principles of Educational Psychology	3
EDU 230	Classroom Management and Social-Emotional Learning	3
EDU 1XX or 2XX	Electives	3

#### Upper-Division

Course	Title	Credit Hours
EDU 391	Multicultural Teaching	3
EDU 322	Educational Assessment	3

<b>EDU 3XX</b>	Elective	3
<b>THL 421</b>	Religious Education	3

## English

Program Director: Stephanie A. Callan, PhD

Inspiring students to refine their skills in interpretation and communication is the mission of the English program. Every course we teach, from first-year composition to the senior capstone, emphasizes critical reading and effective writing. Literature's unique ability to engage both imagination and intellect enables readers to inhabit ideas, characters, and cultures. Through exploration of literary texts and contexts in a classroom atmosphere of engaged and open inquiry, students develop their capacity to participate in the conversations that help us make sense of ourselves and our world.

As a core liberal arts discipline, English provides a foundation for careers in publishing, law, medicine, business, education and more. Its flexible course structure and emphasis on communication skills make it an ideal major, minor or second major. Students may declare a double major in English and Writing. In the tradition of Jesuit education, our focus on critical thinking and reflection prepares students for their responsibilities as informed leaders, caring citizens, and promoters of social justice.

### Composition

Our composition courses support the general education core, focusing on process based writing that offers students opportunities for revision and editing. The composition sequence is two courses, ENG 121: Composition I and ENG 123: Composition II (Writing with Research), which progress from a focus on the fundamentals of argument and the rhetorical situation to the complexities of integrating quality research into an argument. We also offer ENG 105: College Composition as a precursor to this sequence for students who need review of foundational writing skills. We also offer ENG 190 and ENG 290, the composition sequence for Honors Program students. In addition, we collaborate with our research librarians to integrate research skills in these courses and expose students to college-level strategies.

### 200-Level Core Classes

Spring Hill students are required to take one 200-level literature course as part of the core curriculum. Our course offerings are grouped into genre courses (poetry, fiction, drama, non-fiction), diversity courses (African American, World, Hispanic American, Asian American and Native American), special topics (which vary by instructor and include such topics as Literature and Medicine, Southern Literature, and Sex and Violence) and Introduction to Creative Writing. While these offerings give students a wide variety of content choices, all courses continue to develop skills in critical reading and writing, particularly emphasizing literary analysis.



## **Pedagogy**

The program places a high value on student engagement, privileging discussion-based courses that involve students in the interpretation of literary texts and contexts. In addition to discussion, faculty use a blend of classroom techniques ranging from group work, presentations, and lectures to the incorporation of guest speakers and multimedia resources — all geared toward developing students' abilities to think critically and articulate their insights clearly. Outside the classroom, professors can be found conferencing with freshman composition students or meeting with senior seminar mentees, giving them the one-on-one instruction necessary for their growth as writers and thinkers.

## **Faculty**

The program has a strong faculty with a range of teaching styles, offering students a complementary range of approaches to the study of literature and writing. Faculty collaborate frequently, sharing teaching advice, commenting on one another's assignments, and discussing scholarly approaches. Each semester, we hold a colloquium at which faculty members share their ongoing research and writing. Faculty also advise student clubs, direct service-learning projects, sponsor the literary magazine, organize lectures and interdisciplinary courses, and assist students and faculty colleagues with editing and publication advice.

## **Core Requirements in English**

A series of three courses totaling nine hours must be completed by students as part of the core curriculum. Students will fulfill this requirement by completing ENG 121, ENG 123, and any sophomore-level course (ENG 240, ENG 241, ENG 242, ENG 243, ENG 244, ENG 245, ENG 246, ENG 248, ENG 276, ENG 285, or ENG 287). Honors students may fulfill the English core requirement by completing ENG 190, ENG 290, and any of the above sophomore-level courses.

## **Policies**

Students must have successfully completed ENG 121 and 123 (or 190 and 290) before taking any 200-level courses in English or Writing.

Once students matriculate, they may not use an English course at another institution to fulfill 100-level requirements at SHC.

If students have As or Bs in ENG 121, ENG 123, and their first 200-level course, they may request permission to take an upper-division course from the English program director. Honors students may request permission to register for an upper-level course if they have As or Bs in ENG 190, ENG 290, and one other ENG 2XX.

## **Advanced Placement (AP) Credit**

The English program awards credit for examinations of the Advanced Placement Program of CEEB as follows: Language and Composition: scores of four or five are granted three semester hours of credit to replace ENG 121. Literature and Composition: scores of four or five are awarded three semester hours of credit to replace ENG 121. A maximum of three semester hours of advanced placement credit will be applied to English core requirements. Any excess credit hours may be applied to meet general elective

credit. All entering first-time students must take ENG 123 Composition II (Writing with Research), irrespective of advanced placement credit.

## **Bachelor of Arts in English**

The English major is designed to offer students breadth and depth in literary study while also ensuring that they have the flexibility to follow their developing literary interests. Three of the required courses for the major — an introductory critical approaches course (ENG 300), the British Literature survey (ENG 308) and the American literature survey (ENG 318) — give students a foundation in critical and literary traditions on which to build with their other coursework. These survey courses ensure a breadth of exposure to the literary movements, historical contexts, and major authors of literature in English.

Achieving depth in literary study is another goal of the English major. Students are required to take either ENG 320 (Literary Movement or Period) or ENG 321 (Major Authors) to ensure that they have at least one course that intensively examines a time period or delves deeply into an author. The final required course (besides the capstone) is ENG 496: Special Topics in Diversity which offers both depth and breadth as students study non-dominant authors drawn from the multi-ethnic literatures of the United States or world literatures in English, which are not extensively covered in the survey courses.

We value flexibility so that English majors can pursue their evolving interests. Ultimately, only three specific courses are required, as well as a capstone (described below). Students select from a range of options to fulfill two other required categories and choose four free electives in English.

### **Capstone**

The senior seminar for English majors allows students to select their own topics and be paired with an appropriate mentor in the program to work for a semester on an in-depth, well-researched, original interpretive argument. The course culminates in a 20-page paper and a 15-minute presentation (plus Q and A) to the entire program. The individualized, independent study component of the project paired with course sessions that support the evolving project and presentation gives students an ideal capstone experience.

### **Objectives**

The purpose of the major in English is to graduate students who have demonstrated (1) mastery of written communication; (2) knowledge of diverse literatures understood in historical and cultural context; (3) ability to interpret written expression independently through critical analysis; (4) ability to perform research, evaluate sources, and integrate them with written analysis; (5) ability to explore issues of justice, morality, and common humanity through literature.

Majors must earn a grade of C- or better in all courses for the major.

### **Requirements for Major in English**

The English major requires 9 hours (3 courses) of lower-division coursework and 30 hours (10 courses) of upper-division coursework distributed in the following manner:

## Lower Division

Course	Title	Credit Hours
ENG 121	Composition I	3
ENG 123	Composition II	3
ENG 2XX	200-Level ENG	3

## Upper Division

### 1. Required Courses

English majors are required to take three courses (9 hours) that emphasize a broad based exposure to British and American literary traditions and develop capacities for intensive literary study:

Course	Title	Credit Hours
ENG 300	Critical Approaches to Literature	3
ENG 308	British Literature	3
ENG 318	American Literature	3

### 2. Elective Courses

English majors have the flexibility to shape their course of study by selecting 18 hours of elective credits at the 300- or 400-level (six hours of electives within topical categories and twelve hours of open electives). One open elective may be an upper-division WRI or THR course; ENG 301 (Integrations) and ENG 497 (Internship) may be taken as open electives but can only be taken once. Additional topical electives, beyond the three required, may be taken as open electives.

#### Topical Electives:

ENG 320	Literary Movement or Period	3
ENG 321	Major Authors	3
ENG 496	Special Topics in Diversity	3

#### Open Electives:

ENG 3XX-4XX English Electives 12

### 3. Senior Synthesis Seminar

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

Course	Title	Credit Hours
ENG 498	Senior Synthesis Seminar	3

## Requirements for Minor in English

### Lower Division

Course	Title	Credit Hours
ENG 121	Composition I	3
ENG 123	Composition II	3
ENG 2XX	200-Level ENG	3

### Upper Division

Course	Title	Credit Hours
ENG 2XX-3XX	English Elective	3
ENG 3XX-4XX	English Electives	9

### 100-Level Courses: Composition

**ENG 105. College Composition (3)** This course allows students to review fundamentals in preparation for ENG 121 and is designed to ground students in the critical thinking and writing skills central to college-level coursework. Course emphasizes all stages of the composing process, with attention to the editing skills required to identify and correct error patterns. This course does not satisfy a core requirement in English. Students are placed into this course on the basis of the English Placement Questionnaire. Students who do not complete the questionnaire also take ENG 105 as their first ENG course. A C- or above is required to pass the course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

**ENG 121. Composition I (3)** This course cultivates the intensive reading and analytical writing skills

necessary for college-level work. Texts are drawn from across the disciplines to cultivate wide ranging vocabularies and varied analytical approaches. Students are placed into this course on the basis of the English Placement Questionnaire. A C- or above is required to pass the course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

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

**ENG 190. Honors Composition and Literature (3)** A course on composing rhetorically effective arguments. Students will read a variety of nonfiction works to evaluate their persuasive strategies and compose arguments in response. The seminar format of the class encourages intellectual rigor and supports students in independent exploration of class topics. Substitutes for the ENG 121 requirement in the college core. Honors standing required.

## **200-Level Courses: Literature**

Any of the following 200-level courses count towards fulfillment of the core requirement in English. ENG 123 (or ENG 290, for Honors students) is a prerequisite for all 200-level courses.

**ENG 240. Introduction to Poetry (3)** 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)** An introduction to fiction as a literary genre. Readings might include short stories, fairy and folktales, and novels by the Brothers Grimm, Kafka, Poe, Twain, Borges, O'Connor, DeLillo, Lahiri or Le Guin. Course emphasizes the ability of fiction to teach us about ourselves, our world, and different ways of thinking and knowing.

**ENG 242. Introduction to Drama and Theatre (3)** 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)** 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, sport, or travel writing; memoirs and autobiographies; and much more.

**ENG 244. Asian Literature (3)** 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)** 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)** An introduction to literature written by Hispanic Americans living in the US and writing in English. Texts can be essays by Gloria Anzaldúa, novels and short stories by authors such as Junot Díaz, Rudolfo Anaya, Piri Thomas, Cristina García, Julia Alvarez and poetry by assorted authors. The course may offer an opportunity to meet Hispanic American immigrants and hear their stories.

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

**ENG 276. Introduction to Creative Writing (3)** A multi-genre introduction to creative writing covering poetry, drama, and fiction. Prerequisite: ENG 123.

**ENG 285. Special Topics (3)** Sophomore-level literary studies of specialized areas. Sample topics from past courses include Science Fiction, Gender and Literature and Detective Fiction. May be repeated for credit as topics vary.

**ENG 287. Special Topics in World Literature (3)** A study of literature from non-Western and/or non-dominant traditions, for example from the Middle East, Africa, and/or the Caribbean. Authors might include Ngũgĩ wa Thiong'o, Chinua Achebe, Zadie Smith, Jamaica Kincaid, Khaled Hosseini and Naguib Mahfouz. May be repeated for credit as topics vary.

**ENG 290. Honors Composition and Literature (3)** An accelerated course on research writing and literary analysis for honors students. Course readings on a theme are drawn from literature in any literary period. Students also learn to formulate research questions, independently find and evaluate academic sources, integrate multiple sources in their arguments, and document sources appropriately. The seminar format of the class encourages intellectual rigor and supports students in independent exploration of class topics. Substitutes for the ENG 123 requirement in the college core. Prerequisites:

Honors Standing; ENG121 or ENG 190.

### **Upper-Division Courses**

Unless otherwise specified below, the prerequisites for any upper-division ENG class are two ENG 200-level classes. If students have As or Bs in ENG 121, ENG 123, and their first 200-level course, they may request permission to take an upper-division course from the English program director. Honors students may request permission to register for an upper-level course if they have As or Bs in ENG 190, ENG 290, and one other ENG 2XX.

**ENG 300. Critical Approaches to Literature (3)** This course will introduce students to the vibrant world of literary studies and prepare them for success as English majors at Spring Hill College. Students will analyze literary texts using varying critical approaches, write essays employing selected approaches, develop the methods necessary to conduct quality research and refine their oral competencies and presentation skills. Content of course varies by instructor.

**ENG 301. Integrations (3)** This course explores a contemporary issue through the study of literature and a complementary discipline. Prerequisites: Junior or senior standing and one 200-level ENG course. May be cross-listed.

**ENG 308. British Literature (3)** A survey of British literature, covering texts from the medieval period to the present. Readings range across the genres of poetry, drama, and prose, both fictional and non-fictional, and may include such authors as Margery Kemp, William Shakespeare, Aphra Behn, John Milton, Mary Wollstonecraft, Charlotte Brontë, Gerard Manley Hopkins, James Joyce, and Virginia Woolf.

**ENG 318. American Literature (3)** A representative, multi-genre survey of American literature progressing from indigenous, Puritan, and colonial writers through to their Romantic, realist, modernist, postmodernist, or contemporary successors. Authors may include Anne Bradstreet, Benjamin Franklin, Olaudah Equiano, Edgar Allan Poe, Walt Whitman, Emily Dickinson, Kate Chopin, Zora Neale Hurston, William Faulkner, Langston Hughes, Tennessee Williams, Kurt Vonnegut, and Toni Morrison.

**ENG 320. Literary Movement or Period (3)** An in-depth investigation of the literature of a specific literary period or movement. Topics might include literary movements (Romanticism or modernism), historical periods (the Victorian era or 1920s America), or literary traditions (the Gothic or regionalism). May be repeated for credit as topics vary.

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

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

**ENG 440. The American Novel (3)** 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)** 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)** A study of the development of the British novel through the start of the modern period. Authors may include Fielding, Behn, Defoe, Sterne, Austen, the Brontës, Eliot, Dickens, Hardy, Gaskell and Meredith.

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

**ENG 465. Modern Drama (3)** 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)** A detailed study of the best-known works of Shakespeare—histories, comedies, and tragedies. (Same course as THR 485.) In addition, this course can fulfill the major topical elective requirement for depth (ENG 320 or ENG 321).

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

**ENG 492. Special Topics in American Literature (1-3)** An upper-level study of a specialized theme in American literature, often exploring interdisciplinary and cultural contexts. Examples include the following: *Madness in American Literature* and *American Literature and Film*. May be repeated for credit as topics vary.

**ENG 493. Special Topics in British Literature (1-3)** An upper-level study of a specialized theme in British literature, often exploring interdisciplinary and cultural contexts. Examples include the following: *Nineteenth-Century British Women's Novels* and *Contemporary British Drama*. May be repeated for credit as topics vary.

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

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



credit as topics vary.

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

**ENG 497. Internship (3-6)** A supervised, professional work experience in a field related to English or writing. Placements might include publishing, editing, advertising, non-profit work, journalism (Press Register or Lagniappe), or technical writing. The student will normally work from eight to ten hours a week for three to six academic credits, applying three of those credits to the English major. Internships taken for English or writing credit will be assigned to a faculty member in the English program 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)** 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.

## History

Program Director: Nicholas Wood, PhD

The objectives of the History program 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 courses that are a part of the College's core curriculum; the second objective is met through the upper division course offerings.

The program 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 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.

## Minor In History

### Lower-Division

Course	Title	Credit Hours
HIS 110/290	Introduction to Global Historical Studies or	3
HIS 120	Introduction to American Historical Studies	
HIS 203	Historical Methods	3
HIS 211	Western Civilization to 1648 or	3
HIS 212	Western Civilization Since 1648	
HIS 213	United States to 1876 or	3
HIS 214	United States Since 1876	

## Upper-Division

Course	Title	Credit Hours
HIS 3XX-4XX	History Electives <sup>15</sup>	9

In order to receive AP credit for history courses, a minimum score of 3 is required. After matriculation, students cannot receive CLEP credit.

## Lower-Division Courses

**HIS 110. Introduction to Global Historical Studies (3)** An Introductory course on historical skills, including: critical reading, writing and thinking, thesis statements, geographical awareness, oral communication and distinguishing between primary and secondary sources. Each course will have a subtitle which would indicate the subject content of the course.

**HIS 120. Introduction to American Historical Studies (3)** An Introductory course on historical skills, including critical reading, writing and thinking, thesis statements, geographical awareness, oral communication and distinguishing between primary and secondary sources. Each course will have a subtitle which would indicate the subject content of the course, which will focus on an American history

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<sup>15</sup> Electives must include at least one American and one European history course.

topic.

**HIS 203. Historical Methods (3)** A survey of the basics of historical research through a study of a topic determined by the instructor. Students will complete a research paper as the capstone project for this course.

**HIS 211. Western Civilization to 1648 (3)** A survey of Western civilization from the Classical Period to the mid-1600s. Emphasis is given to Classical Greece, the Hellenistic Age, Roman History, the Middle Ages, the Renaissance, the Reformation and the rise of the nation states. Political, social and economic relationships are integrated and analyzed.

**HIS 212. Western Civilization Since 1648 (3)** A survey of Western civilization from the Scientific Revolution to the present. Emphasis is given to the Scientific Revolution; the Enlightenment; the French Revolution; industrialization; political, social, and intellectual changes in the nineteenth century; the Russian Revolution; the World Wars; the Cold War and the collapse of Communism. Political, social and economic relationships are integrated and analyzed.

**HIS 213. America to 1876 (3)** An inquiry into the development of American society through the Civil War and Reconstruction.

**HIS 214. The United States Since 1876 (3)** An inquiry into America's development since 1876 including the Gilded Age, Progressivism, the Great Depression, both world wars, Vietnam and the many diverse social and political developments from the 1950s into the 1990s.

**HIS 220. Introduction to Colonial Latin America (3)** Introduction survey of the history of Latin America from pre-Columbian Indian cultures to the beginning of the wars for independence (c. 1810), covering cultural, political, social and economic developments. Major themes include conquest, colonialism, indigenous culture, African slavery, religion, race and ethnicity and gender ideologies.

**HIS 221. Introduction to Modern Latin America (3)** Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) to the present. Major themes include independence and sovereignty, postcolonialism and neocolonialism, nation- and state building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization and inter-American relations.

**HIS 290. Honors History (3)** An advanced study of global history in which students analyze historical writings and primary sources. This course is writing intensive and stresses participation. This course fulfills the college core requirement for HIS 110 Introduction to Global Historical Studies. Prerequisite: Honors Program.

**HIS 297. Special Topics in History (3)** A lower-division course on a special topic in history as selected by the instructor. No prerequisites.

## Upper-Division Courses

**HIS 312. Medieval Civilization (3)** A study of the European Middle Ages from about 300-1400. Special attention will be given to the problems faced by feudal society as well as the creative achievements in the areas of economics, politics and culture. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**HIS 321. The History of the Holocaust (3)** A study of the rise of the Nazi Party in Germany, and the origins, process and legacies of the Holocaust in Germany. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**HIS 323. Women in European History (3)** 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: HIS 110 or HIS 120.

**HIS 324. Women in American History (3)** 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: HIS 110 or HIS 120.

**HIS 325. 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. Prerequisite: HIS 110 or HIS 120.

**HIS 326. African-American History (3)** A study of the major issues in African-American history, with a focus on the study of primary documents. Topics include the slave trade, slavery, slave resistance, emancipation, and Jim Crow. Prerequisite: HIS 110 or HIS 120.

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

**HIS 332. Modern Mexico (3)** A study of modern Mexico from its struggle for independence from Spain (c. 1810) to the beginning of the twenty-first century. The course examines the war of independence, civil wars and foreign invasion in the nineteenth century and revolution in the twentieth century. Major themes include liberalism, race and ethnicity, gender relations, nationalism and the Cold War. Prerequisite: HIS 110 or HIS 120.

**HIS 333. Native Histories of the Americas (3)** A study of the historical experiences of the indigenous peoples in Mesoamerica and North America from the nineteenth century to the present. The course examines how native populations navigated processes of state-formation and modernization through a combination of consent, engagement and outright resistance. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**HIS 342. The American Revolution, 1763-1788 (3)** An examination of the origins of the American Revolution, the Articles of Confederation government and the framing of the Constitution. Prerequisite: HIS 110 or HIS 120.

**HIS 343. The Age of Jefferson and Jackson, 1789-1848 (3)** A study of the nation's founding, democratization, expansion, religious and reform movements, the War of 1812 and the Mexican American War. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**HIS 351. US: World Wars and Great Depression (3)** This course examines World War I, the 1920s, the Great Depression and World War II. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**HIS 355. The Vietnam Wars, 1945-1975 (3)** An examination of the conflicts in Southeast Asia during the 20th century, the course will focus on the American involvement in Vietnam and the war's legacy in the modern United States. Prerequisite: HIS 110 or HIS 120 or permission of the instructor.

**HIS 360. The South (3)** A survey of the American South from the antebellum period through the development of the New South. Special attention will be paid to the position of Alabama in the region. Prerequisite: HIS 110 or HIS 120.

**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: HIS 110 or HIS 120.

**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 HIS 110 or HIS 120.

**HIS 364. American Environmental History (3)** This course examines both the ways that the environment helped shape American history as well as mankind's impact on the American environment. Issues such as the environmental movement in the US, including major environmental debates, will also be addressed. Prerequisite HIS 110 or HIS 120.

**HIS 365. American Immigration Studies (3)** A study of the historical roots of contemporary US immigration issues. Prerequisite: HIS 110 or HIS 120.

**HIS 390. Honors Historical Studies (3)** An honors level advanced history course covering a special topic Prerequisite: Three hours of history (HIS 110 or HIS 120) and honors standing.

**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: HIS 110 or HIS 120.

**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)** 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. Prerequisite: HIS 495 and permission of professor required.

# International Studies

Program Director: Vlad Kravtsov, PhD

## Minor in International Studies

### Lower-Division

Course	Title	Credit Hours
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3

### Upper-Division

Course	Title	Credit Hours
Program Electives	Upper-Division Courses <sup>16</sup>	6

<sup>16</sup> Six hours of upper-division coursework that support the major and are approved by the Director of International Studies.

Choose three from the following 9:

LAN 2XX-3XX <sup>17</sup>	Intermediate Foreign Language or above (6)
POL 323 or 376	American Foreign Policy (3) or Comparative Foreign Policy (3)
POL 36X	Area Studies Course (3)
POL 377	Health and Politics (3)
POL 388	Politics and Film (3)
POL 389	Foundations of Free Markets and Societies (3)
POL 447	Problem in International Politics (repeatable) (3)

## Modern Languages, Literatures, and Cultures

Program Director: Fabian Balmori, PhD

French - Spanish – Italian - Other Languages

The objectives of the Modern Languages, Literatures, and Cultures programs 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 program's upper-division courses, which introduce students to great world writers who have made significant contributions to their particular culture.

The program offers minor programs in Latin American Studies and Spanish. The program seeks to graduate minors with advanced proficiency in the spoken and written language and a thorough knowledge of its culture(s). The program also strives to provide its students with the analytical, critical, and communicative skills that are fundamental to educated persons. The program seeks to give its students a basis for careers in foreign language education, graduate and professional education, and fields requiring foreign language and culture skills. The minors may be beneficial for careers in business, health, education, social sciences, and government, among others.

Students may also combine a foreign language with studies from one or two other programs (See

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<sup>17</sup> Language waivers do not fulfill the language requirements.



Interdisciplinary and Other Programs).

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 may not 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.

The minor program in Spanish consists of 9 hours of upper-division (300 or 400 level) coursework completed at Spring Hill College or in a college-level study abroad program. The minor in Latin American Studies is an interdisciplinary course of study that provides a comprehensive understanding of Latin America through a variety of courses that span the fields of language, literature, history, economic, political science, and sociology. The minor is designed to complement the college's existing majors through the expansion and development of knowledge and expertise of the diverse region of Latin America.

Study abroad is recommended for all foreign language minors, who may transfer study abroad courses into their minor with the approval of the Modern Languages, Literatures, and Cultures program director.

## Minor in Latin American Studies

### Required Courses

Course	Title	Credit Hours
SPA 202	Intermediate Spanish II	3
SPA 250/LAS 255	Latin American Culture and Civilization	3
Choose one of the following: 3		
HIS 220	Introduction to Colonial Latin America	3
HIS 221	Introduction to Modern Latin America	3

### Electives

Course	Title	Credit Hours
ENG 246	Introduction to Hispanic-American	3

	Literature	
<b>SPA 312</b>	Survey of Spanish-American Literature I	3
<b>SPA 313</b>	Survey of Spanish-American Literature II	3
<b>SPA 320</b>	Latin American Poetry: Modernism to 21st Century Selected Studies	3
<b>SPA 381</b>	Selected Studies (Focus in Latin America)	3
<b>HIS 332</b>	Modern Mexico	3
<b>HIS 333</b>	Native Histories of the Americas	3
<b>POL 151</b>	Introduction to Comparative Politics	3
<b>POL 161</b>	Introduction to International Relations	3
<b>SOC 256</b>	Cultural Anthropology	3
<b>POL 365</b>	Latin American Politics	3
<b>POL 495</b>	Study Abroad Experience in Latin America	3

## Minor in Spanish

### Lower-Division

Course	Title	Credit Hours
<b>SPA 101-102</b>	Elementary Spanish I & II	6*
<b>SPA 201-202</b>	Intermediate 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.

### Upper-Division

Course	Title	Credit Hours
<b>SPA 3XX-4XX</b>	Upper-Division Courses	9

## Culture Courses

**LAN 301-302. The French Heritage I-II (6)** A study of 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)** 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

### Lower-Division Courses

**FRE 101-102. Elementary French I-II (6)** An introduction to the French language, using the four skills of listening, speaking, reading and writing. Grading A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

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

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

### Upper-Division Courses

**FRE 301. Advanced French Grammar and Composition (3)** A study of advanced grammar, reading and composition. Extensive writing practice in French using literary and/or periodical texts as points of departure and models of style. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

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

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

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

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

**FRE 381. Selected Studies (3)** A course devoted to topics of interest to students and faculty. May be repeated for credit as topics vary. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

**FRE 401-402. Independent Study (1-3)** Individual research on a particular aspect of French language or literature. Prerequisites: FRE 201-202 or their equivalents. Course taught in French.

## Spanish

### Lower-Division Courses

**SPA 101-102. Elementary Spanish I-II (6)** An introduction to the Spanish language, using the four skills of listening, speaking, reading, and writing. Grading: A, B, C, NC (No Credit). A student receiving an NC must retake the course and in this event the grading system is A, B, C, D, F, but a student must still earn a C- or higher to move on to the next level course.

**SPA 107-108. Spanish for Medical Personnel I-II (6)** These courses are designed to teach the basic structure of Spanish with a focus on pragmatic, health care language use. Enrollment is restricted to nursing and biohealth majors. These courses meet Core language requirements and may not be mixed with any other introductory Spanish courses without the permission of the program director. 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.

**SPA 250/LAS 255. Introduction to Latin American Studies (3)** An Interdisciplinary course of study that offers an introduction to central debates and problems that have shaped, and continue to shape, the field of Latin American studies. Course might be repeated as topics vary. Prerequisites: SPA202. Course taught in English or Spanish.

### 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 304. Introduction to Hispanic Literature and Film (3)** Critical reading and methods of literary and film analysis. Selections cover all genres in several periods. Prerequisites: SPA 201-202. Taught in Spanish.

**SPA 305. Hispanic Literature in Translation (3)** A survey of major texts of the Hispanic literary canon from the twentieth century to the present. Course may be repeated as topics vary. Prerequisites: Junior or senior standing. Sophomores with permission of program director. Course taught in English.

**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)** 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 Quixote 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-Bazán, Galdós, Zorrilla) will be presented in this period course. Course will be taught in Spanish.

**SPA 320. Latin American Poetry: Modernism to the 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 Rubén Darío, Cesar Vallejo, Pablo Neruda, Octavio Paz, among many others, will be read and discussed. Course taught in Spanish.

**SPA 325. Literature and the Environment in Latin American Poetry (3)** A survey of texts of the Hispanic literary canon that studies the natural environment and ecological literature in the twentieth and twenty-first centuries. Course might be repeated as topics vary. Prerequisites: SPA 201–202. Course taught in Spanish.

**SPA 381. Selected Studies (3)** A course of the literature and culture of a particular region, culture, genre in Peninsular Spanish or Spanish-American literature. May be repeated as topics vary. Prerequisites: SPA 201-202. Course taught in Spanish.

**SPA 401. Independent Study (1-3)** Individual research on a particular aspect of Spanish language and literature. Prerequisites: SPA 201-202 or their equivalents. Course taught in Spanish.

**SPA 450. Senior Seminar (3)** The study of a chosen literary genre, theme, author, or work in either Spanish Peninsular or Spanish-American literature. Prerequisite: Senior standing or permission of program director. Course taught in Spanish.

## Other Languages

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

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

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

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

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

**401-402. Independent Study (1-3)** Individual research on a particular aspect of the language or literature. Prerequisites: 201-202 or their equivalents. Course taught in the language.

## Philosophy

Program Director: C. R. Dodsworth, PhD

Philosophy is a systematic reflection on the basic questions which have excited human curiosity and are the object of profound concern: where we come from, what we ought to do, what we may hope for, who we really are. As such, the study of philosophy leads students to a healthy critique of personal and social beliefs, prejudices, and presuppositions by confronting the diversity of views which is so conspicuous in the history of philosophy, thereby preparing them to develop their choices in a pluralistic society.

Moreover, as philosophy is value-oriented, it complements those programs 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 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 six semester hours.

### Requirements

To meet the College core requirement of six semester hours in philosophy, students should first take PHL 101/190. A second philosophy course is typically taken at the 200 level.

## Minor in Philosophy

### Lower-Division

Course	Title	Credit Hours
PHL 101/190	Introductory Logic	3
PHL 2XX	200-Level Philosophy Courses	6

### Upper-Division

Course	Title	Credit Hours
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## General Prerequisite for All Courses

**PHL 101. Introductory Logic (3)** This course provides sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth tables and method of deduction for sentential logic. Possible additional topics include: classical syllogistic logic, Venn diagrams for predicate logic, issues of logic embedded in language. A grade of C- or above is required to pass this course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F).

or

**PHL 190. Honors Logic (3)** This is an accelerated course in investigating sound methods for distinguishing good from bad reasoning through the study of the basic methods of formal or symbolic logic. Techniques covered include: symbolization, truth tables, and natural deduction proof methods for sentential logic. Possible additional topics for this honors course may include: predicate logic, modal logic, issues in the philosophy of logic, mathematics and language, the application of the techniques of logic to the analysis of difficult philosophical problems. A grade of C- or above is required to pass this course; otherwise, an NC (no credit) is assigned and students must retake the class and receive a letter grade (A-F). Prerequisite: Honors Standing.

## Lower-Division Courses

**PHL 210. Ethics (3)** 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 222. Philosophy as a Way of Life (3)** What makes for a good life? How can we, as individuals, live better lives? This course is an attempt to answer these questions through reflection on the works of philosophers in the Western, Indian, and Chinese philosophical traditions. 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 accelerated course introducing the student to the philosophy of religion (cf. PHL 230). Prerequisites: PHL 190 and Honors Standing.

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

**PHL 295. Special Topics (1-3)** Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisite: PHL 101.

## **Upper-Division Courses**

**PHL 301. Intermediate Logic (1-3)** Review of the sentential calculus. The study of quantified predicate logic. (Bibliographic instruction course) Prerequisites: PHL 101/190.

**PHL 310. Advanced Ethics (3)** An intensive consideration of some major problems in ethics or an in-depth study of some figure(s) in the history of ethics. Prerequisites: PHL 101/190 and a lower division course.

**PHL 311. Bioethics (3)** The consideration and application of moral principles to the problems and conduct of medical professionals. Topics include professional relationships, management of medical information, reproductive technologies, abortion, end-of-life decisions, AIDS, human genetics and justice in the distribution of health care. Preference is given to pre-medical students. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 312. Philosophical Issues in Death and Dying (3)** An examination of major ethical theories and conceptions of human nature as they apply to the issues of euthanasia, suicide, the rights of the dying patient, the meaning of life and human destiny. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 313. Business Ethics (3)** An examination of major ethical theories and their application to the professional problems and conduct of persons engaged in business and management. Prerequisites: PHL 101/190.

**PHL 314. Advanced Environmental Ethics (3)** An in-depth examination of the issues covered in PHL 214 plus an additional 10-page critical essay on one of the following: a piece of nature writing for English majors, an environmental audit case for business or science majors, a public policy case for economics and social science majors, etc. Students who have taken PHL 214 may not enroll in PHL 314 and vice-versa. Prerequisite: PHL 101/190 and one PHL 2xx or higher.

**PHL 315. Ethical Theory (3)** A study of classical and contemporary ethical theories. Topics may include ethical relativism, ethical egoism, utilitarianism, deontology, virtue ethics, feminism, moral realism, natural rights and justice. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 316. Justice (3)** An examination of the nature of justice from a number of classic and contemporary philosophical perspectives. This course will include an exploration of issues in economic, social and racial justice. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 317. Ethics in Public Health (3)** An exploration of the moral dimensions of public health including: priority setting, allocation of scarce medical resources, public health research, and specific policies and interventions designed to protect and promote public health. Prerequisite: PHL 101/190 and a lower division course.

**PHL 318. Christian Medical Ethics (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 101/190 and admission to the professional component of the nursing program.

**PHL 321. Existentialism (3)** A study of the Existentialist movement, its roots and contemporary development. Special attention will be given to Kierkegaard, Sartre and Marcel. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 322. Philosophy and Gender (3)** A philosophical investigation of the nature of sex and gender in society. Issues include the nature of difference, equality, justice (including racial justice), intersectionality, and knowledge. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 335. Advanced Philosophy of Religion (3)** 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, and the nature of religious language. Students who have taken PHL 230 may not enroll in PHL 335. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 341. History of Ancient Philosophy (3)** A study of the history of Western philosophy from its origins through the fourth century BC, emphasizing the Presocratics, Socrates, Plato and Aristotle. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 342. History of Medieval Philosophy (3)** A survey of philosophy from the end of the classical world (Augustine) through the fourteenth century (William of Ockham). The emphasis is on themes or problems in metaphysics and epistemology. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 343. History of Modern Philosophy (3)** An examination of the central questions of philosophy from the sixteenth to the nineteenth centuries (e.g., the nature of knowledge, the place of humans in nature, moral and political obligation) as discussed by Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, Rousseau, Kant and Hegel. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 344. History of Contemporary Philosophy (3)** A study of the major problems of twentieth century philosophy (intentionality, meaning, reference and interpretation) as discussed by the main figures in the phenomenological or analytic tradition (e.g., Frege, Husserl, Russell, Carnap, Heidegger, Merleau-Ponty, Wittgenstein, Searle, Derrida). Prerequisites: PHL 101/190 and a lower-division course.

**PHL 345. Asian Philosophy (3)** A study of the history of philosophy in Asia including China, India, and Japan emphasizing Confucianism, Daoism, orthodox schools of Indian philosophy and Buddhist philosophy. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 350. Philosophy of Law (3)** An examination of the nature of law and morality, liberty, justice, equality and punishment. Contemporary social issues such as the right to privacy, obscenity and pornography, capital punishment, equality between the sexes are also discussed. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 355. Markets and Morality (3)** This course involves an extensive discussion of capitalism and socialism, including the various permutations and sub-types of each theory. Students will explore which economic system best promotes social justice, possible moral limitations of free markets, and potential for synthesizing the productivity and efficiency of capitalism with the Jesuit and Catholic commitment to serve others. PHL 101/190 and a lower-division course.

**PHL 356. Responsible Capitalism (3)** An extensive discussion of capitalism and socialism. Which economic system best promotes social justice. Potential for synthesizing the productivity and efficiency of capitalism with the Jesuit commitment to serve others. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 351-352. Western Political Philosophy I, II (3/3)** Same course as POL 381-382 (see Political Science for course description). Either the first or the second part of this course may be taken for three hours credit in philosophy. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 360. Philosophy of Art (3)** An inductive study of aesthetic experience, leading to an analysis of beauty in nature, art in general, and each of the major arts. Reflections on art and life. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 370. Philosophy of Science (3)** An examination of the central issues in the philosophy of science, including theory confirmation, scientific explanation, scientific method, laws of nature and the relation between theory and the world. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 371. Philosophy of Biology (3)** A survey of a number of the central questions in the philosophy of biology, including, what is the nature of selection? Is there an “essential” human nature determined in our biology? What is a biological function? What defines a biological species? What is life?

Prerequisites: PHL 101/190 and a lower-division course.

**PHL 380. Metaphysics (3)** A study of those aspects of reality that cannot be studied empirically. This course provides a survey of selected issues and authors (both contemporary and historical) in metaphysics. Topics may include why there is something rather than nothing, the nature of truth, the metaphysics of possibilities, and debates between metaphysical relativists and non relativists.

**PHL 390. Honors Philosophy III (3)** This course consists of any upper-division philosophy course for honors students that is approved by the program director and the director of the honors program.

**PHL 395. Special Topics (1-3)** Work in an important area of philosophy of special interest to students and their director on the philosophy faculty. Prerequisites: PHL 101/190 and a lower division course.

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

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

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

**PHL 399. Special Topics (1-3)** Interdisciplinary approaches to a topic of special interest to students and their director on the philosophy faculty. Satisfies the Integrations core overlay requirement. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 402. Philosophy of Language (3)** This course examines theories about what our sentences mean and how we should assess the truth of what we say, focusing on philosophy of language in the analytic tradition. Prerequisites: PHL 101/190 and two other philosophy courses or instructor approval.

**PHL 420. Theory of Knowledge (3)** A survey of recent work on knowledge and related notions. Topics may include the analysis of knowledge, the structure of justification, a priori knowledge, perceptual knowledge, the social dimension of knowledge, and the challenge of radical skepticism. Prerequisites: PHL 101/109 and a lower-division course.

**PHL 422. Philosophy of Mind (3)** A study of philosophical theories concerning the nature of the mind and its relation to the body. Among the theories considered are dualism, behaviorism, physicalism and functionalism. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 440. Major System or Movement (3)** Intensive examination of one major systematic philosopher, movement or school, e.g., Plato, Aristotle, Aquinas, Locke, Hume, Kant, Hegel, Husserl, Whitehead, Wittgenstein; empiricism, continental rationalism, logical positivism, linguistic analysis. Prerequisites:

PHL 101/190 and a lower-division course.

**PHL 450. Philosophy of Education (3)** A study of philosophical problems concerning aims, methods, and organization in education. Prerequisites: PHL 101/190 and a lower-division course.

**PHL 498. Senior Seminar (1-4)** Designed for graduating philosophy majors, ordinarily taken during the senior year, the Senior Seminar requires independent critical research, culminating in a thesis paper (20–30 pages) and formal oral presentation in a public forum. Prerequisite: Philosophy major; Philosophy, Politics, and Economics major; or other major with consent of instructor.

## Philosophy, Politics, and Economics

Program Director: C.R. Dodsworth, PhD

Philosophy, Politics, and Economics (“PPE”) is an interdisciplinary program designed with two goals: (1) to prepare students for careers or graduate study in public policy, social or political philosophy, law, applied economics, public service, or social or political nonprofit organizations; and (2) to produce careful, conscientious, informed, and morally perceptive citizens, voters, advocates, and leaders.

### Requirements

Bachelor’s degree candidates must complete PHL 498 or POL 491 during their senior year. All majors must show competency in oral communication, which is usually demonstrated by satisfying the speech requirement in PHL 498 or POL 491. The major requires 45 credit hours; the minor requires 21 credit hours. For the purpose of satisfying “free electives,” the student’s major division will be counted as comprising all and only the courses listed in the bulletin as PHL or POL courses.

### Suggested Concentrations

Optionally, a student may wish to follow one of these suggested concentrations. These have no effect on the credential earned nor on the number of credits required; they are simply ways of concentrating on one aspect of the potential PPE degree. These concentrations all use the same lower-division courses, but have different sets of upper-division courses, as follows.

#### Pre-Law or Criminal Justice:

Three courses from the set: PHL 214/311/313/350/351/352;  
three courses from the set: POL 321/324/325/340/341/342/386;  
one course from the set: PHL 355/POL 389; and  
take POL 491.

#### Economics or Business:

Three courses from the set: PHL 214/310/311/313/351/352;

three courses from the set: POL 323/324/342/377/379/383/385;  
 one course from the set: ECO 301/ECO 434/FIN 321; and  
 one course from the set: PHL 498/POL 491.

### **Social Justice or Non-Profit Organizations:**

Three courses from the set: PHL 214/310/311/313/315/316/322/350;  
 three courses from the set: POL 323/324/342/377/379/383/385/386;  
 one course from the set: PHL 355/POL 389; and  
 take PHL 498.

## **Bachelor of Science in Philosophy, Politics, and Economics**

### **Lower-Division**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>PHL 101/190</b>	Introductory Logic	3
<b>PHL 210/291</b>	Ethics	3
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ECO 102</b>	Principles of Microeconomics	3
<b>POL 112</b>	Introduction to American Politics	3
<b>POL 283</b>	American Political Thought	3

Choose one of the following: 3

<b>MTH 163</b>	Basic Statistics for the Sciences	3
<b>PSY 263</b>	Statistics for the Social Sciences	3
<b>BUS 263</b>	Business Statistics	3

### **Upper-Division**

Choose three of the following: 9

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>PHL 214</b>	Environmental Ethics	3
<b>PHL 310</b>	Advanced Ethics	3
<b>PHL 311</b>	Bioethics	3
<b>PHL 313</b>	Business Ethics	3
<b>PHL 315</b>	Ethical Theory	3
<b>PHL 316</b>	Justice	3
<b>PHL 322</b>	Philosophy and Gender	3
<b>PHL 350</b>	Philosophy of Law	3
<b>PHL 351</b>	Western Political Philosophy I	3
<b>PHL 352</b>	Western Political Philosophy II	3

Choose three of the following: 9

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>POL 321</b>	Political Parties and Interest Groups	3
<b>POL 323</b>	American Foreign Policy	3
<b>POL 324</b>	Public Policy	3
<b>POL 325</b>	Public Administration	3
<b>POL 340</b>	Constitutional Law	3
<b>POL 341</b>	Judicial Processes and Procedures	3
<b>POL 342</b>	Civil Liberties and Civil Rights	3
<b>POL 377</b>	Health and Politics	3
<b>POL 379</b>	International Political Economy	3

<b>POL 381</b>	Western Political Philosophy I	3
<b>POL 382</b>	Western Political Philosophy II	3
<b>POL 383</b>	Catholic Social Thought	3
<b>POL 385</b>	Marxism and 20th Century Political Thought	3
<b>POL 386</b>	Political Ideologies and Public Opinion	3

Choose one of the following: 3

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 301</b>	Managerial Economics	3
<b>ECO 434</b>	International Trade and Finance	3
<b>FIN 321</b>	Money and Capital Markets	3
<b>PHL 355</b>	Markets and Morality	3
<b>POL 389</b>	Foundations of Free Markets	3

Choose one of the following: 3

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>PHL 498</b>	Senior Seminar	3
<b>POL 491</b>	Seminar in American Government and Politics	3

Choose one of the following:

0-3 Italy Center or other study-abroad experience\*

Internship arranged through Division of Business (e.g. BUS 496), through Career Services, or through the Foley Center.\*



\* This experience or internship must be of at least 90 days' duration with significant engagement in issues of justice, economics, or development. Other than the Italy Center as an experience, approval decided by program director.

## Minor in Philosophy, Politics, and Economics

### Lower-Division

Course	Title	Credit Hours
PHL 101/190	Introductory Logic	3
PHL 210/291	Ethics	3
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
POL 112	Introduction to American Politics	3

### Upper-Division

Choose one of the following: 3

Course	Title	Credit Hours
PHL 313	Business Ethics	3
PHL 316	Justice	3
PHL 322	Philosophy of Gender	3
PHL 350	Philosophy of Law	3
PHL 351 <sup>18</sup>	Western Political Philosophy I	3
PHL 352 <sup>18</sup>	Western Political Philosophy II	3
PHL 355	Markets and Morality	3

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<sup>18</sup> Normally, PHL351-352 are cross-listed with POL381-382. Students may not use PHL351 to count also as POL381, nor use PHL352 to count as POL352, nor vice-versa, for the purposes of satisfying the program requirements. For example, students who take PHL351 and PHL352 still need two courses from among POL321, 323, 324, 325, 377, 379, 383, and 386, and may not use POL381 nor POL382 to satisfy this requirement.

Choose one of the following: 3

<b>Title</b>	<b>Course</b>	<b>Credit Hours</b>
<b>POL 283</b>	American Political Thought	3
<b>POL 324</b>	Public Policy	3
<b>POL 325</b>	Public Administration	3
<b>POL 340</b>	Constitutional Law	3
<b>POL 341</b>	Judicial Processes and Procedures	3
<b>POL 342</b>	Civil Liberties and Civil Rights	3
<b>POL 379</b>	International Political Economy	3
<b>POL 381</b> <sup>19</sup>	Western Political Philosophy I	3
<b>POL 382</b> <sub>19</sub>	Western Political Philosophy II	3
<b>POL 389</b>	Foundations of Free Market	3

## Political Science & Law

Program Director: Vlad Kravtsov, PhD

The purpose of the Political Science and Law program is to help you accumulate a knowledge base in Political Science, encourage competencies and habits leading to a successful career in a variety of areas and professional/graduate programs, cultivate values of personal and ethical responsibility required for effective citizenship, and practice analytical and research skills acquired in political science program to appraise contemporary political issues.

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<sup>19</sup> Normally, PHL351-352 are cross-listed with POL381-382. Students may not use PHL351 to count also as POL381, nor use PHL352 to count as POL352, nor vice-versa, for the purposes of satisfying the program requirements. For example, students who take PHL351 and PHL352 still need two courses from among POL321, 323, 324, 325, 377, 379, 383, and 386, and may not use POL381 nor POL382 to satisfy this requirement.

## 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 program also offers a strong and well rounded pre-law minor. See the detailed description in this section of the Bulletin.

The Seminar in American Government and Politics (POL 491) is the required comprehensive experience in Political Science and will normally be taken in the fall of the senior year. In addition, each Political Science major must take the ETS examination in Political Science during his/her senior year and receive a satisfactory score (standard for passing is determined by the faculty). The ETS examination is a standardized national test administered by the Educational Testing Service in Princeton, New Jersey. Students with unsatisfactory scores on the ETS examination may be required to repeat foundation classes or to undertake additional study on key topics in political science.

All majors must show competency in oral communication. A student may document such competency by satisfying the speech component in the required course POL 491 Seminar in American Government and Politics.

## Bachelor of Science in Political Science

### Lower-Division

Course	Title	Credit Hours
POL 112	Introduction to American Politics	3
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3
POL 283	American Political Thought	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
ECO 101	Principles of Macroeconomics	3

### Upper-Division

Course	Title	Credit Hours
POL 3XX/4XX	Political Science Electives	6

**(A) American Government & Politics**

Choose one from the following: 3

<b>Title</b>	<b>Course</b>	<b>Credit Hours</b>
<b>POL 321</b>	Political Parties and Interest Groups	3
<b>POL 322</b>	Congress and the President	3
<b>POL 323</b>	American Foreign Policy	3
<b>POL 324</b>	Public Policy	3
<b>POL 325</b>	Public Administration	3
<b>POL 340</b>	Constitutional Law	3
<b>POL 341</b>	Judicial Process and Procedures	3
<b>POL 342</b>	Civil Liberties and Civil Rights	3
<b>POL 386</b>	Political Ideologies and Public Opinion	3

**(B) Comparative & International Politics:**

Choose two from the following: 6

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>POL 323</b>	American Foreign Policy	3
<b>POL 364</b>	African Politics	3
<b>POL 365</b>	Latin American Politics	3
<b>POL 366</b>	Russia and Eastern Europe	3
<b>POL 367</b>	Middle Eastern Politics	3

<b>POL 369</b>	China and East Asia	3
<b>POL 375</b>	Terrorism, Revolution and War	3
<b>POL 376</b>	Comparative Foreign Policy	3
<b>POL 377</b>	Health and Politics	3
<b>POL 379</b>	International Political Economy	3
<b>POL 388</b>	Politics and Film	3
<b>POL 447</b>	Problems in International Politics	3

**(C) Political Philosophy**

Choose two from the following: 6

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>POL 381</b>	Western Political Philosophy I	3
<b>POL 382</b>	Western Political Philosophy II	3
<b>POL 383</b>	Catholic Social Thought	3
<b>POL 385</b>	Marxism and 20th Century Political Thought	3
<b>POL 386</b>	Political Ideologies and Public Opinion	3
<b>POL 387</b>	Politics and Literature	3
<b>POL 389</b>	Foundations of Free Societies	3

<sup>1</sup>Six hours of upper-division coursework that support the major and are approved by the Director of International Studies.

Comprehensive Experience

POL 491 Seminar in American Government and Politics (fall of senior year)

## Minor in Political Science

### Lower-Division

Course	Title	Credit Hours
POL 112	Introduction to American Politics	3
POL 151	Introduction to Comparative Politics	3
POL 161	Introduction to International Relations	3
POL 283	American Political Thought	3

### Upper-Division

Course	Title	Credit Hours
POL 320-491	Political Science Electives	12

## Pre-Law Minor

The program 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

Course	Title	Credit Hours
CMM 150	Introduction to Public Speaking or	
BUS 210	Business Communication	3
POL 112	Introduction to American Politics	3
POL 340	Constitutional Law or	

<b>POL 342</b>	Civil Liberties and Civil Rights	3
<b>POL 389</b>	Foundations of Free Societies or	
<b>POL 381/PHL 351</b>	Western Political Philosophy I or	
<b>POL 382/PHL 352</b>	Western Political Philosophy II	3
	Electives	9

Choose three from the following: 9

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ACC 201</b>	Principles of Accounting	3
<b>BUS 301</b>	Business Law	3
<b>PHL 316</b>	Justice	3
<b>PHL 350</b>	Philosophy of Law	3
<b>POL 283</b>	American Political Thought	3
<b>POL 341</b>	Judicial Process and Procedures	3
<b>SAS 303/POL 393</b>	Pre-Law Internship/Internship in Government and Politics	3
<b>SOC 253</b>	Criminology	3
<b>SOC 483</b>	Sociology of Law	3

These courses, along with core courses required for all majors at Spring Hill, such as logic and English courses, offer a well-rounded educational background to students interested in pursuing professional training in law. Of course, a high grade point average (GPA) and a competitive Law School Admission Test (LSAT) score are crucial factors in determining a student's chances of being admitted to many law schools in the United States. For further information, please contact Tom Hoffman, PhD, of the Political Science program or Vlad Kravtsov, PhD, Spring Hill College's Pre-Law Advisor.

## **Lower-Division Courses**

**POL 112. Introduction to American Politics (3)** A comprehensive survey of basic elements of American political life, national government and the rights and responsibilities of citizenship.

**POL 151. Introduction to Comparative Politics (3)** An Introductory-level survey that compares states, political regimes and patterns of violence across several diverse countries in the world. The empirical

emphasis is on contemporary issues and problems.

**POL 161. Introduction to International Relations (3)** Introduction to principles of international relationships and major contemporary global issues. Topics covered focus on issues that are important for understanding the common good of the global community, including the growth of the state system, human rights, globalization, conflict and war, trade and money, North-South relations and environmental problems.

**POL 250. Research Methods in Political Science (3)** Introduction to research methods used by political scientists. Students will learn to formulate research problems, collect data, and construct research design.

**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)** An in-depth examination of a subfield of political science, such as American political thought, American politics or international politics. The course is writing intensive and uses primary sources, such as the writings of the Founding Fathers or classics of international relations theory. The specific subject area covered may vary depending on the interests of the individual instructor. Prerequisite: Honors standing or permission of instructor.

## Upper-Division Courses

**POL 321. Political Parties and Interest Groups (3)** An analysis of the development, organization, role and influence of political parties and pressure groups in the United States; summary of recent work on public opinion, attitudes and voting behavior, relation of parties and elections to policy outcomes. Prerequisite: POL 112.

**POL 322. Congress and the President (3)** A study of the major institutions of American representative democracy, their origins, development and transformation; their current organization, functioning and relationships. Prerequisite: POL 112.

**POL 323. American Foreign Policy (3)** An overview of the U.S. foreign policy process and its role in multilateral institutions. Experiential learning includes participation in a simulation of a foreign policy crisis and the writing of a briefing paper. Prerequisite: POL 112 or POL 161.

**POL 324. Public Policy (3)** A survey of major public policy issues such as health care, education, crime, immigration, welfare reform and economic problems in the United States. Prerequisite: POL 112.

**POL 325. Public Administration (3)** A study of the characteristics of public administration, its political context and policy-making role and the problems and techniques of public-sector leadership. Prerequisite: POL 112.

**POL 340. Constitutional Law (3)** Nature and scope of American constitutional principles developed by the Supreme Court: federalism, separation of powers, taxing and commerce powers and the presidency. Case method. Prerequisite: POL 112 or POL 283.



**POL 341. Judicial Process and Procedures (3)** An examination of the organization, procedures and judicial decision-making process in the United States federal court system. Prerequisite: POL 112.

**POL 342. Civil Liberties and Civil Rights (3)** Nature and scope of American civil liberties and civil rights as developed by the Supreme Court: particular attention to freedom of speech and religion, due process and equal protection. Case method. Prerequisite: POL 112 or POL 283.

**POL 364. African Politics (3)** An introduction to African politics from a comparative perspective. The course examines variation within Africa in the strength of states, the levels of economic development and the extent of political violence. Prerequisite: POL 151 or POL 161.

**POL 365. Latin American Politics (3)** Study of Latin American political systems and the results of the processes of revolution and social change in the Western hemisphere. Also considered are relations among Latin American states and between them and the United States. Prerequisite: POL 161 or HIS 221.

**POL 366. Russia and Eastern Europe (3)** An examination of the history and development of the nations of the former communist bloc with emphasis on transitions to free economic and political systems. Prerequisite: POL 151 or POL 161.

**POL 367. Middle Eastern Politics (3)** Analysis of the politics and social structures of the Arab countries, Israel, Iran, Turkey and Afghanistan. Prerequisite: POL 151 or POL 161.

**POL 369. China and East Asia (3)** Analysis of the politics and social structures of East Asian countries with a special focus on China. Also considered are the relations among countries in the region and between them and the United States. Prerequisite: POL 151 or POL 161.

**POL 375. Terrorism, Revolution and War (3)** An analysis of the three major forms of political violence. Study of major interstate conflict, revolutionary movements and terrorist activities of the twentieth and early twenty-first centuries with attention given to the contending theories of conflict, security and peace. Prerequisite: POL 112 or POL 151 or POL 161.

**POL 376. Comparative Foreign Policy (3)** An overview of major theoretically-informed approaches to foreign policy analysis that are not limited to a single state, decision, unit or point in time. Examines how foreign policy decisions are made with attention to policy input and process rather than policy outcomes. Experiential learning culminates in a simulation of a foreign policy crisis. Prerequisite: POL 161.

**POL 377. Health and Politics (3)** A writing-intensive seminar that aims to equip students with the analytical tools needed to assess the political dimensions of health governance and healthcare.

**POL 379. International Political Economy (3)** An analysis of international relations in combination with political economy. The course explores the development of a world economic system and the complex synergy among political and economic forces in the world. Prerequisite: POL 151 or POL 161.

**POL 381-382. Western Political Philosophy I-II (6)** The Western tradition of philosophical discourse

on politics is explored in its major moments — classical, medieval and modern — through an intensive study of selected classics in the field. Works studied in the first semester include Plato's Republic, Aristotle's Politics and St. Thomas' Treatise on Law. The second semester is devoted to the classics of modern political philosophy, including Machiavelli's Prince, Rousseau's Social Contract and Mills' On Liberty. Same course as PHL 351 and 352. Prerequisite: Sophomore standing.

**POL 383. Catholic Social Thought (3)** 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 385. Marxism and Twentieth Century Political Thought (3)** A study of Marx and other major figures who have shaped twentieth century political thought: Freud, Marcuse and writers on Liberation Theology. Prerequisite: Sophomore standing.

**POL 386. Political Ideologies and Public Opinion (3)** Study of political ideologies, with an emphasis on the major ideologies of the contemporary US, including modern liberalism, conservatism, libertarianism and populism. Historical development of ideologies and their relationship to public opinion and political psychology are also being explored. Prerequisite: Sophomore standing.

**POL 387. Politics and Literature (3)** An examination of political themes and experience through the study of literature, primarily fiction. Prerequisite: Sophomore standing.

**POL 388. Politics and Film (3)** A writing-intensive seminar focusing on how films of various genres engage political themes and shape public perceptions of political issues.

**POL 389. Foundations of Free Societies (3)** This course explores the theory of "commercial society" and its political manifestations in classical liberalism and liberal democracy as born in the writings of leading Enlightenment thinkers such as John Locke, Adam Smith, David Hume, and the American Founders and as developed over the subsequent 250 years. Among themes explored: the philosophical justifications for and against government regulation; constitutional and legal institutions related to private property and contracts; the social effects of trade, consumption and competition. Prerequisite: Junior standing and POL 112 or POL 283.

**POL 393. Internship in Government and Politics (1-3)** A practicum in American Government and Politics; placement in an administrative agency, a legislative office, an electoral campaign, etc. Offered as a tutorial every session. Junior or senior standing recommended.

**POL 395. Special Topics in Political Science (1-3)** Study of an important topic in American, comparative, international or theoretical politics or of a political issue that concerns more than one of the traditional subfields of political science. Prerequisite: POL 112 or POL 151 or POL 161.

**POL 447. Problems in International Politics (3)** Concentrated study of key problems in international

politics, such as supra-national integration, arms and disarmament, North-South politics and the ecopolitical agenda, international law and the role of morality. Prerequisite: POL 151 or POL 161.

**POL 491. Seminar in American Government and Politics (3)** Study of American politics at an advanced level; the senior seminar in political science. Prerequisite: Senior standing.

**POL 495. Study Abroad in Political Science (3-6)** Study of political science in a foreign setting. May be completed through a Spring Hill College study abroad program or through an approved university or similar institution. Topics studied may fall under any of the four subfields of political science. Prerequisites: POL 112 or POL 151 or POL 161 and permission of political science program director.

**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 faculty.

## Psychology

Program Director: Wyndolyn Ludwikowski, PhD

The Psychology program has three goals: (1) to contribute to the students' liberal arts 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 499 Capstone in Psychology as their comprehensive experience.

## Bachelor of Science in Psychology

### Lower-Division

Course	Title	Credit Hours
PSY 101	Introduction to Psychology	3
PSY 150	Careers in Psychology	1
PSY 250	Research Methods	4
PSY 263	Statistics for the Social Sciences	3

<b>PSY 264</b>	Social Statistics Laboratory	1
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Choose one from the following: 3

<b>PSY 204</b>	Developmental Psychology	3
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<b>PSY 225</b>	Psychopathology	3
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Lower Division Electives

Choose two from the following<sup>20</sup> : 6

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ECO 102</b>	Principles Microeconomics	3
<b>POL 112</b>	Introduction to American Politics	3
<b>POL 151</b>	Introduction to Comparative Politics	3
<b>POL 161</b>	Introduction to International Relations	3
<b>SOC 101</b>	Introduction to Sociology	3
<b>SOC 256</b>	Cultural Anthropology	3
<b>SSC 295</b>	Issues in Social Justice	3
<b>SSC 395</b>	Issues in Social Justice	3

## Upper-Division

Basic Research

Choose two from the following: 6

PSY 300	Social Psychology (3)
PSY 310	Psychology of Gender (3)
PSY 315	Sensation and Perception (3)
PSY 364	Biological Psychology (3)
PSY 375	Cognitive Psychology (3)
PSY 380	Learning and Behavior (3)
PSY 394	Human Sexuality (3)

<sup>20</sup> Courses must be from two different disciplines (e.g., students are not allowed to fulfill this requirement by choosing only ECO classes).

PSY 420      Personality Theories (3)

#### Applied Research

Choose two from the following: 6

PSY 324      Health Psychology (3)  
PSY 330      Industrial/Organizational Psychology (3)  
PSY 333      Positive Psychology (3)  
PSY 360      Social Psychology of Social Justice (3)  
PSY 374      Drugs, Brain, and Behavior (3)  
PSY 422      Tests and Measures (3)  
PSY 445      Approaches to Psychotherapy (3)  
PSY 446      Field Experience (3)

#### Comprehensive Experience In Psychology

Course	Title	Credit Hours
PSY 499	Capstone in Psychology	3

#### Psychology Electives

Course	Title	Credit Hours
PSY XXX	Electives (any level)	9

## Minor in Psychology

Course	Title	Credit Hours
PSY 101	Introduction to Psychology	3
PSY XXX	Psychology Electives	18

### Lower-Division Courses

**PSY 101. Introduction to Psychology (3)** This course will provide students with a broad introduction to the field of psychology and help them develop a more comprehensive and accurate understanding of human behavior. Among the topics covered are the history of psychology, biological causes of behavior, learning, memory, development, personality and psychological disorders. Required of Psychology,

Health Sciences and Nursing majors.

**PSY150. Careers in Psychology (1)** This course will help psychology majors make informed decisions about their education and career plans. The course will provide an overview of the broad range of areas within the field and career opportunities in these areas. We will review the course sequence of the Psychology major at SHC, assess career-related interests, and explore career options for psychology majors with a bachelor's degree and career options for individuals after graduate school (e.g., Masters, PhD, PsyD, etc.). Prerequisite: PSY 101.

**PSY 204. Developmental Psychology (3)** The study of social, intellectual, emotional, perceptual and physical development from conception to death. Important theories and research are explored. Prerequisite: PSY 101. Cross-listed as HSC 204.

**PSY 420. Personality Theories (3)** This course has two main parts: the review of personality theories; and the components, measurement, organization and development of personality. The focus is on understanding individual differences. Prerequisites: PSY 101 and one 200-level course.

**PSY 225. Psychopathology (3)** This course focuses on casual factors, symptoms, and treatment of psychological disorders (i.e., psychopathology). Disorders such as mood disorders (e.g., depression) anxiety disorders, schizophrenia, substance use disorder, eating disorders, and personality disorders will be discussed. Theoretical models of psychopathology will also be covered as well as diagnostic, assessment, and classification issues. Prerequisites: PSY 101 or permission of instructor. Cross-listed as HSC 225.

**PSY 250. Research Methods (4)** This course will cover descriptive and experimental research methods. Students will learn to design psychological studies, collect and analyze data and produce APA style manuscripts. Prerequisite or corequisite: PSY 263 and PSY 264.

**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 or corequisite: PSY 250.

**PSY 264. Social Statistics Laboratory (1)** An introduction to data analysis using SPSS and APA-style reporting of statistical information. Prerequisite or corequisite: PSY 263 and PSY 250.

**PSY 290. Honors Introduction to Psychology (3)** 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 300. Social Psychology (3)** Psychological and group influences on perception; attitude formation and change; the development of social relations, i.e., affiliation, attraction and affective bonds; group processes, especially leadership, group problem-solving, status and role differentiation; group influences on aggression, mob and panic behavior; escalation and resolution of interpersonal, intergroup and international conflict. Prerequisite: PSY 101 and one 200-level course.

**PSY 310. Psychology of Gender (3)** This course examines the roots, nature and social construction of gender. It will focus on psychological issues related to the roles assumed by people in contemporary society. Prerequisites: PSY 101 and one 200-level course.

**PSY 315. Sensation and Perception (3)** This course provides an overview of how humans detect, organize, and interpret information related to vision, hearing, touch, taste, and smell. Students should expect to discuss topics from a variety of scientific fields (e.g., neuroscience and physics). Prerequisites: PSY 101 and one 200-level course.

**PSY 324. Health Psychology (3)** This course examines the psychosocial factors relevant to health with an emphasis on the contribution of psychological theory to the encouragement of health and wellness and prevention of physical illness. Topics include stress management, health and behavior, chronic and life-threatening illness, treatment and evaluation of health-related research. Prerequisites: PSY 101 and one 200-level course.

**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 333. Positive Psychology (3)** This course will teach you to leverage psychological science to flourish in your life. Together, we will explore how to build supportive relationships, how to reduce procrastination, how to enhance wisdom and hope, and how to create a sense of meaning in your life. So, not only will you learn about positive psychology, you will learn to live a more satisfying and fulfilling life and help others do the same. Prerequisites: Psy 101 and one 200-level course.

**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: PSY101 and one 200-level course

**PSY 350. Research Experience (1-3; Repeatable, maximum of 6 credits)** In this course, you will expand your knowledge of experimental psychology by learning to work in a research laboratory to design, implement, analyze, and report the results of a quantitative study. Students will utilize the skills they have acquired in research methodology and statistics classes to complete their projects. Students

will present their research orally to their peers and/or faculty and/or at a professional meeting.

Prerequisites: PSY 101, PSY 250, PSY 263, PSY 264.

**PSY 360. Social Psychology of Social Justice (3)** This course covers the psychological theories utilized to frame social justice research. We will examine the historical and current debates in the area of social justice. Emphasis will be placed on the application of justice theories to contemporary social issues.

Prerequisites: PSY 101 and one 200-level course.

**PSY 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. Prerequisites: PSY 101 and one 200-level course; BIO 100 Human Biology is highly recommended.

**PSY 374. Drugs, Brain, and Behavior (3)** This is a basic introduction to drugs and their effects on the brain and on behavior. Specifically, students will explore how drugs interact with the brain to alter consciousness; how drugs change neurochemistry; and drug regulations, laws, and societal issues.

Prerequisites: PSY 101 and one 200-level course.

**PSY 375. Cognitive Psychology (3)** Introduction to the workings of the human mind and the influence of development, gender and culture. Topics such as attention, memory, language, problem solving and perception will be covered. Prerequisites: PSY 101 and one 200-level course.

**PSY 380. Learning and Behavior (3)** Presents the basic principles of classical and operant conditioning in a practical way where the students can learn to become effective change agents. Prerequisites: PSY 101 and one 200-level course.

**PSY 384. Animal Behavior (3)** An advanced survey of modern approaches to the study of animal behavior; emphasizing the integration of ecological, evolutionary, ethological and physiological approaches. Prerequisite: BIO 301 or permission of instructor. Course is cross-listed as BIO 310.

**PSY 385. Special Studies in Psychology (1-3)** Seminar covering a special topic. This course will be offered when: (1) Six or more students request advanced work on a topic; (2) a faculty member wants to cover material within his or her specialization not emphasized in a regular course; (3) a special or unique opportunity arises. May be repeated for credit as topics vary. Prerequisites: PSY 101, advanced standing, consent of the instructor and consent of the program director.

**PSY 394. Human Sexuality (3)** The purpose of this course is to understand human sexuality from a historical, multicultural and multidisciplinary perspective. In doing so, this course explores the biological, moral, social and cultural dimensions of human sexuality. Topics including sexual anatomy, sexual response, sexual dysfunctions, sexual orientation, intersexuality, sexual violence and exploitation and "normal" vs. "abnormal" sexual expressions will be explored. Prerequisites: PSY 101 and one 200-level course.



**PSY 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.

**PSY 428. 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. Prerequisites: PSY 101 and one 200-level course.

**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 (1-3; Repeatable, maximum of 6 credits)** 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 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. Students will synthesize, critically analyze and report their experience. Prerequisites: PSY 101 and one 200-level course; Psychology majors only. (1 credit = 40 hours/semester, 2 credits = 80 hours/semester; 4 credits= 120 hours/semester)

**PSY 450. Research Experience (1-3; Repeatable, maximum of 6 credits)** In this course, you will expand your knowledge of experimental psychology by learning to work in a research laboratory to design, implement, analyze, and report the results of a quantitative study. Students will utilize the skills they have acquired in research methodology and statistics classes to complete their projects. Students will present their research orally to their peers and/or faculty and/or at a professional meeting. Prerequisites: PSY 101, PSY 250, PSY 263, PSY 264, PSY 350.

**PSY 488. Independent Study in Psychology (1-3)** A course of individual study or research. The student works under the direction of a faculty member or other specialist. 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 made a D or F grade cannot be retaken as an independent study. Prerequisites: PSY 101, PSY 250, PSY 263, PSY 264, one 200-level course, advanced standing, and instructor and program director permission.

**PSY 499. Capstone in Psychology (3)** In this capstone class, fourth-year psychology majors will

synthesize what they have learned in their previous classes and will demonstrate the skills they have acquired in a final project as aspiring graduates from the Psychology Program. Prerequisite: PSY 250 and fourth-year standing.

## Sociology

Program Director: Harold E. Dorton Jr, PhD

The sociology program provides intellectual resources that help students understand society. This includes structured aspects of social life such as institutions and culture, as well as the social frameworks of human interaction. A particular conceptual and theoretical framework, as well as distinct methods and techniques of inquiry, define the sociological perspective that is central to the program and the discipline. The program supports and fosters this perspective and provides courses that support other programs as part of a liberal arts education.

Students exit the program with:

- A basic understanding of the sociological perspective;
- An ability to use multiple methodological approaches;
- An ability to recognize assumptions, theoretical arguments, and empirical evidence, and the accompanying analytical skills to evaluate them; and
- A value for sociology's applications inside and outside of academic settings.

### Requirements

Admission to the program requires successful completion of SOC 101. Students must earn grades of C- or better in all required Sociology courses, which include SOC 101, SOC 250, SOC 345 and SOC 350, as well as SOC 480, which is required of all senior Sociology majors and will fulfill the requirement for oral competency.

## Bachelor of Arts in Sociology

### Lower-Division

Course	Title	Credit Hours
SOC 101/290	Introduction to Sociology	3
SOC 250	Social Problems	3

## Upper-Division

Course	Title	Credit Hours
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 480	Senior Experience in Sociology	3
SOC 3XX/4XX	Sociology Electives	18
	Program Electives	6

## Minor in Sociology

### Lower-Division

Choose two or three from the following: 6

SOC 101/290 Introduction to Sociology (3)

SOC 250 Social Problem (3)

SOC 251 Marriage and Family (3)

SOC 253 Criminology (3)

SOC 256 Cultural Anthropology (3)

### Upper-Division

Course	Title	Credit Hours
SOC 3XX-4XX	Sociology Electives	9-12

## Concentration in Criminology

The Sociology program 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

## Criminology Concentration

### Lower-Division

Course	Title	Credit Hours
SOC 101/290	Introduction to Sociology	3
SOC 250	Social Problem	3
SOC 253	Criminology	3
SOC 275	Introduction to American Justice Systems	3

### Upper-Division

Course	Title	Credit Hours
SOC 314	Deviant Behavior	3
SOC 345	Sociological Theory	3
SOC 350	Research Methods in Sociology	3
SOC 354	Juvenile Delinquency	3
SOC 480	Senior Experience in Sociology	3
SOC 483	Sociology of Law	3
	Program Electives	9

<sup>1</sup>18 hours is required for the minor, so 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.

## 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 251. 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 253. Criminology (3)** A scientific analysis of the nature, extent and causes of crime, with analysis of theory and methods of treating the adult offender. The course includes an examination of the criminal justice system from arrest through incarceration.

**SOC 256. Cultural Anthropology (3)** A general descriptive course dealing with the nature of man and culture as perceived by a comparative approach to the analysis of human culture and diversity. Cross-listed as HSC 256.

**SOC 275. Introduction to American Justice Systems (3)** An overview of criminal justice in the United States. Examines factors involved in the detection, prosecution, adjudication, and punishment of crime, as well as current challenges and solutions. Prerequisites: SOC 101, or permission of the instructor.

**SOC 290. Honors Sociology (3)** An in-depth examination of one or more subfields of sociology. The course is writing intensive. The specific subject may vary, but will always cover foundational sociological concerns and principles. Prerequisite: Honors standing or permission of instructor. Note: SOC 290 will always substitute for SOC 101.

**SOC 295. 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.

**SOC 299. Special Topics in Sociology (1-6)** A lower-level examination of a topic in sociology. May be repeated for credit. Permission of instructor required.

## Upper-Division Courses

**SOC 301. Social Determinants of Health (3)** A study of behavioral, psychological, and structural factors that contribute to individuals' health including social, economic, and environmental factors. Prerequisite: Declaration of Public Health Minor, certificate, or instructor approval.

**SOC 305. Social Gerontology (3)** A survey of the phenomenon of old age. While the primary focus is aging in the U.S., cross-cultural comparisons are part of the course. Prerequisites: SOC 101, 250, 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. Prerequisite: SOC 101 or consent of the instructor.

**SOC 315. Elite Deviance (3)** Examines acts of crime and deviance by elites in society; including personal habits and social norms, violations of professional ethics, white-collar offenses and corporate crimes. Prerequisite: SOC 101 or consent of the instructor.

**SOC 317. Sociology of Popular Culture (3)** Examines widely disseminated popular forms of expression from a sociological perspective. Topics may include film, music, television, gaming, popular literature and Sport. Prerequisite: SOC 101 or consent of the instructor.

**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 consent of the instructor.

**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 354. Juvenile Delinquency (3)** An examination of youthful offenders in the U.S and delinquency as a social problem. Topics include theories of delinquency, the juvenile justice system, and rehabilitation efforts including diversion. Prerequisites: SOC 101 and SOC 253 or permission of instructor.

**SOC 355. Race and Ethnicity in the United States (3)** Examines the relationships between racial, ethnic, and other cultural groups in the U.S., along with related social problems in a diverse society. Includes examination of theories of prejudice, discrimination, and identity work, and may focus on specific contexts such as the justice system. Prerequisites: SOC 101 or consent of the instructor.

**SOC 375. Gender and Society (3)** 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. Prerequisite: SOC 101 or consent of the instructor.

**SOC 385. Sociology of Sport/Leisure (3)** An analytic view of institutionalized sport focusing on the social values, culture and ideology manifested in sport. Prerequisite: SOC 101 or consent of the instructor.

**SOC 391. Medical Sociology (3)** Examines the role of the social sciences in the study of medicine, focusing on analysis of health care systems and professions and demographic and interactional variables. Prerequisite: SOC 101 or consent of the instructor.

**SOC 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.

**SOC 475. Affluence and Poverty (3)** 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. Prerequisites: SOC 101 or consent of instructor.

**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, nine upper-level credit hours in Sociology and senior standing.

**SOC 483. Sociology of Law and Punishment (3)** This course examines sociological factors that influence law and social control. It focuses on why we have the laws we do; how we maintain social order and cohesion (or not); and how law, crime, and justice in the United States relate to social structure and each other. Prerequisites: SOC 101 or 253, or permission of the instructor.

**SOC 485. Sociology of Religion (3)** Explores how humans socially construct religion and make sense of the world through systems of belief. Features works by classical theorists and contemporary researchers. Cross-listed as THL 485.

**SOC 486. Faith in Action (3)** Examines how religious beliefs and faith commitments have impacted social changes and social movements historically. Prerequisite: Consent of instructor.

**SOC 499. Selected Topics in Sociology (1-6)** Special study and investigation of current social phenomena and social problems. May be repeated for credit. Prerequisite: Consent of instructor.

## Theology

Program Director: Stephen Wilson, Ph.D.

Spring Hill College, as an institution of higher learning, draws its ultimate inspiration from its commitment to religious values. In the language of the Jesuit tradition, the College is committed to “the service of faith and the promotion of justice,” which are at the heart of the Christian gospel. With the view that faith is not simply one isolated area of human experience and reflection but, rather, is the expression of a life vision from which all thought and action flow, the College considers a critical reflection on faith an integral part of its curriculum.

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

a deeper understanding of their own religious experience and the religious heritage of Western civilization.

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

The mission of the theology major is to provide an intellectually challenging and spiritually enriching experience of theological study in the Catholic tradition, from a contemporary, ecumenical perspective, laying a strong foundation both for graduate study and for church ministry. This involves introducing undergraduate students, both traditional and non-traditional, to the given principal areas of theological studies (biblical, historical, moral, pastoral and systematic), each with its own criteria of analysis and critical reflection.

Teacher education majors who plan to teach in Catholic schools, whether in the Archdiocese of Mobile or elsewhere, may wish to complete the Religious Education minor (see below) or can also complete the courses typically leading to the catechist certification, 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 official endorsement in religious studies.

## **Requirements**

General College core requirements for all students, regardless of religious affiliation, include six semester hours in theology (see Core Curriculum section for details). After completion of THL 101/190, a student may take any course from the 200 or 300 level. Courses at the 400 level do not satisfy the core requirement.

Theology majors must successfully complete a minimum of 30 hours in theology, including the following courses: THL 101/190 and three other elective courses from the 200- or 300-level, and at least six courses at the 300- or 400-level, including at least two sections of THL 495 and the senior seminar, THL 496. The 30 hours in theology must include (at either the 200, 300, or 400 level) two courses (six hours) in the biblical category, two historical, two moral, one pastoral and one systematic (as identified in the course descriptions below). Students with their first major in theology must also complete an additional course in history and 12 hours in program electives (upper-division courses, only one of which may be in theology). All courses of the major must have a grade of at least C- and a cumulative average of at least C (2.0).

Comprehensive Experience: The senior seminar is a three-credit-hour course taken in the senior year,



culminating in a major research paper (20-30 pages long). The paper will be read by two faculty (the seminar director and a second reader) and presented by the student in a public forum.

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

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

## **Bachelor of Arts in Theology (*In-Person and Online*)**

### **Lower-Division**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
THL 101/190	Introduction to Christian Theology	3
THL 2XX/3XX	Theology Electives	9
HIS XXX	History Elective	3

### **Upper-Division**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
THL 3XX/4XX	Theology Electives (or any THL 5XX taken for undergraduate credit)	9
THL 494/495	Advanced Electives	6
THL 496/497	Senior Seminar	3
3XX/4XX	Upper-Division Program Electives	12

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

<sup>2</sup>Selected in consultation with academic advisor, ordinarily from humanities or social sciences.

# Minor in Theology<sup>1</sup>

## Lower-Division

Course	Title	Credit Hours
THL 101/190	Introduction to Christian Theology	3
THL 2XX/3XX	Theology Electives	9

## Upper-Division

Course	Title	Credit Hours
THL 3XX/4XX	Theology Electives (or any THL 5XX taken for undergraduate credit)	9

<sup>1</sup> 21 credits must include courses (either upper- or lower-division) in the following categories: one Biblical, one Moral, one Historical, one Systematic.

# Minor in Religious Education (For Theology Majors Only)

The Minor in Religious Education is designed to provide Theology majors with a preparation for teaching religion at the Elementary and Secondary School levels. Completion of the Minor also requires completion of the Theology major.

Course	Title	Credit Hours
EDU 131	Human Development	3
EDU 260	Principles of Educational Psychology	3
EDU 1XX/2XX	Lower-Division Education Course	3
EDU 322	Educational Tests and Measurements	3
EDU 330	Strategies for Effective Classroom Management	3
EDU 391	Multicultural Teaching	3

<b>THL 421</b>	Religious Education	3
<b>EDU 3XX</b>	300-Level Education Elective	3

\*\*\* Students must complete Child Protection Training (during first education course)

\*\*\* Students must complete Fingerprinting (before first 300-level education course)

## 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.

## Lower-Division Courses

**THL 221. Ritual & Worship (3) (P/H)** A study of Christian worship and its central role in the life of the Church through a historical analysis of such elements as 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.

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

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

**THL 250. The Good Life: 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) (H)** A survey course covering the major world religions, such as Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Prerequisite: THL 101/190.

## **Upper-Division Courses**

**THL 321. Worship as Ethics (3) (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) (B)** A study of one or more 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) (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) (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) (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) (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) (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. A study of the development and theology of the Catholic sacrament of marriage. Prerequisite: THL 101/190.

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

**THL 363. American Religious History (3) (H)** A study of the principal developments of religious experience and religious thought in the history of America, both Catholic and Protestant, along with consideration of their impact on American culture. Prerequisite: THL 101/190.

**THL 365. Judaism (3) (H)** A theological study of the teaching and practice of Judaism. Both its historical traditions and present-day expressions are examined. Prerequisite: THL 101/190.

**THL 367. The Way of Zen (3) (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 388. Special Topics in Theology IV (3)** Content of this course will vary, to offer special areas of study which also satisfy the theology core requirement. May be repeated for credit as topics vary. Prerequisite: THL 101/190.

**THL 390. Honors Theology II: Major Themes (3)** 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; Honors Program.

## **Specialized/Electives: 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 420. Diaconate Seminar (1) (P)** A one- credit seminar paired with a 3-credit course in the Diaconate Formation program. The topic will vary each semester as outlined in the Diaconate Formation academic plan.

**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 (1-3) (P)** This course will focus on one 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) (P/S)** As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. This course explores the sacrament of reconciliation in its broader theological context, from a variety of angles: historical, systematic, liturgical, and pastoral. Prerequisite: THL 101/190.

**THL 441. Eucharistic Theology (3) (S/P/H)** A doctrinal study of the Eucharist with special emphasis on its liturgical context, as a sacrament of Christ and Church, and as the source and summit of sacramental life. Prerequisite: THL 101/190.

**THL 451. Christian Spirituality (3) (P)** An introduction to the meaning of religious experience or spiritual life from a Christian perspective, consisting of both a theoretical classroom presentation and a practical application through personal meditation. Prerequisite: THL 101/190.

**THL 452. Special Moral Topics (1-3) (M)** This course presumes familiarity with fundamental ethical categories. It will focus on one particular ethical issue for an extensive and thorough treatment. Prerequisite: THL 101/190.

**THL 455. History of Spirituality (3) (H/P)** A study of major traditions or authors of spirituality throughout the history of Christianity, such as the desert monks, the mystical traditions of the middle ages, Ignatian spirituality, Teresa of Avila or Thomas Merton. Prerequisite: THL 101/190.

**THL 461-462. History of Christian Thought I-II (3) (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 490. Intensive Reading Seminar (1-3)** 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 program director of undergraduate theology.

**THL 495. Advanced Topics in Theology (3)** Designed for theology minors, as a preparation for the senior seminar, the content of this course will vary, but will always include a research paper, 20-25 pages, and a formal oral presentation of the paper to the class. It offers greater depth of inquiry and assumes a basic foundation in theological study. Prerequisite: nine hours theology or permission of instructor.

**THL 496. Senior Seminar (3)** Designed for graduating theology majors, ordinarily taken during the senior year, it requires independent critical research, culminating in a thesis paper, 20-30 pages, and formal oral presentation in a public forum. Ordinarily, two sections of THL 495 must be completed before taking THL 496. Prerequisite: Senior standing or permission of program director.

**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.

## Ministry Courses

There are two categories of courses in pastoral ministry, designed for students interested in some form of church-related work, such as catechetical, family or youth ministry. The Practicum (MIN 390) for internships or field education, and the Workshops or Seminars (MIN 395: Special Topics). For theology majors, up to 12 hours of these courses will fulfill the program elective requirements.

**MIN 390. Ministry Practicum (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.

**MIN 395. Special Topics in Ministry (1-4)** These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of five contact hours, along with readings and paper.

# Writing

Program Director: Stephanie A. Callan, PhD

Students enrolled in the writing program develop as writers and editors across creative and professional genres. Our program provides flexibility to pursue individual writing and editing interests and helps students recognize the necessary role these skills play in the contemporary job market. In addition to the writing major, we have both a minor in creative writing and a certificate in professional writing that combine well with other majors.

## Bachelor of Arts in Writing

Three of the required courses for the major—Creative Writing: Fiction and Nonfiction (WRI 301), Creative Writing: Poetry (WRI 302), and Introduction to Professional and Technical Writing (WRI 310)—establish foundational knowledge of creative and professional genre conventions, rhetorical approaches, and constructive criticism. Writing majors also take at least two upper-division English courses, including Critical Approaches to Literature (ENG 300) so they can effectively analyze texts through various critical lenses. Building on this through various electives as well as a course in preparing work for publication (WRI 475), students form their unique writing identities and prepare for a professional career that best reflects their interests and abilities. While some students go on to pursue graduate studies in creative writing, others may pursue careers in editing, publishing, and communication with various professional sectors, including business, science, commerce, law, education, public service, and literature.

Students may use their electives in the major to emphasize creative writing or professional writing as they choose. It is possible to complete the Certificate of Professional Writing as well as the writing major and graduate in four years. The writing major is also an ideal double major and pairs well with English, other humanities, and communication arts.

## Capstone

Writing majors complete a senior seminar with both creative and research components. They select a topic and are matched with a mentor in the program who advises them throughout the semester on their project. By the end of the course, students have written original creative work in a genre of their choice, researched and written about a critical topic that informs their work, and given a public presentation on both to the entire program.

## Objectives

Students who complete the writing major learn to (1) craft creative work that effectively and



intentionally manipulates language, form, and content; (2) craft professional/technical work that appropriately adapts genre conventions for specific audiences and purposes; (3) analyze writing independently and make cogent interpretive arguments about it; (4) identify relationships between their own work and literary traditions, genres, or modes; (5) perform research and incorporate it effectively in writing; (6) deliver constructive feedback to other writers; (7) explore issues of justice, morality, and common humanity through literature.

Majors must earn a grade of C- or better in all courses for the major.

## Requirements for Major in Writing

### Lower Division

Course	Title	Credit Hours
ENG 121	Composition I	3
ENG 123	Composition II	3
ENG 2XX	200-Level ENG Core Course	3
ENG 276	Introduction to Creative Writing	3

### Upper Division

Course	Title	Credit Hours
WRI 301	Creative Writing: Fiction & Nonfiction	3
WRI 302	Creative Writing: Poetry	3
WRI 310	Introduction to Professional & Technical Writing	3
WRI 300	Critical Approaches to Literature	3
WRI 475	Writing for Publication	3
ENG 3XX-4XX	Literature Elective	3
WRI 3XX/4XX	Writing Electives	6
ENG 3XX-4XX or WRI 3XX-4XX Elective		3

## Minor in Creative Writing

### Lower Division

Course	Title	Credit Hours
ENG 121	Composition I	3
ENG 123	Composition II	3
ENG 2XX	200-Level ENG Core Course	3
WRI 276	Introduction to Creative Writing	3

Note: WRI 276 satisfies a Core ENG requirement.

### Upper Division

Course	Title	Credit Hours
WRI 3XX-4XX	Writing Electives	6

Choose two from the following: 6

WRI 301	Creative Writing: Poetry (3) (may be repeated for credit)
WRI 302	Creative Writing: Fiction (3) (may be repeated for credit)
WRI 453	Creative Writing: Nonfiction (3) (may be repeated for credit)
WRI 492	Playwriting (3)
WRI 495	Special Studies in Writing (3) (may be repeated for credit)

## Certificate of Professional Writing (*In-Person and Online*)

The Certificate of Professional Writing is designed for undergraduates who want to build their writing skills in order to get jobs that require clear, professional written communication. Classes are small and

give sustained, personal attention to students' writing, including individualized feedback on projects, to foster growth in every student. Writing projects focus on documents commonly needed in professional and public situations, including reports, instructions, and proposals.

The certificate consists of 12 credit hours (4 classes) and can be completed in a year. As students proceed through the classes, they compile a portfolio of professional writing samples that they can use on the job market. This program is intended for Online Learning students, traditional undergraduate students, and post-baccalaureate students who wish to work intensively on improving their writing.

## **Program Objectives:**

This certificate prepares students to:

- Adapt to new and varied writing tasks to satisfy different needs
- Write well in multiple modes and genres
- Analyze audience and use that information to write user-friendly documents
- Incorporate research and present complex content clearly and effectively
- Revise their own work to improve clarity, organization, and effectiveness (purpose)
- Edit documents written by themselves and others
- Write in clear, correct grammar and mechanics for professional situations

## **Prerequisites:**

Traditional undergraduate students must have successfully completed all English core requirements before beginning the certificate. Online Learning students must demonstrate an equivalent level of proficiency either with college coursework or with a writing sample. Post-baccalaureate students who have completed an undergraduate degree are also eligible to begin the certificate program.

Students may elect to do an internship for up to three credits towards the certificate (WRI 497). Internship placements will need to be approved in advance and must include a significant writing component. Students will also be required to add one document they wrote or co-wrote during the internship to their portfolio for the certificate program. Internships must be taken under the WRI 497 number in order to count towards this certificate.

## **Completion Requirements:**

To receive the certificate, students must pass each course with a grade of C or better and must achieve an overall GPA of 2.7 in the certificate.

## **Course Requirements**

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>WRI 310</b>	Introduction to Professional and Technical Writing	3

<b>WRI 320</b>	Style and Grammar for Professionals	3
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Choose two from the following: 6

<b>WRI 350</b>	Writing with Research and Data (3)	
<b>WRI 355</b>	Writing in Visual and Digital Formats (3)	
<b>WRI 365</b>	Strategic Writing (3)	
<b>WRI 395</b>	Special Topics in Professional Writing (may be repeated for credit as topics change) (3)	
<b>WRI 475</b>	Writing for Publication (3)	
<b>WRI 497</b>	Writing Internship (3)	

## Lower-Division Courses

**WRI 251. Introduction to Media Writing (3)** 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.

**ENG 276. Introduction to Creative Writing (3)** A multi-genre introduction to creative writing covering poetry, drama, and fiction. Prerequisite: ENG 123.

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

## Upper-Division Courses

**WRI 301. Creative Writing: Fiction and Nonfiction (3)** A study of the craft of prose writing, emphasizing both the short story and personal essay as well as the various literary techniques these encompass. Course may be repeated for credit. Prerequisite: WRI 276 or ENG 2XX

**WRI 302. Creative Writing: Poetry (3)** A study of the craft of poetry writing. The course provides foundational instruction on poetic elements, techniques, and forms. With an emphasis on becoming more attentive readers and writers, the course will involve participating in peer workshops, analyzing contemporary poetry, and exploring the power and beauty of language. Through a variety of exercises and assignments, the course will provide each student with the opportunity to develop a unique voice and create an original body of work. Course may be repeated for credit. Prerequisite: WRI 276 or ENG 2XX

**WRI 310. Introduction to Professional and Technical Writing (3)** This course will introduce students

to the conventions of professional and technical documents. Emphasis will be placed on audience awareness, persuasiveness, and planning, drafting, and revising common forms of workplace writing, such as correspondence, proposals, and technical reports. Prerequisite: WRI 276 or ENG 2XX or permission.

**WRI 320: Grammar and Style for Professionals (3)** This course will encourage students to command their writing more purposefully by helping them to isolate, identify, and enhance desirable qualities in the prose they produce. Through this course, students will develop a deeper understanding of grammar and syntax and learn a specialized vocabulary for talking about their writing. Prerequisite: WRI 276 or ENG 2XX or permission.

**WRI 331. Scriptwriting for Film and TV (3)** 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 CMM 331.

**WRI 350: Writing with Research and Data (3)** A course in types of professional writing that integrate research, with emphasis on electronic sources. Skills covered include finding and evaluating sources, incorporating graphs, tables and data effectively, and explaining complex information clearly for business and public audiences. Prerequisite: WRI 276 or ENG 2XX or permission.

**WRI 355: Writing with Visual and Digital Formats (3)** This course emphasizes the writing skills necessary to produce high quality content across different visual and digital platforms, including PowerPoint, infographics, and social media sites. Focus is on application of these skills in a professional setting. Project-based assignments allow students to practice integrating the unique conventions of these writing formats with basic design principles. Pre-requisites: WRI 276 or ENG 2XX or permission.

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

**WRI 395: Special Topics in Professional Writing (3)** An in-depth study of a specialized topic in professional writing. Possible topics include grant writing, editing, or writing in the community. May be repeated for credit as topics vary. Prerequisite: WRI 276 or ENG 2XX or permission.

**WRI 401. Classical Rhetoric (3)** A study of and practice with the traditional forms and theories of rhetoric from both ancient and modern times. Prerequisites: Two ENG 2XX classes or permission.

**WRI 402. Literary Theory and Criticism (3)** Same course as ENG 402. Prerequisites: Two ENG 2XX classes or permission.

**WRI 418. Advanced Writing (3)** A rigorous study of expository and persuasive writing. Prerequisite:

WRI 276 or ENG 2XX or permission.

**WRI 453. Creative Writing: Non-fiction (3)** 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. Course may be repeated for credit. Prerequisite: WRI 276 or ENG 2XX.

**WRI 475. Writing for Publication (3)** A course covering the life of a creative or academic manuscript from drafting and editing to submitting it for publication. Students will take an original work of their own through those stages. They will also learn about various topics affecting the publication process, such as genre conventions, industry expectations, different mediums, trends, digital publishing, and research strategies. Prerequisite: WRI 276 or ENG 2XX or permission.

**WRI 491. The English Language (3)** An introduction to the history and development of the English language combined with a consideration of related topics: grammar, dialects, linguistics. Prerequisites: Two ENG 2XX classes or permission. (Same course as ENG 491).

**WRI 492. Playwriting (3)** Critical analysis of dramatic structure for the playwright. Scenarios, character studies, and writing of original plays. Prerequisites: English core requirements. (Same course as THR 492.)

**WRI 495. Special Studies in Writing (3)** A course in one of several specialized areas. The content of the course will be varied to suit the needs of the students and the interests of the faculty. May be repeated for credit as topics vary. Prerequisites: WRI 276 or ENG 2XX or permission.

**WRI 497. Writing Internship (1-6)** A supervised, professional work experience. Course is repeatable for up to six credits. A maximum of three credits may apply to the writing major, minor, or certificate. Prerequisites: Two ENG 2XX or WRI 2XX classes and the permission of the program director.

**WRI 498. Synthesis Seminar (3)** A study in the field of rhetoric/writing or the production of a significant creative work. Required for senior writing majors and intended principally for them. Prerequisites: English core requirements and at least eighteen hours of upper-level course work in the Writing major.

# Interdisciplinary and Other Programs

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## Interdisciplinary Studies (BA/BS) (Online and In-person)

Program Director: Robert Arbour, PhD

The degree in Interdisciplinary Studies allows students to create a flexible and customized degree to suit individual academic and career goals. A student may not declare Interdisciplinary Studies as a major until the student has completed a plan of study that has been approved by the Interdisciplinary Studies Committee. A plan of study form is available at the Interdisciplinary Studies webpage. Students who wish to apply to the program should contact the Director of Interdisciplinary Studies directly.

### Degree Requirements

In addition to meeting all requirements of the College for a bachelor's degree, a student seeking a degree in Interdisciplinary Studies must:

1. Complete a plan of study form and statement approved by the Interdisciplinary Studies Committee.
2. Complete 30 hours of upper-level courses in line with the plan of study with a grade of at least C- in each course and with a GPA of 2.0 across those courses.
3. Complete a three-hour capstone experience by taking IDS 499 or an approved substitution.
4. Students may not count upper-level credits for both this degree and a second bachelor's degree.

### Lower-Division Courses

**IDS 290. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 291. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 292. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

### Upper-Division Courses

**IDS 390. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 391. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 392. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 394. Special Topics (1-3)** Interdisciplinary special topics. May be repeated for credit as topics vary.

**IDS 397. Topics in Gender Studies (3)** Same course as GDR 397.

**IDS 490. Interdisciplinary Internship (3-6)** Professional experience through a semester of directed part-time employment. Enrollment restricted to juniors and seniors.

**IDS 495. Interdisciplinary Synthesis Paper (3)** An integrating course intended primarily for individualized majors at the end of their program.

**IDS 496. Interdisciplinary Synthesis Project (3)** An integrating course intended primarily for individualized majors at the end of their program.

**IDS 499. Interdisciplinary Studies Seminar (3)** An integrating capstone course for majors in Interdisciplinary Studies. The course will be taught either on a tutorial or seminar basis.

## Forensic Science Minor

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 evidence of crime are examined and analyzed.

A minor in forensic science consists of a minimum of 21 credit hours. Nine hours of lower level courses must include CHM 102, BIO 117, SOC 253 and PSY 263 or MTH 163. The upper-level course is a choice of POL 341 or POL 342. The remaining six hours must be selected from among those courses specified below or must meet the approval of the Forensic Science contact listed above. All courses must be completed with a grade of C- or better, and a maximum of nine hours can be transferred from other institutions.

### Lower-Division

Course	Title	Credit Hours
BIO 117	Forensic Biology	3



<b>CHM 102</b>	Forensic Sciences	3
<b>SOC 253</b>	Criminology	3
<b>PSY 263</b>	Statistics for the Social Sciences	3
<b>MTH 163</b>	Basic Statistics for the Sciences	3

## Upper-Division

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>POL 341 or</b>	Judicial Process and Procedures	
<b>POL 342</b>	Civil Liberties and Civil Rights	3

## Electives

Six additional credits must be selected from the following list depending on area of interest: 6

<b>BIO 231 &amp; 233</b>	Anatomy and Physiology I and Laboratory (4)
<b>BIO 232 &amp; 234</b>	Anatomy and Physiology II and Laboratory
<b>BIO 301 &amp; 302</b>	Genetics and Laboratory (3)
<b>BIO 360 &amp; 362</b>	Cell Biology and Molecular Laboratory (4)
<b>CHM 231 &amp; 233</b>	Organic Chemistry I and Laboratory (4)
<b>CHM 351 &amp; 353</b>	Analytical Chemistry and Laboratory (4)
<b>CHM 302 &amp; 304</b>	Instrumental Analysis and Laboratory (4)
<b>PSY 225</b>	Psychopathology (3)
<b>PSY 374</b>	Drugs, Brain and Behavior (3)
<b>PSY 428</b>	Forensic Psychology (3)
<b>SOC 256</b>	Cultural Anthropology (3)
<b>SOC 314</b>	Deviant Behavior (3)
<b>SOC 315</b>	Elite Deviance (3)

**SOC 354**

Juvenile Delinquency (3)

**SOC 483**

Sociology of Law (3)

## Gender Studies Minor

Gender Studies is an interdisciplinary program that focuses on the study of gender and the intersection of gender with other factors such as class, race, region, religion, age, historical period, politics, health, ability, sexuality, media and culture. The courses offered in Gender Studies will address the difference between sex and gender; the social construction of gender; variations in women's and men's experiences across nations/cultures/time/class/race/sexual orientation; gendered construction of knowledge and legal/political/economic/cultural systems; women's contributions to history/culture/politics, etc. Through a wide variety of approaches and methodologies in courses in art, literature, history, philosophy, psychology, sociology, communications and the sciences, gender and gender differences in the U.S., transnationally, and in history are examined.

A minor in Gender Studies consists of a minimum of 18 credits. Course work must be completed with grades of C- or better and at least 12 hours must be completed at Spring Hill College. One of the following two courses is required of all Gender Studies minors, either PSY 310 Psychology of Gender or SOC 375 Gender and Society. The remaining courses must be selected from the list that follows. Additionally, special topics courses, tutorials and seminars may be applied to the minor with the approval of the Program Director.

### Required of all minors

Course	Title	Credit Hours
PSY 310 or	Psychology of Gender	
SOC 375	Gender and Society	3

### Program Electives

Choose three from the following: 15

**ARH 299 / 499**

Topics in Women's Studies (3)

**BIO 115**

Biology of Sex (3)

**BIO 220**

Biology of Women (3)

<b>CMM 375</b>	Gender Communication (3)
<b>ENG 496</b>	Special Studies in Diversity- Middle English Masculinities (3)
<b>ENG 496</b>	Special Studies in Diversity- Women Writers of the World (3)
<b>GDR 301</b>	Women and Gender in Transnational Context (3)
<b>GDR 397</b>	Special Topics in Gender Studies (3)
<b>HIS 323</b>	Women in European History (3)
<b>HIS 324</b>	Women in American History (3)
<b>HIS 325</b>	Women's History
<b>PHL 322</b>	Philosophy and Gender (3)
<b>PSY 310</b>	Psychology of Gender (3)
<b>PSY 394</b>	Human Sexuality (3)
<b>SOC 351</b>	Marriage and Family (3)
<b>SOC 375</b>	Gender and Society (3)
<b>THL 353</b>	Human Sexuality and Marriage (3)

Other courses as approved by the Director of Gender Studies

## Gender Studies Courses

**GDR 301. Women and Gender in Transnational Context: Transnational Feminisms (3)** An introduction to the histories, theories, methods and politics of transnational feminist studies. This course develops a transnational, cross-cultural lens for understanding gender phenomena, focusing on how we are all connected in a global network flow of capital, ideas and activism.

**GDR 397. Topics in Gender Studies (3)** Same course as IDS 397.

## Certificate In Free Enterprise

Contact: Christopher P. Puto, PhD

The Certificate in Free Enterprise is a twelve credit-hour program in conjunction with the John J. Burke, Jr., Center for the Study and Advancement of Free Enterprise. All Spring Hill College undergraduate

students who are rising juniors, irrespective of their specific major field of study, are eligible to apply for admission to this certificate program. The certificate is open exclusively to degree-seeking students and is awarded upon the satisfactory completion of the four required courses and all requirements for the Bachelor's Degree. Students who do not complete the requirements for the Bachelor's Degree are not eligible to receive this certificate.

This certificate program is designed to prepare students of any major with the intellectual understanding and the skills to succeed as leaders and constructive participants in all aspects of the 21st Century global economy. The Certificate in Free Enterprise engages students in concepts and practical endeavors that transcend traditional entrepreneurship, which generally focuses on small business start-up activities. Students who complete this certificate program in conjunction with their bachelor's degree will have the knowledge and skills to (1) function effectively and successfully as informed leaders and responsible members of a society subject to highly competitive market forces and (2) to validate needs and create and implement effective solutions in their respective areas of study.

## Required Courses

Course	Title	Credit Hours
CFE 450/490	Market Definition	3
CFE 455/491	Enterprise Development	3
PHL 355	Markets and Morality	3
PHL 356	Responsible Capitalism	3
POL 389	Foundations of Free Markets and Free Societies	3

**CFE 450. Market Definition (3)** Introduces theoretical foundations and processes for identifying unmet needs in an economic or societal setting, measuring those needs and developing effective solutions. Prerequisite: senior standing, and formal admission to the Burke Center Certificate in Free Enterprise Program.

**CFE 455. Enterprise Development (3)** Students engage in the process of converting a previously defined market filling solution into a development plan for a new enterprise. Prerequisites: CFE 450 and good standing in the Certificate in Free Enterprise Program.

**CFE 490. Honors Market Definition (3)** Introduces theoretical foundations and processes for identifying unmet needs in an economic or societal setting, measuring those needs and developing effective solutions. Prerequisite: senior standing, Honors Program, and formal admission to the Burke Center Certificate in Free Enterprise Program.

**CFE 491. Honors Enterprise Development (3)** Students engage in the process of converting a

previously defined market filling solution into a development plan for a new enterprise. Prerequisites: CFE 490 and good standing in the Certificate in Free Enterprise Program.

**PHL 355. Markets and Morality (3)** This course involves an extensive discussion of capitalism and socialism, including the various permutations and sub-types of each theory. Students will explore which economic system best promotes social justice, possible moral limitations of free markets, and potential for synthesizing the productivity and efficiency of capitalism with the Jesuit and Catholic commitment to serve others. PHL 101/190 and a lower-division course.

**PHL 356. Responsible Capitalism (3)** An extensive discussion of capitalism and socialism. Which economic system best promotes social justice. Potential for synthesizing the productivity and efficiency of capitalism with the Jesuit commitment to serve others. Prerequisites: PHL 101/190 and a lower-division course.

**POL 389. Foundations of Free Markets and Free Societies (3)** This course begins with a close look at the Scottish Enlightenment of the 18<sup>th</sup> Century, when thinkers such as David Hume and Adam Smith first systematically discussed “commercial society” (nowadays termed “capitalism” or “liberal democracy”). The course then traces the key political and economic developments of the subsequent 250 years, as free-market ideas extended in influence well beyond their Anglo-American roots. Among themes explored: the philosophical justifications for and against government regulation; the evolution of key constitutional and legal institutions related to private property and contracts; the social effects of trade, consumption and competition. Prerequisite: Junior standing and POL 112 or POL 283.

## Honors Program

Director: Stephen Wilson, PhD

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

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

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

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

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

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

The Honors Program Academic Requirements:

I. Honors Courses: Honors students must complete a minimum of seven honors courses. Each honors course is worth one honors point.

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

## Course Title

CHM 193 Honors General Chemistry I Laboratory

ENG 190 Honors Composition and Literature

ENG 290<sup>1</sup> Honors Literature

PHL 190 Honors Logic

PHL 291 Honors Ethics

PHL 292 Honors Philosophy of Human Nature

PHL 293 Honors Philosophy of Religion

PHL 294 Honors Philosophy Special Topics

PHL 390 Honors Philosophy III

THL 190 Honors Theology I

THL 39X Honors Theology II

HIS 290 Honors History

HIS 390 Honors Historical Studies

ECO 290 Honors Economics

POL 290 Honors Political Science

PSY 290 Honors Introduction to Psychology

SOC 290 Honors Sociology

CFE 490 Honors Market Definition

CFE 491 Honors Enterprise Development

## HON 499 Honors Special Topics

<sup>1</sup> Honors 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.

See appropriate academic division listing for the honors designated course descriptions. Normally, students will take two honors courses each semester during the first year and one or two per semester during the second and third years. The model might therefore look like:

### **First Year:**

Fall: ENG 190 & PHL 190

Spring: ENG 290 & THL 190

### **During the Second and Third Years:**

Fall: PHL 29X, POL 290 or ECO 290

Spring: THL 39X, PSY 290 or SOC 290

I. Honors Contract Courses: With the approval of both the course instructor and the Honors Program Director, a student may add, by contract, an honors component to a non-honors course. The honors component may involve a substantial enhancement to a major assignment already included in the course requirements, or it may involve additional assignments. The honors component will vary, depending on the course, but it should add significant depth to one’s engagement with the course content. See the Honors Program Director for more details.

II. Honors Thesis or Project: Students are encouraged, though not required, to complete an honors thesis. The honors thesis is worth two honors points. The thesis can represent a capstone to one’s participation in honors. The detailed requirements of the project will depend on the discipline in which the project is developed, but it should lead to the production of a substantial and original project or piece of scholarship. With the approval of a faculty thesis advisor (usually in the student’s major) and the Honors Program Director, a student wishing to complete an honors thesis or project should enroll in HON 495.

If a student is required to complete a senior seminar project in his or her major discipline, the honors thesis would need to be an additional three credit, semester long project. However, in some circumstances it may be possible to coordinate the two projects or to combine the projects into a more substantial six-credit project.

III. Cultural Immersion and Internships: Honors students are also encouraged to share their talents and to learn outside of the classroom. As such, honors students may earn a maximum of two honors points from the following activities. In order to earn honors points, the student will be required, after completing the activity, to submit a brief report or reflection describing the experience and connecting the experience to his or her academic and/or professional goals.

- (a) Service Immersion Trip: Students may earn one honors point by participating in a service immersion trip
- (b) Study Abroad: Students may earn one honors point by participating in a semester or summer semester abroad
- (c) Internship: Students may earn one honors point by completing an approved internship. These can include honors service internships, as well as a variety of other pre-professional internships. See the Honors Program Director for more details.

## Honors Courses

**HON 490. Honors Senior Seminar (0)** As a requirement of this class, students will be responsible for submitting to the Honors Program Director a checklist with point totals along with relevant course numbers and dates of completion; the director of the Honors Program will be responsible for ensuring that this information is accurate. Students must complete an exit interview and a survey form to receive credit for HON 490. This course is graded on a pass/no credit basis. Students must receive a passing grade in this course in order to graduate with an honors designation. No honors points are awarded for this class.

**HON 495. Honors Thesis Research (3)** As a requirement of this class, students will, under the direction of a faculty advisor, complete a substantial and original thesis or project. Enrollment in this course requires the approval of a faculty thesis advisor and the Honors Program Director. Two honors points are awarded for this course.

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

Retention of Honors Standing: To remain in the Honors Program, each student must complete a minimum of 24 semester hours each year at Spring Hill and hold a cumulative 3.3 grade point average. The student should also be making regular progress in accumulating honors points. Typically, that will be four points by the end of the first year, six by the end of the sophomore year, and eight by the end of the junior year. Students who fail to meet these requirements may be removed from the Honors Program.

Graduation: Students must earn a total of 10 honors points or more to successfully complete the Spring Hill College Honors Program. Upon confirmation that the student has met the requirements of the program, the Director will notify the appropriate college personnel to ensure that the student is given honors credit on his or her transcript and other relevant forms. Completion of the program will be indicated by a special notation on the student's transcript.

## Leisure Sports and Recreation

Contact: Joe Niland

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 Sport and physical activities, the leisure Sport



and recreation courses are generally taught by the staff of the Athletic Department. All courses are offered only occasionally and on a Pass/Fail basis. Note: While students may take a number of LSR courses, a maximum of two may be applied toward credit required for graduation. A student, after completing one LSR course, may take others on a space available basis only.

**LSR 100. Recreational Tennis (1)** An introduction to tennis, emphasizing fundamental strokes, general techniques and the scoring of singles and doubles play. Grading: Pass/Fail.

**LSR 110. Recreational Golf (1)** Introduction to the fundamentals of golf, etiquette, rules and scoring. Grading: Pass/Fail.

**LSR 115. Advanced Golf (1)** This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in the sport of golf (i.e., golf tournaments, contests and skill development for students who are already active golfers). Grading: Pass/Fail.

**LSR 120. Weight Training (1)** Students are instructed in the use of weight room equipment, in proper techniques for performing exercises to develop the total body and in safety and spotting methods. Grading: Pass/Fail.

**LSR 130. Recreational Saltwater Fishing (1)** Students are introduced to 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 Sport (1)** This course is designed to improve personal fitness levels and promote lifelong fitness and wellness through participation in various recreational sport activities. Grading: Pass/Fail.

## **Reserve Officer Training Corps (ROTC) Programs**

### **Department of Military Science (MSC) Army ROTC**

Contact: LTC Jared Sunsdahl (jsunsdahl@southalabama.edu)

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

The mission of the ROTC program is to commission the future officer leadership of the United States Army. The Military Science Department offers a progressive program, which will enhance student education regardless of academic endeavor. The program is designed to improve the leadership abilities of students; develop managerial skills, inform students concerning the roles, missions, and capabilities of the Army; and train qualified ROTC students to become commissioned officers in the National Guard, US Army Reserve or the US Army. Military Science is an accredited field of minor study.

Students may take Military Science courses and receive graduation credit in lieu of Physical Education courses. National Guardsmen, reservists, veterans and former JROTC students may receive advanced placement by requesting it through the program director.

#### **Requirements For Enrollment And Continuance**

The general requirements for enrollment and continuance in the Army ROTC program are as follows:

1. Basic course students must:
  - (a) Be a citizen of the United States.
  - (b) Be physically qualified.
  - (c) Have freshman or sophomore standing. Students with higher standing require consent of PMS.
2. Basic course cadets applying for enrollment in the advanced course who seek a commission must:
  - (a) Have successfully completed MSC 101, MSC 102, MSC 201 and MSC 202 or have accomplished one of the following: Prior military service, ROTC basic military studies, Cadet Initial Entry Training, three-year high school JROTC basic course.
  - (b) Have two years remaining at the College (either undergraduate, graduate or in pursuit of additional coursework).
  - (c) Have completed a minimum of 32 hours to contract.
  - (d) Be under 31 years old at the time of graduation and commissioning (waiver-able to 39).
  - (d) Be enrolled as a full-time student, either at Spring Hill College or at an affiliate program college or university.
  - (e) Meet military screening and physical requirements.

(f) Maintain a minimum 2.0 GPA.

(g) 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 the leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled each semester.

**MSC II (MSC 201-202)** Meets for two hours per week. All students are required to attend a two hour leadership lab every week. In addition, contracted students are required to attend physical training lab three times per week for one hour per session. During the leadership laboratory, students will participate in adventure training and other military activities. Several optional training activities on and off campus are scheduled during the school year.

## **Cadet Initial Entry Training**

Army ROTC Cadet Initial Training (CIET) will be conducted during the summer session between a student's freshman and sophomore year. CIET is a challenging four- week training course designed to provide a base knowledge of Army skills in order to give the students the ability to handle themselves and others in new and demanding situations. Throughout the program, the student is provided with the fundamentals of soldiering, which include physical training, marksmanship, tactical operations, map reading and orienteering. Students are provided transportation to and from CIET, fees, room and board, as well as approximately \$700 in pay and allowances. Attendance at the CIET does not necessarily obligate the student to military service; it does, however, qualify the student for continuation in the Army ROTC courses as a contracted Cadet. Provided eligibility criteria are met, a student can compete for a two-year or three-year scholarship upon graduation.

## Advanced Course

Upon completion of the Basic Course or Cadet Initial Entry Training (above), ROTC students entering the Advanced Course continue to develop their ability in evaluating situations, making decisions and practicing traits considered essential in a leader. The ability to motivate subordinates, to win their confidence and to supervise them effectively has been attributed by many civilian and military leaders to training received through ROTC in college. The ROTC Program uses and extends the intellect, education and special abilities of college students. Its primary purpose is to produce Army officers needed for the defense of our nation in times of crisis; but, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.

All Advanced Course students earn \$450 to \$500 a month (upon contracting) beginning the first month of their junior year and continuing until they complete the Advanced Course. Additional pay and travel allowances for the 33-day Cadet Leader Course training between the junior and senior years make the total received approximately \$10,000.

**MSC III (MSC 301-302)** Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend a physical training lab three times per week for one hour per session. Three training activities off campus will be scheduled during the school year.

**MSC IV (MSC 401-402)** Meets for three hours per week. All students are required to attend a two-hour leadership lab once per week. In addition, students are required to attend a physical training lab three times per week for one hour per session. Three training activities off campus will be scheduled during the school year.

## Simultaneous Membership Program

The simultaneous membership program option combines the Army ROTC living allowance with membership in the Army Reserve or Army National Guard and allows the student to receive pay from both programs. ROTC Cadets serve as officer trainees in direct leadership/management positions. Simultaneous membership program participation with National Guard or Reserve Forces is one weekend per month and two weeks each year. Cadets participating in the simultaneous membership program are eligible for tuition assistance reimbursement up to \$4,500 per year.

## Branch Selection

The curriculum of the Army ROTC program is designed to qualify the cadet for appointment as an officer. Selection for assignment to the various branches of the Army is based upon the personal interests of the Cadet, the major course of study, academic accomplishments, leadership potential and the needs of the service. Under this system, a Cadet may be commissioned in any branch for which he or she is qualified and in which a need for officers exists. After graduation and commissioning, the officer will attend a service school for further specialized military training, which will qualify him or her for the branch to which he or she is assigned.

## **ROTC Scholarship Program**

See information provided in the section on financial aid.

### **Army ROTC Scholarship Program**

These competitive scholarships are awarded solely on potential rather than financial need and cover the costs of tuition, fees and a flat-rate book allowance (of \$600 per semester); plus a monthly subsistence allowance of \$300 for freshmen, \$350 for sophomores, \$450 for juniors and \$500 for seniors. This allowance is tax free. Four-year scholarships are available to designated freshmen who applied and were selected during their senior year in high school. Three- and two- year scholarships are available to eligible students enrolled in the ROTC program. Two year undergraduate or graduate school scholarships are available to students who successfully complete the Cadet Initial Entry Training. For members of the Army Reserves and National Guard, ROTC has Guaranteed Reserve Forces Duty Scholarships (GRFD) providing the same benefits listed above.

### **Activities**

In an effort to develop maximum leadership qualities among Cadets, the following organizations and activities are sponsored by ROTC as an integral part of the Army Cadet Corps.

Color Guard: The color guard supports numerous college and community events. Presents the national colors for school events and civic organizations in Mobile.

Ranger Challenge: Students are trained in small-unit tactics and participate in ranger-type operations and competitions.

Running Club: Participation is open to all students. Runs from 3K to 26.2 mile marathons and triathlons.

Scabbard and Blade: Honor society for Cadets. Cadets must meet national requirements to be a member.

### **Academic Credit**

Academic credit is granted for the completion of Military Science course requirements as follows:

- Basic Course 1st year (MSC 101 - 102) 1st & 2nd Sem. - 1 hr. ea. = Total 2
- Basic Course 2nd year (MSC 201 - 202) 1st & 2nd Sem. - 3 hrs. ea. = Total 6
- (Cadet Initial Entry Training in lieu of Basic Course) (6)
- Advanced Course 1st year (MSC 301 - 302) 1st & 2nd Sem. - 3 hrs. ea. = Total 6
- Advanced Course 2nd year (MSC 401 - 402) 1st & 2nd Sem. - 3 hrs. ea. = Total 6

### **Auditing**

Students who do not meet qualifications for Army contracting and commissioning may be allowed to audit a military science course. Students desiring to audit must receive the permission of the program director. Auditing students may not participate in leadership laboratory, field training exercises or other physical activities.

Non-US students must have written permission from their government prior to taking an ROTC course.

#### Requirements For A Commission As A Second Lieutenant In The United States Army

Students desiring a commission must complete a minimum of 23 hours of coursework to include:

1. 20 hours of military science, including:
  - a. MS 101 and 102;
  - b. MS 201 and 202;
  - c. Students can receive placement credit for the 100- and 200-level courses for prior military service, Junior ROTC, Cadet Initial Entry Training and equivalent military training with PMS approval;
  - d. MS 301 and 302;
  - e. MS 401 and 402.
2. A 3-hour military history course.
3. MS 494 (one-credit hour) as required until graduation.
4. In addition to the required courses, students must contract and attend the ROTC Cadet Leader Course for 33 days between the junior and senior year.

### Requirements for a Minor

Completion of the 20 semester hours of MS course work and one military history elective are required for a minor in Military Science. Placement credit may be awarded for the basic course for prior military service, attendance at ROTC Cadet Initial Entry Training or three or four years of JROTC. Students who are already commissioned officers are not eligible to receive a minor in Military Science. Non-contracted students are not eligible to receive a minor in Military Science.

## Military Science (MSC)

**MSC 101. Basic Leadership Skills I (1)** An introductory course of instruction and participation in common military tasks and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every other week. Fee.

**MSC 102. Basic Leadership Skills II (1)** A continuing course of instruction and participation in individual common military tasks and leadership skills. Students are encouraged to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every other week. Fee.

**MSC 201. Intermediate Military Skills I (3)** A further development of common task and leadership skills required to prepare Cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every week. Fee.

**MSC 202. Intermediate Military Skills II (3)** A further development of common task and leadership skills required to prepare Cadets to lead small military units. Emphasis on practical application of basic military skills and ability through development of leadership skills. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and required to attend a two-hour leadership lab every week. Fee.

**MSC 301. Adaptive Team Leadership (3)** Challenges Cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities. Cadets also conduct physical fitness training three times per week focusing on development of individual flexibility, muscular strength and cardio-respiratory endurance. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two-hour leadership lab every week. Contact Hour Distribution: 3 hours and 1 lab. Prerequisites: MSC 101, 102, 201 and 202. Fee.

**MSC 302. Applied Team Leadership (3)** Increasingly intense situational leadership challenges to build Cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Cadets also conduct physical fitness training three times per week focusing on development of individual flexibility, muscular strength and cardio-respiratory endurance. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two-hour leadership lab every week. Prerequisite: MSC 301. Fee.

**MSC 401. The Army Profession (3)** MS 401 introduces Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how it is used in Army operations. Students will examine the Army Profession and what it means to be a professional in the US Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army and its advantages for the student. In addition, MSL IVs are rotated through a variety of leadership 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 times per week for one hour per session and a two-hour leadership lab every week. Fee.

**MSC 402. Leadership in a Complex World (3)** Introduces Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how to use it in Army operations. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army and its advantages for the student. Students are required to attend Physical Training (PT) Lab three times per week for one hour

per session and a two-hour leadership lab every week. Fee.

**MSC 494. Directed Studies (1-3)** Directed study and research. May be repeated in different subject areas. Course work will be specified by the instructor prior to the beginning of the semester. Studies may include but are not limited to research papers, special projects and leadership seminars. Students are required to attend Physical Training (PT) Lab three times per week for one hour per session and a two-hour leadership lab every week. One- and three-hour courses are available. Fee.

## **Air Force: Air Force Studies (AFS)**

Contact: Lt. Col. Eric Wittendorfer

Air Force ROTC (AFROTC) offers students a course of study leading to a commission as a Second Lieutenant in the active-duty United States Air Force. The student/ Cadet has an opportunity to explore and evaluate Air Force career opportunities while earning a college degree. Completion of the AFROTC curriculum is the initial step in the education of the professional officer and provides a firm understanding of the Air Force mission, organization and operation.

The Air Force ROTC program consists of two phases: The General Military Course (GMC) and the Professional Officer Course (POC). Each phase consists of two academic years.

Air Force Studies courses for Spring Hill College students are offered at the University of South Alabama (USA). Students desiring to enroll should call the department at (251) 460-7211 to coordinate enrollment requirements. Registration is accomplished through normal procedures at Spring Hill College.

### **General Military Course (The Basic Course)**

Men and women who are full-time students may enroll in the General Military Course with no military obligation. The GMC courses deal primarily with the various Air Force organizations and their missions, as well as the history of the Air Force. The Professor of Air Force Studies may grant credit or partial credit for completion of the GMC for students who have served on active duty, for junior or senior level ROTC participation in a program of any service or for Civil Air Patrol work.

The GMC course is normally completed during the freshman and sophomore years. This basic course consists of four semesters of study with one hour of classroom work, two hours of leadership laboratory and two hours of physical fitness training per week.

### **Professional Officer Course (The Advanced Course)**

Enrollment in the POC is limited to those students who have applied and been accepted for the course. Selection is based on interest in the Air Force together with academic records, physical fitness, leadership abilities and medical qualification. Application is normally made while a member of the GMC or (for students not enrolled in the GMC) early in the sophomore year. Individuals entering the POC must have two academic years remaining in college as full time students at the undergraduate and/or graduate level. Upon completion, all POC students are obligated to accept a commission and enter the



active-duty Air Force.

AFS-300 materials emphasize student involvement in learning and practicing leadership and management techniques. The AFS-400 course deals extensively with the political, economic and social factors relating to the formulation and implementation of national security policy. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized, and communicative skills are stressed throughout the entire AFROTC curriculum.

Cadets receive a nontaxable monthly allowance while on contract (normally during the two academic years in their POC) during the school year. This allowance is in addition to any other scholarship benefits.

The POC consists of four semesters of study and leads to a commission in the United States Air Force. Three classroom hours, two hours of leadership laboratory and two hours of physical fitness training are required weekly. Students interested in this program should contact the Professor of Air Force Studies prior to registration.

## **Field Training Course**

All students accepted for entry into the POC must complete a four-week field training course, conducted at an active Air Force base during the summer months. Normally, students attend field training between the sophomore and junior years.

When attending the field training course, a student is furnished transportation or payment for travel plus pay. Uniforms and free medical care are furnished while at field training.

## **AFROTC College Scholarship Program**

The Air Force Studies Department nominates qualified freshmen and sophomores to compete for three- and two-year scholarships. The scholarship entitlement pays up to full tuition and fees, a textbook allotment and a monthly allowance of up to \$500 per month. Scholarship consideration is predicated on student ability, performance, potential and specific academic majors needed in the Air Force.

Scholarships are also offered for the last two or three years for pre-med students. Interested students should contact the Department of Air Force Studies. Four-year scholarships are also available to high school students. High school students interested in making application should write: Air Force ROTC Det 14, South Residence Hall 147, Mobile, AL 36688-0002 or see the website [www.AFROTC.com](http://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**

**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 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 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 student 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)** AS202 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**

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.

# Online Academic Information

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The online learning center program is oriented toward the non-traditional student, usually working adults or students who need the flexibility to balance work and study. The online program operates on six semesters at an accelerated pace (7 weeks) fall (A & B) and spring (A & B) and summer (A & B) sessions. In terms of academic standards and quality, the programs are parallel. SHC offers a number of undergraduate programs that can be completed entirely with online courses. These programs are available to students who are interested in taking online courses exclusively. Newly admitted students who choose this option may not enroll in classes with scheduled face-to-face meetings. Online students have access to all academic and support services such as financial aid, advising, library services, and career services. As mental health counselors are not allowed to provide counseling services to students not located in Alabama at the time of service, online students may not be eligible to receive campus-based counseling services. However, Counseling & Wellness services can provide referrals for students as necessary.

## General Academic Policies

The section on “General Academic Policies” in the General Information section of the 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 Online students, unless specifically overridden within the current section of this Bulletin.

## Online Core Curriculum

Skills		
Required Courses	Credit Hours	Courses for Specific Majors
Composition: ENG 121*	3.0	Honors: 190
Composition: ENG 123*	3.0	Honors: 290
Logic: PHL 101/190	3.0	Honors: 190
THL 101/190	3.0	Honors: 190
MTH	3.0	Nursing: MTH 163

Language and Culture (SPA, FRE, ITA, or LAN)	3.0	
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**Foundations I: Understanding the national and global human communities (One course must be in History)**

Required Courses	Credit Hours	Courses for Specific Majors
HIS 120, 213, 214 or POL 112 The American national community	3.0	Nursing: Soc 101
HIS 110, 211, 212, 290, or POL 151, 161 The global human community	3.0	Nursing: any HIS or POL

**Foundations II: Understanding nature and the human being through the applications and methodologies of modern science**

Required Courses	Credit Hours	Courses for Specific Majors
Natural Science (BIO, CHM, or PHY)	3.0	Nursing: HSC 136/138
Social Science (PSY, POL, ECO, or SOC)	3.0	Nursing: PSY 101

**Foundations III: Understanding human reality through the creative imagination**

Required Courses	Credit Hours	Courses for Specific Majors
Visual/Performing Arts	3.0	Elementary Ed: EDU 270/271
Literature (ENG (200-level) or ENG 276)	3.0	

**Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition**

Required Courses	Credit Hours	Courses for Specific Majors

PHL (200/300 level)	3.0	Elementary Ed: EDU 201 Nursing: PHL 318
THL (200/300 level)	3.0	
<b>Explorations</b>		
Required Courses	Credit Hours	Courses for Specific Majors
Elective outside of major knowledge area*	3.0	Nursing: PSY 204
<b>Total Credit Hours for Core Curriculum: 45</b>		

\*\*This course cannot be used to satisfy a program elective or any other core requirement. Students may fulfill this requirement with any course outside of their major Division. Additionally:

- Students in business degree programs may fulfill the requirement with an art or communications course
- Students in communication and/or art programs may fulfill the requirement with a business course
- Students in education programs may fulfill the requirement with any course outside of EDU
- Students in social sciences programs may fulfill the requirement with a humanities or education course
- Students in humanities programs may fulfill the requirement with a social sciences or education course

## Pathways Seminars

Online students are not required to take the 2-credit Pathways sequence. Pathways courses are designed in large part to facilitate and deepen student engagement with the campus community. As such, the Pathways courses are oriented to the specific needs of in person students as they transition to the campus environment. Online students are provided a (non-credit) online orientation designed to help identify important resources and aid in their transition to Spring Hill College.

# Coast Guard Aviation Training Center Collaboration

Students from the Coast Guard Aviation Training have enrolled in a variety of tracks through Spring Hill College. The following tracks are available:

**One-credit hour professional development workshops:** These courses, taught at the Coast Guard Aviation Training Center, are scheduled in collaboration with and through approval of Coast Guard personnel. Enrollment in these courses requires application, a copy of a current Coast Guard transcript and minimum requirements as defined under Undergraduate Programs, Admissions Requirements.

**Undergraduate Degrees:** Students may enroll in an undergraduate degree program offered on campus. Admissions requirements for Veterans and Active Military Personnel should be referenced for conditions of acceptance. In addition to a current Coast Guard transcript, all official transcripts from institutions of higher education will be required for consideration. Additional documents and materials may be requested.

**Graduate Certificates in Leadership and Ethics and Logistics and Supply Chain Management:** Graduate students may apply to a four-course sequence that qualifies them for a graduate Certificate in Leadership and Ethics or Logistics and Supply Chain Management. Non-degree seeking students must carry an undergraduate GPA of 3.0 to qualify for this program. Students lacking the specified 3.0 may be considered for Admissions through committee approval. Additional documents and materials may be requested. Students are expected to submit a Certificate Completion Form, available on BadgerWeb, after completing all four courses in the sequences.

**Graduate Studies:** Graduate degree programs, as defined in the Bulletin under Graduate Studies, provide an additional option for students in the Coast Guard seeking advanced higher education. Graduate program policies and information are delineated in the Graduate Studies Policy section of the Bulletin. Completed application packets are forwarded to the appropriate division for final decision of acceptance.

## **Transfer of Military Credit or Credit from Other Institutions**

Military transcripts will be evaluated and transfer credit will be given for equivalent coursework identified on the military transcript. Generally, no transfer credit will be given for coursework already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

## **Tuition, Fees, & Financial Aid**

Tuition and other expenses for Traditional Undergraduate Program Expenses and the Online Learning Program Expenses at <http://www.shc.edu/admissions/tuition-and-aid/>. Through a combination of external and internal scholarships, grants and tuition waivers, Spring Hill seeks to make its education financially accessible to veterans. Please review the Student Financial Services section of the Bulletin for additional information regarding Financial Aid.

## Undergraduate Baccalaureate Programs

Interdisciplinary Studies  
Organizational Leadership  
Supply Chain Management  
Theology

## Undergraduate Certificate Programs

### Certificate in Business Administration

The business administration certificate is designed to provide the student with exposure in three of the functional areas of business administration. Students will gain practical business skills in the areas of management, marketing, and finance. In addition, the importance of ethical decision making is emphasized with the course in Business Ethics.

Course	Title	Credit Hours
MGT 301	Management Principles	3
MKT 311	Marketing Principles	3
FIN 301	Financial Management	3
PHL 313	Business Ethics	3
		Total: 12

### Foundations in Business Certificate

The Foundations of Business Certificate is a four-course curriculum focused on providing students with exposure to the courses that are typically found in business school curriculums. The certificate will also be of value to those students in areas other than business that are looking for an understanding of the foundational areas of business. Students will learn proficiency in Microsoft Office Suite, macroeconomics, the study of accounting principles and concepts related to the preparation of financial statements, and a choice between a course in the foundations of management or marketing. The program is offered each summer and is fully online. To receive the certificate, students must complete the following courses:



<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>ECO 101</b>	Principles of Macroeconomics	3
<b>ACC 201</b>	Principles of Accounting	3
<b>ACC 202</b>	Principles of Accounting II	3

Choose one of the following: 3

<b>MGT 301</b>	Management Principles (3)
<b>MKT 311</b>	Marketing Principles (3)

## **Certificate in Management & Marketing**

The objective of the management and marketing certificate is to provide the student with exposure to the foundations of management and marketing theory, and insight into practical applications of these ideas into the business organization.

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>MGT 301</b>	Management Principles	3
<b>MKT 311</b>	Marketing Principles	3
<b>PHL 313</b>	Business Ethics	3

Select one of the following or approved courses: 3

<b>MGT 320</b>	Organizational Behavior (3)
<b>SCM 301</b>	Principles of Logistics and SCM (3)

## **Certificate in Leadership & Ethics**

This 12-credit-hour certificate is designed for students who wish to enhance their knowledge of leadership and ethics. This certificate program provides an understanding of leadership, its ethical dimensions and the context for its practical settings. Spring Hill College undergraduate students may

pursue this certificate as a complement to any degree offered by the College. Students must achieve a minimum grade point average of 2.5 in the certificate courses and complete the certificate within four years of declaring the certificate and completing the first certificate course. Transfer credit is not accepted toward this certificate. The undergraduate Certificate in Leadership and Ethics includes:

Course	Title	Credit Hours
<b>PHL 313</b>	Business Ethics	3

Select three from the following: 9

<b>LDR 310</b>	Work, Motivation and Leadership in the New Workplace (3)
<b>LDR 410</b>	Managing Diversity in the Workplace (3)
<b>LDR 420</b>	Conflict Management and Resolution (3)
<b>MGT 320</b>	Organizational Behavior (3)

## Courses

**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.

## **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 302. Intermediate PowerPoint (1)\*** This course will focus on developing intermediate level Microsoft PowerPoint 2010® skills. The general concept covered will include importing slides from other presentations; creating original slide masters; creating action buttons and other navigational aids; inserting and formatting charts, diagrams, and other graphic elements; animating text and graphic elements beyond basic animation styles; linking information, data and other materials from Word® and Excel® applications; reviewing options for presenting a slide show; and preparing a presentation for the web. The student enrolled in this course should feel comfortable using and have a good basic understanding of PowerPoint®, including creating slideshows, adjusting layouts and themes, using basic animation and transition elements, and inserting and manipulating basic text and graphics.

**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 358. Introduction to Microsoft Access (1)\* Using Microsoft Access as the example application, students will explore and become familiar with the basic components of a modern relational database in this one-day, intensive, hands-on course. Students will examine the process of planning, organizing, developing and using a Microsoft Access database. The general concepts involved in the use of Microsoft Access to store and report on data will be the focus. 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. LDR 491. Special Topics Workshop in Leadership (1)\* Workshop on a specific area of leadership. Content depends on the needs of the students and the interest of the faculty. \* All

one-credit-hour courses will have two of these three components: pre-assignment, post-assignment, or in-class written assignment.

## Certificate in Supply Chain Management

The objective of the certificate in Supply Chain Management (SCM) is to expose students to the management skills and processes needed to manage the flow of goods and services within industries. The movement and storage of raw materials, work-in-process, and finished goods all the way from the point of origin to the point of consumption falls within the scope of SCM.

Course	Title	Credit Hours
SCM 301	Principles of Logistics and SCM	3
SCM 410	Transportation Management	3
SCM 420	Warehouse and Inventory Management	3
PHL 313	Business Ethics	3

## Certificate of Theological Studies (CTS)

Contact: Christopher J. Viscardi, SJ

The Certificate of Theological Studies requires 30 semester hours selected from these categories: Biblical (two courses), Historical (two courses), Moral (two courses), Pastoral (one course), Systematic (one course) and two additional courses from any of the categories mentioned or from “elective only” offerings. With the approval of the chair of theology, CTS students may also take selected Master of Theological Studies courses for undergraduate credit. The CTS requires an overall B- (2.7) average and may be expanded into a BA degree in Theology by completion of further requirements (see Graduate Programs of Study, Master of Theological Studies Programs).

Ordinarily, transfer credits will be considered for approval only upon admission to the program, following the standards given under Graduate Programs of Study. For undergraduate certificates, a maximum of six hours of approved course work may be accepted.

# Graduate Studies Information

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## Admission

Admission into a graduate program is granted after approval of a formal application. Applications may be obtained from the Office of Admission. Official transcripts from colleges attended must be mailed from the institution directly to the Office of Admission. The \$25 application fee must accompany the application for admission (fee waived for applications submitted electronically).

Through the admissions process, the student ultimately must achieve full standing. Full standing may be achieved through unconditional admission, a status in which the student enjoys full standing upon entering the program, or through conditional or provisional status. Provisional status requires the fulfillment of specific documentation in order to achieve full standing. Conditionally admitted students are those who have not met all academic standards or achievement markers. In each case, students will have a set amount of time to meet the requirements for unconditional status.

Admission requirements differ for each program. These requirements are listed in the sections of this Bulletin in which the particular program is described. Exceptions to these requirements are made only upon the recommendation of the Graduate Committee based on a written request by the applicant.

Students who have been academically dismissed from a graduate program at another college or university will not be considered for admission to a Spring Hill College graduate program until two years following their dismissal.

## Admission of International Applicants

International applicants for all programs are required to provide the documentation listed below, in addition to any other requirements specified by each program.

1. An official copy of a course-by-course evaluation of credentials earned outside the US by an approved evaluation service like World Education Service ([www.wes.org](http://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.

## **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 division and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost. Generally, no transfer credit will be given for course work already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

## **Residency**

While up to nine semester hours may be accepted in transfer upon entering the program, students must take the remainder of their graduate program in residence at Spring Hill College. Exceptions must be approved by the Graduate Committee.

## **Readmission**

Students who have been absent from Spring Hill College over 12 months must make a formal application for readmission through the Office of Admission.

Should a student request readmission after an absence of six years no prior credit earned will be accepted without evaluation by the program director and the Graduate Committee.

## **Non-Degree Status**

Non-degree status applies to:

1. Transient students - students enrolled in graduate study at another institution and seeking credited coursework for transfer back to the home institution. Transient students must complete the application, pay the application fee, and meet either the transcript requirement of the graduate program in which the transient study will take place or provide a certificate of good academic standing from the institution designated to accept the credits in transfer from Spring Hill College. Good standing may be established either by submission of the Spring Hill College verification form available at the Admission's Office or by submission of a similar form issued from the institution to which the credits will be transferred.
2. Audit students - students enrolled on a strictly audit basis must complete the application form and pay the application fee. The same tuition applies to audit and credit status. Course work taken while in audit status will not be granted credit at a later date.

3. Credit students - non-degree graduate students who are seeking graduate credit must complete the application form, pay the application fee and submit an official transcript of the highest degree awarded, at minimum the baccalaureate.

Non-degree status students must meet all admissions requirements in order to be elevated to degree-seeking status.

## **Grade Requirements**

Grades on all courses taken in the Spring Hill graduate program will be used in determining the student's overall grade point average. Grades from courses transferred from other institutions will be listed on the transcript but not included in the graduate grade point average calculation.

Students who earn two course grades lower than B- are subject to review by the Provost and the Graduate Committee and may be dismissed. Students who earn a third grade below a B will be dismissed. Students earning a grade less than C- in a graduate course will be dismissed from the program. No grade below C- will be accepted toward graduate degree requirements.

All graduate students at Spring Hill must maintain a B (3.00 on a 4.00 scale) average. Falling below a cumulative 3.00 GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Provost and the Graduate Committee and may be dismissed.

The minimum grade point average required for graduation from a graduate-level program is B (3.00 on a 4.00 scale) in all course work taken at Spring Hill College.

Other requirements for graduation, such as thesis requirements and comprehensive examinations, are listed with the requirements found in the section of this Bulletin for the specific program.

## **Academic Dismissal**

Students who are dismissed from a graduate program at Spring Hill College are not eligible for readmission into the same program.

Dismissal from a graduate program may be appealed within 10 days in writing to the Graduate Committee. If this appeal is not granted, there is no process for further appeals.

Students who have been academically dismissed from one Spring Hill graduate program cannot apply to take courses in another Spring Hill graduate program for a period of two years.

## **Auditing**

Students may register for any course as an audit. The fee is the same as for credit. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Courses taken for audit may be repeated for credit. Changes to audit status may be made until the "Last Day to Withdraw" on the academic calendar.



## Grading System

The grading system and grade appeals procedure as outlined in the section on “General Academic Policy” applies to graduate programs. However, graduate programs do not assign midterm grades.

## Removal of Incomplete Grades

For graduate students, an I is reverted to an F at the end of the following semester. For a graduate student who is taking undergraduate prerequisites and has been admitted into the graduate program, the graduate policy will apply for both undergraduate and graduate courses.

## Academic Dishonesty &/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 \$125 per semester credit. No transcript record will be kept. Participants must have the appropriate background for graduate courses. Registration is on a space-available basis and with program director approval. “Easy Listening” is appropriate for non-matriculated students as a first-time experience, for those fulfilling theology prerequisites, for professional development or for personal enrichment.

## **Registration Procedures**

Registration for each term will take place via BadgerWeb according to the graduate calendar published in this Bulletin and on the Registrar’s web page.

Students must receive clearance from their advisor prior to registering each term. Before late registration ends, it is the student’s responsibility to make certain that his/her official registration accurately reflects only those courses for which he/ she plans to enroll for the term. Students failing to register by the date designated in the Bulletin of Information or in the information published on the College website will be assessed a late registration fee. Failure to make payment by the specified date will result in cancellation of the early registration and will necessitate re-registering during the late registration period. Questions regarding registration procedures should be addressed to the Office of Admissions.

## **Graduation Procedures**

An application for degree (Notice of Intent to Graduate form) is due six months before the anticipated date of graduation. Failure to remit this form to the Registrar’s Office by the published deadline date can affect the appearance of your name on the printed program, the availability of your diploma, participation in the commencement ceremony and your ability to graduate. This form must be signed by the graduate program director. It is the responsibility of the student to know and satisfy the degree or certificate requirements of the academic program. Commencement exercises are held every spring for all May graduates, as well as those completing requirements the preceding December or the following August.

# Expenses

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

## Financial Obligations Specific to Graduate Studies

1. Graduate students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this Bulletin.
2. Payment for tuition, fees and required forms (i.e., company reimbursement form, enrollment agreement, etc.) are due by the date set forth in the student billing timeline. If tuition, fees and the required forms are not received by the Student Financial Services Office on or before the due date, a student's pre-registration may be canceled, a financial hold will be placed. Balances due may be paid by cash, check, MasterCard, Visa, AmericanExpress or Discover.
3. Graduate students desiring to pay education expenses in monthly installments can set up payment plans by logging into their BadgerWeb and access Nelnet Campus Commerce through the My Student Account link.
4. Refunds are only calculated for total withdrawal from an enrollment period. All students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

### A. Spring Hill College's Withdrawal Refund Policy

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

### B. Return of Title IV Federal Financial Aid

When a student withdraws from all classes, Spring Hill College determines if a refund is due and if the student is a Title IV recipient. The amount of earned and unearned federal financial aid funds that the student has received, or is eligible to receive, is determined in accordance with federal regulations.. The law assumes that a student "earns" approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal.

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

When the Financial Aid office determines that the student has not attended at least 60% of the payment period, then a recalculation of the student's aid for that payment period is completed and a portion of unearned aid will be returned to the Department of Education.

# Graduate Academic Programs

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## Master of Business Administration (MBA)

Program Director: James Larriviere, PhD — 251-380-4453

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

The MBA program is offered in an online format providing the maximum degree of flexibility, thereby allowing the student to continue their current career while earning an advanced business degree in the Jesuit, liberal arts tradition. The Spring Hill College MBA is comprised of 30 semester hours (10 courses). The program includes a solid core of 21 semester hours (seven courses), and nine semester hours (three courses) of program electives in the concentration of choice.

The Business Analytics track is designed to prepare individuals who can gather and analyze a variety of business data to enable data-driven decision making leading to optimized productivity, waste elimination, among other organizational goals. The Logistics and Supply Chain Track is designed to prepare an individual for various career paths in firm-specific logistics management, as well as supply chain management where the emphasis is the coordination of a network of companies working together to deliver a product to market. The Leadership track is designed to prepare individuals for responsibilities in the middle and upper management ranks by teaching and refining conceptual, analytical, and human relations skills. The Project Management track is designed for those already managing projects that want to further their education and/or prepare for industry certification in project management. Also, the program is designed for professionals interested in a career in project management.

A significant aspect of the MBA program at Spring Hill College is the emphasis on and inclusion of business ethics and social responsibility. Students should expect questions concerning ethical judgment and social responsibility to appear regularly in the graduate core curriculum. In addition to the integration of ethical issues in the MBA core courses, the BUS 573 Case Studies in Logistics and SCM (in the Logistics/Supply Chain concentration), the BUS 530 Business Ethics (in the Leadership concentration), and BUS 672 Project Management II (in the Project Management concentration) specifically examine the application of principles of ethics to activities within the complex organization. As a Jesuit institution, Spring Hill College believes that consideration of such matters is vitally important in the education of the business executive.

The program is not limited to individuals with an undergraduate degree in business. Well-qualified candidates from diverse academic backgrounds are encouraged to apply. There are no specific foundation courses required for admittance to the program, although undergraduate economics and business courses will prove beneficial to the students' success. A bachelor's degree from an accredited

institution is required.

## Graduate Business Faculty

Date in parentheses ( ) after each name is the date of initial faculty appointment. Service has not necessarily been continuous since that date.

**Anindya Biswas** (2012) Professor — PhD, Northern Illinois University, 2011; Teaching Areas: Economics, Finance, Business Analytics

**John S. Eads IV** (2016) Instructor—CHE, MHA, Trinity University, 1997; MBA, New Mexico State University, 1995; Teaching Area: HealthCare Management and Social Entrepreneurship.

**Stephanie D. Gapud** (2019) Assistant Professor—PhD, University of South Alabama, 2019; Teaching Area: Management, Leadership and Organizational Behavior.

**Sam Khoury** (2016) Associate Professor — PhD, Capella University, 2009; Teaching Area: Computer Information Systems, Logistics and Supply Chain Management.

**James B. Larriviere** (2001) Professor and Division Chair of Business and Communication, Graduate Program Director — PhD, Auburn University, 1995; Teaching Areas: Economics, International Business, Finance.

**Theresa McGonagle Crider** (1997) Assistant Professor — MLIS, Florida State University, 2008; MBA, Spring Hill College, 2004; Teaching Areas: Management and Computer Information Systems.

**Stacy E. Wellborn** (2019) Instructor— PhD, University of South Alabama, 2024; Teaching Areas: Management, Supply Chain and Entrepreneurship.

## Admission Requirements

Admission to the MBA program is open to all qualified applicants 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 <https://www.shc.edu/academics/graduate-students/>. Information pertaining to the program, application for admission, and other necessary forms may also be obtained by calling or writing the Online Learning at [grad@shc.edu](mailto:grad@shc.edu).

Admission decisions will be based on a complete portfolio (includes a current resume, undergraduate transcripts and the graduate student application.) A \$25 non-refundable application fee must accompany the application. The application fee is waived for those applying online.

Students may achieve full standing through initial admission at one of three levels of admission: unconditional, conditional and provisional. Unconditional admission gives full standing upon entering

the program, while conditional or provisional admission requires the student to fulfill specific documentation and/or performance criteria.

## **Unconditional Admission**

A student will be considered for unconditional admission by meeting the following standards:

1. A bachelor's degree from an accredited institution with a 2.75 or higher cumulative GPA.
2. A complete portfolio (current resume, undergraduate transcripts and the graduate student application).
3. A minimum of 80 on the Internet-Based TOEFL examination (213 on the computer based version) for students whose native language is not English.

## **Conditional Admission**

Applicants who do not meet the standards for unconditional admission may be admitted conditionally if, in the judgment of the Graduate Program Director, they have the potential to successfully complete an MBA program. Evidence of that potential may include the following:

1. Being previously and fully admitted to and having maintained good standing in a nationally accredited graduate business program;
2. Having earned a post-bachelor's level degree in any field from an accredited graduate program or professional school or
3. Having, in the judgment of the Graduate Program Director, significant business experience at an executive level.

The performance of each student admitted conditionally will be reviewed by the Graduate Program Director after the completion of nine credit hours of coursework to determine whether the student will be elevated to unconditional status or dropped from the program. A grade point average of B (3.00) or higher must be achieved within the first nine hours for the admission status to be raised to unconditional.

## **Provisional Admission**

Upon the recommendation of the Graduate Program Director, an applicant with an undergraduate degree with a GPA of 2.75 or higher for whom official transcripts are not yet received by the time classes commence in the semester for which application is made may be admitted provisionally. Official transcript must be presented to the Graduate Office prior to the end of the first semester of enrollment. Future enrollment may be suspended until the transcript is presented.

## **Graduation Requirements**

1. Completion of the 30 hours of MBA core and program elective course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of BUS 599 at Spring Hill College with a grade of at least B-. This course will serve as the capstone or integrating comprehensive experience for the program.
3. Completion of the program within six calendar years. Students must complete at least one

course a year to remain in the program.

## Transfer Policy

Up to nine hours of MBA core or program elective coursework may be transferred in (B grade or better). All other provisions of the section “Transfer of Credit From Other Institutions” apply.

## Non-Degree Students

In recognition that some students might not wish to undertake a complete MBA program but would rather study a few selected courses, a student may enroll in any MBA course in a non-degree status. Such students must complete the application form, pay the application fee, and provide transcripts verifying graduation from an accredited bachelor’s level program. Up to nine hours taken in a non-degree-seeking status may be applied toward the MBA degree should the student decide to make the commitment to pursue the complete program. The normal admission standards must be met by such students.

## The MBA Curriculum

The following courses are required of all students (21 semester hours):

Course	Title	Credit Hours
BAN 570	Introduction to Data Analytics	3
BUS 520	Organizational Behavior and Ethical Decision Making	3
BUS 535	Cost Accounting and Financial Analysis	3
BUS 550	Managerial Economics and Corporate Profitability	3
BUS 565	Logistics and Supply Chain Management	3
BUS 580	International Business	3
BUS 599	Business Strategy, Policy and Sustainability	3

Core Total: 21



## Concentration in Business Analytics

Course	Title	Credit Hours
BAN 571	Introduction to Management Science	3
BAN 572	Introduction to Business Analytics	3
BAN 573	Advanced Business Analytics	3

Electives Total: 9

## Concentration in Logistics and Supply Chain Management

Choose three from the following: 9

Course	Title	Credit Hours
BUS 571	Procurement and Material Management	3
BUS 572	Logistics Information Systems	3
BUS 573	Case Studies in Logistics and Supply Chain Management	3
BUS 574	Management and Distribution of Inventory	3

Electives Total: 9

## Concentration in Leadership

Choose three from the following: 9

Course	Title
BUS 525/LIS 572	Leadership (3)
BUS 530/LIS 573	Business Ethics and Social Responsibility (3)
BUS 592/LIS 574	Conflict Management (3)

## Concentration in Project Management

Course	Title	Credit Hours
BUS 671	Project Management I	3
BUS 672	Project Management II	3

Choose one from the following: 3

BUS 673	Project Management Software (3)
BUS 674	Project Management Capstone (3)

## Graduate Level Business Courses

### MBA Core Courses

**BAN 570. Introduction to Data Analytics (3)** An analysis of organizing, summarizing, interpreting, and reporting data, probability concepts, probability distributions, statistical inference (estimation and hypothesis testing), regression, and non-parametric analysis.

**BUS 520. Organizational Behavior and Ethical Decision Making (3)** Presents a behaviorally oriented, interdisciplinary course focused on understanding human motivation and behavior patterns within an organizational setting. Throughout the course, major ethical theories are integrated and applied to contemporary business topics including conflict management, organizational culture, diversity and inclusion, person-organization fit, team functioning, decision making, change management and leadership.

**BUS 535. Cost Accounting and Financial Analysis (3)** This course is intended to provide a comprehensive view of how accounting systems — particularly cost accounting systems — allow the manager to plan goals and develop budgets in order to exercise control over the operation of the business firm. The process of reviewing and analyzing a company's financial statements is emphasized.

**BUS 550. Managerial Economics and Corporate Profitability (3)** Increasing corporate profitability through the use of economic analysis is the focus of this course. Topics include pricing strategies, decisions regarding capital structure, organizational architecture and its impact on the managerial decisions.

**BUS 565. Logistics and Supply Chain Management (3)** This course is an analysis of logistics and supply chain management concepts, processes, procedures and strategies throughout the supply chain. These concepts include inventory control, demand management, forecasting and integrating models of procurement, transportation, warehousing, materials handling and storage, global logistics and information systems integration. Students will analyze logistics processes and metrics, recommend solutions for improvement of operations, and develop logistics strategies.

**BUS 580. International Business (3)** An examination of the internal and external environment facing firms involved in the international marketplace. The course examines economic, political, management, marketing and financial implications of doing business in an international setting.

**BUS 599. Business Strategy, Policy, and Sustainability (3)** Designed as a capstone experience for the MBA student. The various functional areas of business study will be integrated in this course, while emphasizing corporate social responsibility and sound business leadership practices.

## **Business Analytics**

**BAN 571. Introduction to Management Science (3)** An introduction to a broad range of topics in management science, namely: decision theory, linear programming, nonlinear and dynamic programming, transportation and assignment models, network models (PERT-CPM), Markov chains, game theory, inventory models, queuing theory, and simulation models. Prerequisite: BAN 570.

**BAN 572. Introduction to Business Analytics (3)** The course provides coverage over the full range of business-analytics—descriptive, predictive, and prescriptive. It includes step-by-step instructions to help students learn how to use Excel and Excel add-ons such as XL Miner for data mining and the Analytic Solver Platform for optimization and simulation. Prerequisite: BAN 570.

**BAN 573. Advanced Business Analytics (3)** The course provides a strong foundation for extensive data analysis, spreadsheet use, and modeling in two other statistical software, R and Python. Students can learn several analytical methods useful in real-life business-decision making. Prerequisite: BAN 570.

## **Logistics and Supply Chain Management Concentration Electives**

**BUS 571. Procurement and Material Management (3)** This course explores purchasing and materials management practices and strategies implemented throughout industry. Topics analyzed include purchasing proposal solicitation and evaluation, supplier evaluation, contract development and execution, inventory control, lean logistics, supplier development, material flow, forecasting, supply chain integration, responsible procurement and e-procurement.

**BUS 572. Logistics Information Systems (3)** This course is an analysis of the integration of information systems within logistics and supply chain operations. Topics include Supply Chain Management (SCM) systems, Enterprise Information Systems (ERPs), warehousing and transportation systems, Customer Relationship Management Systems (CRMs), transaction processing systems and Decision Support Systems (DSS). Special emphasis will be placed on the integration of SAP ERP within supply chains.

**BUS 573. Case Studies in Logistics and Supply Chain Management (3)** This course is a study of

logistics and supply chain management through case studies. Students will analyze numerous logistics and supply chain cases and propose recommendations that would integrate effective supply chain strategies. Some of the topics explored include supply chain optimization, supply chain metrics analysis, reducing supply chain risk, supplier development, supplier selection and management, supporting lean manufacturing, and transportation evaluation and selection.

**BUS 574. Management and Distribution of Inventory (3)** This advanced logistics and supply chain management course explores various inventory control and distribution practices, techniques, and best practices. Topics addressed include forecasting, warehouse utilization, automation, and optimization, transportation regulation, inventory control models and techniques, and the use of information technology to reduce and control inventory levels.

### **Leadership Concentration Electives**

**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 530. Business Ethics and Social Responsibility (3)** Philosophical study of the application of principles of ethics to activities within the complex organization. The critical questions involved in ethical business conduct and an awareness of appropriate concerns for social responsibility are considered.

**BUS 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 595. Special Topics (3)** The content of the course will be designed to meet the academic and professional needs of MBA students.

### **Project Management Concentration Electives**

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

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

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

**BUS 674. Project Management Capstone (3)** In this capstone course, students will identify a project or

select a case study to utilize throughout the course to complete a series of deliverables required for project management. Some of these deliverables include a project charter, budget, work schedule matrix, project scope, risk assessment documents, and a communication plan.

### Graduate Certificates

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

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

Students in process of completing the Graduate Certificate in an area of study and considering applying to the MBA program should formally apply prior to the completion of the third course in the Certificate program. Up to nine hours completed in a non-degree seeing status may be applied toward the MBA degree.

### Certificate in Business Analytics

Course	Title	Credit Hours
BAN 570	Introduction to Data Analytics	3
BAN 571	Introduction to Management Science	3
BAN 572	Introduction to Business Analytics	3
BAN 573	Advanced Business Analytics	3

### Certificate in Logistics and Supply Chain Management

Course	Title	Credit Hours
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<b>BUS 565</b>	Logistics and Supply Chain Management	3
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**Choose three from the following: 9**

<b>BUS 571</b>	Procurement and Material Management (3)
<b>BUS 572</b>	Logistics Information Systems (3)
<b>BUS 573</b>	Case Studies in Logistics and Supply Chain Management (3)
<b>BUS 574</b>	Management and Distribution of Inventory (3)

## Certificate in Leadership

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BUS 520/LIS 571</b>	Organizational Behavior	3

**Choose three from the following: 9**

<b>BUS 525/LIS 572</b>	Leadership	3
<b>BUS 530/LIS 573</b>	Business Ethics and Social Responsibility	3
<b>BUS 592/LIS 574</b>	Conflict Management	3
<b>BUS 595</b>	Special Topics	3

Total: 12

## Certificate in Project Management

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>BUS 520</b>	Organizational Behavior	3
<b>BUS 671</b>	Project Management I	3
<b>BUS 672</b>	Project Management II	3

**Choose one from the following:**

<b>BUS 673</b>	Project Management Software (3)
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# Master of Science in Nursing Program

Program Director: Erin Sheppard, DNP, APRN, FNP-BC

The mission of the Program 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.

## **Philosophy:**

The Program of Nursing supports the mission and values of the institution, while educating graduates to become leaders in service to others. The tradition and identity of Spring Hill College draws from the strength of its Catholic heritage and its Jesuit spirituality and education philosophy. The nursing program nurtures both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

The person resides in an ever-changing, culturally diverse society and assumes responsibility for decisions regarding personal health and illness. Each individual is a holistic being with intrinsic worth, who has bio-psycho-social, spiritual and cultural dimensions in interactions with the environment. Respect for individual human dignity, equality, freedom, and justice are basic rights in our society.

Health is a dynamic multidimensional state represented by a health continuum and is affected by personal choices, values, and interactions with the environment. Nursing promotes the awareness of healthy lifestyles and, compassionately, assists individuals to reestablish health, and to cope with illness or impending death.

The environment includes the interaction of physical, ecological, political, cultural, and religious factors. Healthcare policy shapes the nature of quality and safety of the practice environment. Although the environment is constantly changing, a healthy environment is conducive to the quality of life for individuals, families, the community, and society.

Nursing practice is committed to promoting health, preventing disease, and improving patient outcomes. It involves knowledge, critical thinking skills, and collaboration with other colleagues and disciplines to provide high quality, safe, effective, patient-centered and holistic care. Nurses as caregivers, teachers, and advocates must use technology and evidence-based practice incorporating ethical, moral, and legal standards.

Nursing education at SHC strives 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. The graduate will be educated in the Catholic, Jesuit, liberal arts tradition to become a competent, intelligent nurse who exercises compassion and caring in a culturally diverse society. Through their professional nursing courses, the faculty prepares their students to become critical, conscientious, health care professionals, who are committed to excellence in the service to others.

Learning occurs in a virtual environment, the classroom, and clinical experiences. The role of the nurse educator is to facilitate the student's learning and provide opportunities to meet individual learning needs based on diverse learning styles. This teaching process takes place through cognitive, psychomotor, and affective learning, by incorporating the students' life experiences, motivation, and scholastic aptitude to reach their maximum potential.

## **Program Goals**

The overall goal of the Master of Science in Nursing (MSN) Program is to prepare leaders in nursing who will demonstrate the knowledge and skill to:

1. Provide leadership in service to others at the point of care in a variety of settings in which healthcare is delivered or taught.
2. Manage complex clinical cases and provide leadership at the point of care for individuals, families, groups and populations.
3. Lead and collaborate with interprofessional teams in the delivery of evidence-based, patient centered, and culturally responsive health care in multiple settings across the care continuum.
4. Assume accountability for the ongoing acquisition of knowledge and skills to effect change in health care practice, outcomes, and the profession of nursing.
5. Advocate for policies that improve the health of individuals, families, groups, populations, and the profession of nursing.

## **End of Program Outcomes:**

The MSN program is directly related to the mission of Spring Hill College: to educate students to become responsible leaders in service to others. Nine expected student outcomes are articulated for graduates of the MSN program.

1. Integrate, translate, and apply scientific findings from current and evolving knowledge in nursing, sciences, and the humanities for the continual improvement of nursing care, clinical judgement and innovation across diverse settings.
2. Demonstrate systems effectiveness and leadership in current healthcare and educational issues for the promotion of high quality and safe patient care to reduce the risk of harm in both patients and providers. Apply established and emerging principles of safety and improvement science including the emphasis on ethical and critical decision making and effective working relationships to care delivery and the creation of a culture of safety.



3. Demonstrate nursing values in the development of a professional identity which exhibits accountability, collaboration, ethical behaviors, and social justice.
4. Work as a change agent to create, synthesize, translate, apply, and disseminate nursing knowledge within the practice setting as a mechanism for resolving practice problems, advancing scholarship, and improving health and transforming healthcare.
5. Utilize informatics and healthcare technologies to gather and manage data, drive decision making, and support professionals in order to improve care delivery to individuals, families, and aggregates/identified populations.
6. Provide leadership at the system level through policy development processes, advocacy strategies, and coordination of resources to influence nursing education, health, and healthcare in the provision of cost-effective, safe, quality, and equitable care for diverse communities.
7. Collaborate with other healthcare professionals, patients, families, communities, and other stakeholders to enhance healthcare and the surrounding experience. This collaborative effort should foster a partnership-based approach to care delivery, uphold respect for other professions, and enable nurses to perform effectively in a variety of roles.
8. Integrate person-centered and culturally appropriate principles in the education, planning, delivery, management and evaluation of evidence-based disease prevention, health promotion, and services to individuals, families, and/or important others. Care should be comprehensive, tailored, fair, respectful, compassionate, well-coordinated, evidence-based, and developmentally appropriate.
9. Demonstrate graduate-level nursing practice interventions, including engagement with traditional and non-traditional partnerships, that encompass healthcare delivery from public health to disease management for individuals, populations, and systems for the improvement of equitable health outcomes.
10. Engage in activities that foster personal health and wellbeing, enhance professional maturity, contribute to continuous learning and expertise, and foster leadership development.

## **Accreditation**

The master's degree program in nursing at Spring Hill College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## **Degree Program**

Spring Hill College offers an MSN degree program designed to prepare nurses for leadership in the health care delivery system as Executive Leadership. The MSN program further provides a program to prepare Nurse Educators for the rapidly growing need of additional practitioners. The MSN program combines online courses, clinical integration with 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 Nurse Educator or Executive 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.

## **Graduate Nursing Faculty**

Date in parentheses ( ) after each name is the date of initial faculty appointment. Service has not necessarily been continuous since that date.

**Martha Gibson** (2013) Associate Professor – PhD, Texas Women's University, 2010.

**Katie McCord** (2019) Assistant Professor - DNP, Samford University, 2022.

**Erin Sheppard** (2021) Assistant Professor, Associate Chair of Health and Sciences and Program Director of Nursing - DNP, University of South Alabama, 2020.

**Kathy Sheppard** (2019) Professor,– PhD, University of Alabama at Birmingham, 2010.

**Catherine Speakman** (2022) Assistant Professor - DNP, University of South Alabama, 2013.

## **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 an educational or clinical setting and have access to a health care facility for clinical or educational integration and research,
4. Meet the admissions criteria listed below that are appropriate for the academic degree that he or she holds.

The admission process for all application categories requires official transcripts from all colleges attended, mailed directly to the Office of Admissions by the appropriate registrar. Applicants must submit three written references, employer verification, verification of a current physical exam, immunizations, background check, a current resume and a 500-word statement that explains how becoming a Nurse Educator or Executive Leader will help them achieve their personal and professional goals.

## **Admission Requirements (BSN Required) 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 coursework, the student must complete the first six hours of coursework at Spring Hill College with at least a “B” average (3.0 on a 4.0 scale).

# Provisional Admission

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

# Grade Requirements

MSN — All graduate students must maintain a B (3.0 on a 4.0 scale) average. Falling below a 3.0 cumulative GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Graduate Committee and the Provost and may be dismissed. Students who earn two course grades lower than a B are subject to review by the Graduate Committee and may be dismissed. Students who earn a third grade below a B will be dismissed from the program. Students earning a grade of D or F in a graduate course will be dismissed from the program.

# Transfer Policy

See Graduate Program Policies

# Graduation Requirements

- 1. Completion of the 36 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 practicum, residency and projects as appropriate for each track 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 (Two Concentrations)

Core Curriculum (18 Credits)
Advanced Pathophysiology, Pharmacology & Assessment (NUR 510; 3 credits) 60 clinical hours
Applied Research and Evidence Based Practice (NUR 514; 3 credits)
Ethics in Healthcare (NUR 511; 3 credits)
Informatics in Healthcare (NUR 512; 3 credits)
Health Policy (NUR 518; 3 credits)
Advanced Statistics for Healthcare (NUR 519; 3 credits)

Executive Leadership (18 credits)	Nursing Education (18 credits)
Theoretical Foundations of Leadership (NUR 513; 3 credits) 20 clinical hours	Theoretical Educational Foundations of Nursing Education (NUR 530; 3 credits) 20 clinical hours
Quality and Safety in the Healthcare Environment (NUR 541; 3 credits) 60 clinical hours	Curriculum Development (NUR 531; 3 credits) 60 clinical hours
Organizational Behavior (NUR 542; 3 credits) 60 clinical hours	Course Development (NUR 532; 3 credits) 60 clinical hours
Finance for Healthcare Leaders (NUR 543; 3 credits) 60 clinical hours	Teaching Strategies (NUR 533; 3 credits) 60 clinical hours
Administration in Healthcare Organizations (NUR 544; 3 credits) 60 clinical hours	Testing and Evaluation Strategies (NUR 534; 3 credits) 60 clinical hours
Practicum – Project Development (NUR 545; 3 credits) 180 clinical hours	Practicum for Nurse Educators (NUR 535; 3 credits) 180 clinical hours
Total Program Credits 36	

## MSN – Core Courses

**NUR 510. Essentials of Advanced Health Assessment, Pathophysiology and Pharmacology (3)** The focus of this course is to advance current knowledge of health assessment, pathophysiology and

pharmacology. Students will focus on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 60 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Clinical decision making is supported through the understanding of human physiology and pathophysiology and use of appropriate pharmacotherapeutic agents in the care of patients. Prerequisites/Corequisites: None.

**NUR 511. Ethics in Healthcare (3)** Students will investigate the role of ethics in situations encountered by healthcare professionals. Ethical theories will be explored along with decision making in healthcare, illness and other environments. Prerequisites/Corequisites: None.

**NUR 512. Informatics in Healthcare (3)** This course will prepare healthcare professionals to utilize data from information and communication systems. Students will utilize data and information in the advancement of individual and public healthcare as well as in evidence-based practice to improve patient outcomes. 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: Advanced Statistics for Healthcare.

**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 519. Advanced Statistics for Healthcare (3)** Students will gain a broad understanding of common research methods and data analysis that are used in healthcare research. Students will be exposed to common statistical data analysis for biostatistical problems. Prerequisites/Corequisites: Undergraduate statistics

## **Specialized Courses (Executive Leadership)**

**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. This course includes a 20-contact-hour clinical integration experience. Prerequisites/ Corequisites: None.

**NUR 541. Quality and Safety in the Healthcare Environment (3)** This course will dwell into the quality and safety issues facing healthcare today. QSEN goals and objectives will be utilized so that the student has an in-depth knowledge facing nursing leaders in healthcare. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 542. Organizational Behavior (3)** This course incorporates the study of management principles and practices with the analysis of human behavior within organizations. Students will learn advanced behavioral science theories and assess how they integrate with management theories resulting in

effectiveness, efficiency and human resource development within organizations. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 543. Finance for Healthcare Leaders (3)** This course will cover the finance and budget for all nurse leaders as they lead to organization to budgetary constraints from government and insurance companies to continue to provide best evidence care at a cost saving to the individual patient. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 544. Administration in Healthcare Organizations (3)** This course will cover the criteria and relationships from the perspective of administration. The nurse leader will learn to evaluate the organization's structure and function and be a valuable member of the administration and direction of the agency. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 545. Practicum – Project Development (3)** This course will direct and discover the realistic role of the nurse leader, through a practicum/preceptor experience. The student will work side by side with a nurse leader to gain access and day to day experiences for the working environment. This course also provides the opportunity for the student to select a specific project to be completed while collaborating with the clinical preceptor and faculty partner. The student will identify a specific project intended to improve the health care for individuals and populations. This course provides the student with a 180-hour immersion experience to become proficient in applying concepts from all previous courses with application in the nursing leadership environment. Prerequisite: All core MSN classes and Executive Leadership didactic and clinical integration courses.

## **Specialized Courses (Nursing Education)**

**NUR 530. Theoretical Educational Foundations of Nursing Education (3)** In this course, the student will examine multiple educational theories. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing, and evidence-based practice. The student will show how to apply the theories in education with clients and their families. This course includes a 20-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 531. Curriculum Development (3)** In this course, the student focuses on the processes of curriculum development. Traditional and advanced program development applied to various educational environments are examined. Students in this course learn the theoretical foundations that address curriculum development, assessment, and evaluation. They also focus on portions of the curriculum, which include social, professional, and educational trends that affect nursing education curriculum. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 532. Course Development (3)** In this course, the student will learn to develop courses for use in traditional small to medium size classrooms, online learning, hybrid learning, lecture for large classes and short courses. Students will be challenged to plan for student engagement in these courses with the addition of transition from one type of course to another due to emergency situations. Bloom's taxonomy and writing course and student objectives will be emphasized. The student focuses on

developing outcomes for the course, how to write a syllabus and a timeline, how to meet accreditation requirements, how to utilize technology in developing courses, how to utilize theory in establishing a framework for courses, how to utilize current evidence-based research to develop courses, and how to utilize different teaching and learning strategies in developing courses. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: Curriculum Development.

**NUR 533. Teaching Strategies (3)** In this course, the student explores how to plan instruction on a nursing topic, creating and adapting meaningful lessons, and assessment/evaluation strategies for multiple learning environments and learner characteristics. The student will consider the diverse learning needs and ethical considerations of various learner groups (e.g., vulnerable populations, clients with disparities, nursing students, staff, and patients/caregivers). Students also examine how to effectively integrate technology tools and develop lessons encompassing those needs. Students will explore evaluation strategies and related outcome measurements and how technology can assist. This course includes a 60-contact-hour clinical integration experience.

### **Prerequisites/Corequisites: Curriculum Development, Course Development**

**NUR 534 Testing and Evaluation Strategies (3)** In this course, the student examines educational measurement. Assessment and evaluation concepts, models, and frameworks are compared and analyzed for applicability in curriculum development. The student engages in application of measurement theory to the construction and use of educational evaluation tools. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: Curriculum Development, Course Development, Teaching Strategies.

**NUR 535 Practicum for Nurse Educators (3)** In this course, the student has an intensive experience in critical analysis, designed to broaden their views and support the integration of knowledge extended throughout the curriculum. This course emphasizes the application of teaching-and learning theories and concepts in implementation of the nurse educator role. The student demonstrates the competencies essential to the nurse educator. The role is implemented, applied and analyzed in collaboration with a nurse-educator mentor. In collaboration with a nurse-educator mentor, the student continues to apply teaching and learning theories and concepts in the implementation of the nurse-educator role in an academic or clinical practice setting and continues the implementation of evidence-based teaching strategies. The student completes a scholarly project demonstrating synthesis of the advanced knowledge and skills needed to be an effective nurse educator. This course provides the student with a 180-hour immersion experience to become proficient in applying concepts from all previous courses with application in the nursing education environment. Prerequisite: All core MSN classes and Nursing Education didactic and clinical integration courses.

# Graduate Degrees in Theology

Program Director: Christopher J. Viscardi, SJ, STD

Spring Hill College offers three graduate degrees in theology: the MTS (Master of Theological Studies), the MPS (Master of Pastoral Studies) and the MA (Master of Arts). All courses are offered online, using Google Meet videoconferencing. Adult students who have not completed a bachelor's degree may enroll, with approval of the program director, on an undergraduate level. Classes for the Summer Institute of Christian Spirituality meet on campus in Mobile, but are also available online (Google Meet or Zoom). For all courses, classes are video recorded and posted on the Canvas course page, so that students who are not able to attend some or all of a class can view it on their own time, taking notes and completing all assignments.

Since all programs are online, and students join the classes from different cities and states, a scaffolded sequence has been developed for advancing students successfully through their studies. Student interactions and community building is also cultivated: by synchronous online sessions, regular interaction on the threaded discussions on the Canvas course page, and limited enrollment (maximum of 25). The scaffolded sequence consists of five elements.

1. Level 1 — Courses for those who are beginning their graduate theology program, usually cross-listed with Level 2 (same course, but different requirements).
2. THL 520 Theological Research Methods — Introduction to advanced theological research and writing; must be completed before taking courses as Level 2.
3. Level 2 — Courses requiring advanced research and writing, usually cross-listed with Level 1 (same course, but different requirements).
4. Graduate Seminars — One-credit seminars with 8 weeks of assignments (reading, online discussions, and research) and one class meeting for oral presentations of the research project, using PowerPoint, Prezi or some equivalent. (THL580). The third and final Graduate Seminar will serve as the oral component of the comprehensive experience for MPS (THL 581) and MTS (THL 582) students.
5. Summer Institute of Christian Spirituality (SICS) — One-credit courses focused on specific areas of spirituality, over two consecutive weeks (or weekends) every June on campus in Mobile, also available online. At least one SPT course will be expanded to three credits, qualifying as a Guided Reading Course for MTS and MA students.

## Graduate Theology Faculty

Date in parentheses ( ) after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

**Matthew J. Bagot** (2007) Associate Professor — PhD, Boston College, 2010; Teaching Areas: Social Ethics, Moral.



**George B. Gilmore** (1974) Professor of Humanities — PhD, Fordham University, 1974; Teaching Areas: Systematic, Historical.

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

**Christopher J. Viscardi**, SJ (1979) Professor, Program Director of Graduate Theology — STD, Gregorian University, Rome, 1980; Teaching Areas: Historical, Spirituality.

**Stephen B. Wilson** (2000) Associate Professor and Program Director of Theology (undergraduate) and Honors Program — PhD, University of Notre Dame, 2000; Teaching Areas: Liturgy, Social Ethics.

## Master of Theological Studies Program

The Master of Theological Studies (MTS) degree requires 33 credit hours in the following sequence: nine hours of Level 1 courses; THL 520 (to be completed after nine hours of Level 1 and before taking any Level 2); 12 hours of Level 2 courses; six hours of Level 1, Level 2 or Guided Reading courses; three hours of Graduate Seminar. Students must also distribute these courses over the five areas of theology as follows: nine hours in Historical and/or Systematic; six hours each in Biblical and Moral; three hours in Pastoral; three additional hours are electives from any of the four areas mentioned. In the course descriptions the respective area is indicated as B, H, S, M, P. THL 520 (the required mid-program research course) is offered every fall term.

The Certificate of Theological Studies (CTS) is awarded to students who complete the same program of study as the Master of Theological Studies, but on the undergraduate level and without THL 520. 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 120 semester credit hours (See Online Learning section). After completion of the CTS and after completing sufficient hours toward the BA to achieve senior status, students must also take THL 496 (for a total of 36 hours). Students residing outside of metropolitan Mobile may complete the remaining course work at an accredited college or university in their locality. Credit from a junior or community college is limited to a maximum of 60 semester (or 90 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 Master of Theological Studies for Diaconate Formation degree is part of the Diaconate Formation Program. Students obtaining this degree must be part of the Diocesan Diaconate Formation program. The MTS degree requires 36 credit hours as part of a fixed curriculum (see below), offered at the monthly meetings of the Diaconate Formation Program with online course materials and discussions.

The curriculum consists of one 3-credit course and one 1-credit seminar each semester. A 1- credit spirituality workshop is also offered each year, usually in the June meeting. The first course of the program (Introduction to Biblical Studies) is an undergraduate credit course that serves as a prerequisite course for all students in the program (for a total of 36 credit hours).

## **Year 1**

Fall	Introduction to Biblical Studies (3); Prophets (1)
Spring	Synoptic Gospels (3); Ecclesiology (1)
June	Prayer (1)

## **Year 2**

Fall	Patristics (3); Augustine (1)
Spring	Vatican II (3); Philosophy for Theology (1)
June	Discernment (1)

## **Year 3**

Fall	Eucharist (3); Theology of Sacrament (1)
Spring	Christian Ethics (3); Catholic Social Teaching (1)
June	Great Master of Spirituality (1)

## **Year 4**

Fall	Christology & Trinity (3); Letters of Paul (1)
Spring	New Evangelization (3); Ecumenism and Interreligious Dialogue (1)
June	Biblical Spirituality (1)

# **Master of Pastoral Studies Program**

The Master of Pastoral Studies (MPS) degree program requires 33 credit hours in the following sequence: nine hours of Level 1 courses; three hours of Practical Theology (THL 510 or THL 528); three hours of Theological Research Methods (THL 520); six-nine hours of Practicum Internships (MIN 590, 595); six-nine hours of SPT courses/Guided Reading; three hours of Graduate Seminars, including the Pastoral Project Seminar (THL 580/581). Students must distribute these credit hours over the four areas of theology as follows: three hours of Biblical; three hours of Historical/Systematic and three hours of Moral. The Certificate of Spiritual Direction (CSD) Program may count for 15 hours of Practicum and SPT courses and one Level 1 Historical course (3 hours).

# **Master of Arts in Theology Program**

The Master of Arts in Theology (MA) degree program requires 48 credit hours: 13 graduate-level

courses and a research thesis. This degree allows for further concentration beyond the MTS degree in one particular area chosen by the student (e.g., Biblical, Spiritual, Moral, Systematic or Historical) and includes an extensive research project concluding in a thesis paper (75-100 pages long). The initial 33 hours are identical to the MTS degree program (see above); 9 additional hours of coursework in the concentration area and a 6-hour thesis must also be completed. Prior to registration for the thesis, the student must pass the MA comprehensive exam and demonstrate reading competency in an appropriate foreign language, if required for the thesis.

Applicants to the MA program must have at least a 3.5 GPA in their MTS course work. Formal application to the MA program can be made only after the successful completion of the MTS comprehensive experience. The written application (forms available online or from the Office of Graduate Theology) should include a statement of the proposed area of concentration and a portfolio of three of the student's best research papers written during their MTS program. After admission to the MA program, students have 2 years to complete the additional 9 hours of coursework and sit for the MA comprehensive exam. They then have 6 months to submit their thesis proposal for approval, after which they have 2 additional years to complete the thesis (THL 598/599). Students may register for one 6-month extension (THL 597), but any additional extension requires approval of the Graduate Council.

Transfer students with an MTS or equivalent degree from another regionally accredited institution may also build on their degree to attain the MA, with a residency requirement (minimum hours taken through Spring Hill College) of 21 hours (including the 6-hour thesis). Transfer students follow the same timeline as others, but have 3 years for completion of their 15 hours of coursework.

## **Admission Requirements**

Students may achieve full standing through initial admission at one of three levels: unconditional, conditional or provisional. Unconditional status gives full standing upon entering the program, while conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria.

### **Unconditional Admission:**

1. A bachelor's degree from a regionally accredited institution.
2. Six hours of undergraduate theology, religious studies or an approved equivalency.
3. An undergraduate GPA of 3.0 on a 4.0 scale.

### **Conditional Admission:**

1. A bachelor's degree from a regionally accredited institution.
2. An undergraduate GPA of 2.5 on a 4.0 scale.
3. Approval by the director of graduate theology.

Students admitted on a conditional basis must achieve a GPA of 3.0 or higher and/ or the equivalent of six hours undergraduate theology before completion of their fifth graduate course. The undergraduate prerequisite may be fulfilled either by completing additional courses (audit, easy listening, undergraduate or graduate credit) 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 6 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, 6 hours of graduate coursework on this basis. In all cases, students are expected to submit required documentation within 6 months.

**Attendance:** Students are required to attend all online class meetings or, whenever some or all of a class is missed, to view the video recording of the class, take notes and complete all assignments.

**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 Director of Graduate Theology, participation in conferences or workshops with graduate-level study in theology, ministry or spirituality, and appropriately qualified presenters may be supplemented by additional readings and written assignments for graduate credit (in the MPS or CSD programs). A grade and course number will be posted on the transcript, equivalent to the appropriate course listing in the Bulletin. A maximum of 3 conference credits will be awarded to a given student, with each credit equivalent to 10-12 contact hours.

## **Graduation Requirements**

### **MTS/MPS Programs**

1. Completion of 33 semester hours of course work with a minimum GPA of 3.0.
2. Satisfactory completion of comprehensive experience during the last semester of enrollment.
3. Completion of all requirements within six calendar years of initial enrollment.

### **MA Program**

1. Completion of 42 semester hours of course work with a minimum GPA of 3.0.
2. Successful completion of the MA comprehensive examination and demonstration of reading competency in an approved foreign language, if required for the thesis.
3. Completion of a 6-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 program.
4. Completion of all MA requirements within four and a half calendar years of formal acceptance into the MA program.

## **Comprehensive Experiences**

MTS Comprehensive Experience: The written component requires three essays chosen randomly out of five comprehensive questions, each from one of the eight courses selected by the student in preparation for the comprehensive exam. The oral component is provided by the Comprehensive Graduate Seminar (THL 582), which consists of a formal presentation, in a public forum, of the student's faith journey through their experience of the MTS program as a whole. This is a PowerPoint presentation (or some equivalent, such as Prezi) of 20-30 minutes, giving an overview of the course taken and highlighting their experience of theology as faith seeking understanding, followed by 5-10 minutes of questions and answers.

MPS Comprehensive Experience: There are no written comprehensives for the MPS degree, only the PAstoral Project Paper and Pastoral Project Seminar (THL 581), which includes the presentation of a 20-30 minute summary of the Pastoral Project to a gathering of faculty and students, using PowerPoint (or some equivalent, such as Prezi).

MA Comprehensive Experience: The MA comprehensive involves an oral examination based on a required reading list from the student's particular concentration area and is the prerequisite for writing the thesis.

CTS Comprehensive Experience: The CTS comprehensive includes both written and oral synthesis of the program as a whole.

## **Graduation Exercises**

All students receiving the MTS, MPS or MA degree, as well as recipients of the BA or CTS, are encouraged, but not required, to participate in the annual Baccalaureate Mass and Commencement, as a final experience of community and celebration for the graduates.

## **Tuition**

Because Spring Hill offers its theology programs as a service to the region's community of faith and as an expression of its basic mission, the cost per credit hour reflects a generous tuition reduction which is applied toward all students; the same fee applies to graduate, undergraduate and audit levels. In addition, students may take courses through the "Easy Listening" option at a greatly reduced tuition on a space available basis. Priority is given to those fulfilling prerequisites and to graduates of Spring Hill's adult theology programs. No credit is awarded, and no record or transcript is maintained.

## **Course Descriptions**

For each course, the equivalent undergraduate course number is given in parentheses and the course category is indicated by the appropriate letter(s): B, H, M, P or; S. All courses are offered in two cross-listed sections, L1 and L2, as described above. Students should consult with their academic advisor if they are not sure which section to choose.

**THL 502 (343). Theology of Sacrament (3) S/H** A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (such as Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II.

**THL 503 (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 504 (431). Pentateuch (3) B** The course examines the sources that were eventually combined to form the narratives we now have, as well as the characteristic and historical settings of each source.

**THL 505 (331). Prophets (3) B** The course examines the historical context, literary style and theological themes of the major prophets from the Assyrian, Babylonian and Persian periods. Questions about the nature of revelation and prophecy as well as the fulfillment of the prophets in the New Testament will be addressed.

**THL 506 (251). Foundations of Christian Ethics (3) M** The course analyzes the fundamental themes of contemporary ethical theory, especially as expressed within the Christian theological tradition, as well as dialogue/conflict between the Roman Catholic Church's traditional teaching and contemporary ethical perspectives.

**THL 507 (352). Christian Social Ethics: Contemporary Issues (3) M** The course examines issues which arise from a pluralistic society in the social arena, viewed from a Christian context; e.g., duty of government as perceived by both classical and contemporary thinkers, the duties of citizens, social justice, war and peace, ecological responsibility, foundations of human rights.

**THL 508 (363). American Religious History (3) H** The course is an introduction to the principal developments of religious experience and religious thought in the history of America and a consideration of their impact on American culture.

**THL 509 (261). Comparative Religions (3) H** The course provides an academic and cross-cultural study of religion in the human experience, introducing major world religions with emphasis on breadth, systematic depth and experiential sympathy.

**THL 510. Introduction to Practical Theology (3) P** Required for the Masters of Pastoral Studies (MPS), degree, this is an introduction to theological praxis: the intentional movement from pastoral practice and engagement in ministry, to reflection upon theory and back again to practice.

**THL 520. Theological Research Methods (3)** A graduate-level introduction to the nature, tasks and methods of theology, with practical preparation for theological research and writing. It will explore the foundations of critical theological study, the relationship between faith and reason, the sources of theology (including the relationship between scripture, tradition, and experience) and the development

and interpretation of doctrine. This course is offered once a year and is required for all students in the MTS and MPS programs after completing at least three Level 1 courses and before taking any Level 2 course.

**THL 521 (441). Eucharist (3) P/S/H** The course examines the Eucharist as the central sacrament in the life of the Church, considered from its biblical, historical, theological and moral dimensions. It offers an analysis of the structural elements of the rite and a survey of the interplay of liturgical traditions, popular piety and theological reflections at critical moments in church history.

**THL 522 (425). Christian Initiation (3) P/H** The course studies the history, theology and practice of the sacraments of Christian initiation (Baptism, Confirmation and Eucharist). It examines the historical evolution and contemporary understandings of Christian initiation, including a pastoral commentary on the renewed rites (RCIA/ RCIC).

**THL 523 (451). Christian Spirituality (3) P** The course aims to provide an understanding, both intellectual and experiential, of the spiritual life from a Christian perspective. The course focuses on major themes of contemporary Christian spirituality and investigates selected classics from the history of spirituality.

**THL 525 (455). History of Spirituality (1-3) P/H** The course studies the development of major traditions or particular authors of spirituality throughout the history of Christianity, such as Desert Fathers and Mothers, Spanish Mysticism, Julian of Norwich or Thomas Merton.

**THL 526 (440). Reconciliation (3) P/S** As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. The course explores reconciliation in its broader ecclesial context from a variety of perspectives: liturgical, systematic and moral.

**THL 528 (421). Religious Education (3) P** A study of the theory and practice of religious education, with emphasis on curriculum study, writing lesson plans, teaching practices and classroom management strategies. The course is designed for educators who will work either in Catholic schools or in parish programs. The laboratory experience (teaching component) is an integral part of this course.

**THL 529 (425). Special Topics in Church and Ministry (1-4) P** The course explores one or more topics of current interest from a historical perspective, such as the new rites of Reconciliation, the revised Code of Canon Law, the diaconate and the role of women.

**THL 532 (332). The Johannine Gospel and Epistles (3) B** The course presents two complementary aspects of the Johannine writings. First, an understanding of this “spiritual” gospel through an analysis of its structure, symbolism, distinct literary traits and theological vision. Second, the Johannine community of the late first century as reflected in John’s Gospel and Epistles.

**THL 533 (333). The Pauline Letters and Theology (3) B** The course studies the actual settings of the Pauline Epistles, including questions of authenticity, basic structure, integrity, life situation, chief problems and distinctive traits. It also analyzes the major themes of Pauline theology, such as faith, law, justification, atonement, Christian anthropology and Christology.

**THL 538 (431). Wisdom Literature (3) B** Concentrating especially on the Psalms and Job, the course examines the literary style and themes of these books and their historical, theological and liturgical settings.

**THL 540 (499). Philosophy of Religion (3) S** The course examines critical problems involved in concepts of God; e.g., God and human freedom, rational proofs of the existence of God, God and the problem of evil, God and the possibility of change, faith and human knowledge and the objectivity of religious experience.

**THL 541. Philosophy for Understanding Theology (3) S** The course provides a general survey of Western philosophical thought and how it has been used in Christianity, such as in the ecumenical councils, Christology, Trinitarian theology and sacraments.

**THL 542 (469). The Catholic Tradition: History & Development of Doctrine (3) S/H** An historical overview of the major areas of Catholic teaching including trinity, church, grace, and eschatology, the course examines the underlying connections that integrate the various domains of Christian theology. It also focuses on those turning points in church history, the ecumenical councils, which have shaped the development of doctrine.

**THL 543 (344). Christology and Trinity (3) S/H** In this course, a modern Christological text is examined as a focus for the historical and doctrinal development of the material, including concepts of Christian anthropology and the Trinitarian understanding of God.

**THL 544 (342). Theology of Church (3) S/H** The course provides an historical and systematic study of the Christian community: its structure, nature and mission, with a special focus on the path-breaking work of Vatican II.

**THL 549 (469). Major Theologian (3) S/H** The course provides an in-depth study of the life and works of eminent theologians, such as Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Teilhard or Rahner.

**THL 552 (353). Human Sexuality and Marriage (3) M** The course analyzes contemporary issues in sexual ethics in the light of the Roman Catholic tradition. The historical development of that tradition is examined and critically evaluated, including such issues as marriage as a communion of love characterized by fruitfulness, fidelity and permanence; current problems; canon law.

**THL 553 (354). Religion & International Politics (3) M** Religion has been a source of many of the world's deadliest conflicts, but has also led to powerful acts of forgiveness, peacemaking and conflict resolution. A major theme of the course is the ambivalent role religion plays in global affairs, with particular focus on Islam, human rights discourse and United States foreign policy.

**THL 554 (350). Catholic Social Thought (3) M** One of the ongoing tasks of the Church is the effort to positively engage the larger world. In the modern era Christians face developments such as the Industrial Revolution, laissez faire capitalism, Marxism, consumerism, globalization and modern warfare. The course offers a critical study of the Church's official response to these developments, known collectively as Catholic Social Teaching.



**THL 560 (461). Early Christianity: The Church Fathers (3) H** The Course Explores the history and theology of the early Church by focusing on the careers and contributions of major Fathers of the Church such as: Origen, Cyprian, Athanasius, the Cappadocians and Augustine.

**THL 561 (461). Medieval Christianity (3) H** The course examines the history and major theologians of the medieval Church. Topics include: monasticism, developments in the papacy, the rise of the mendicants, scholasticism and mysticism.

**THL 562 (462). Reformation (3) H** The causes, history and theological shifts of the Protestant Reformation are the focus of the course. After considering the state of European Christianity at the beginning of the sixteenth century, the course analyzes various movements and leading theologians of the Reformation, especially Martin Luther and John Calvin.

**THL 563 (462). Christianity in the Modern Era (3) H** The course examines religious, ecclesial and theological movements which shape and influence contemporary Christianity from the eighteenth century to the present. Special consideration is given to the political and intellectual currents which have shaped contemporary Christian faith.

**THL 572. Pastoral Guided Reading (3) P** AT least one SPT course in the Summer Institute of Christian Spirituality (see below) will be offered as a 3-credit Guided Reading course, with additional assignments to complete after the end of the Summer Institute. Depending on the topic of the courses, it will be designated as THL 572, 573, 574 or 575.

**THL 573. Biblical Guided Reading (3) B**

**THL 574. Moral Guided Reading (3) M**

**THL 575. Historical Guided Reading (3) H**

**THL 580. Graduate Seminar (1) A** A one-credit course focused on a particular topic, with 8 weeks of reading and assignments, followed by Powerpoint presentations (or equivalent, such as Prezi) of the research projects of each student. Seminars are offered once a year, if needed two seminars are required for the MTS and MPS degrees.

**THL 581. Graduate Seminar: MPS Comprehensive (1)** This seminar serves as the comprehensive experience (written and oral) for graduating MPS students. The student develops and implements a pastoral project, submits a written summary using the methodology of practical theology, and concludes with a Powerpoint presentation (or equivalent, such as Prezi) of their project to faculty and students. Prerequisite: 2 credits of THL 580.

**THL 582. Graduate Seminar: MTS Comprehensive (1)** This seminar serves as the oral component for the MTS comprehensives. The student makes a presentation using PowerPoint (or equivalent, such as Prezi), of their journey, giving an overview of insights and questions coming from their MTS courses and answering questions about their experience of theology as faith seeking understanding.. Prerequisite: 2 credits of THL 580.

**THL 589 (499). Special Projects in Theological Reflection (1-4)** The course offers specialized topics

and interdisciplinary themes which broaden or deepen the scope of theological studies, such as Psychology and Religion, Myth and Ritual, Religion and Literature. In appropriate cases the course may be cross-listed for credit in areas other than theology.

**THL 590 (490). Intensive Reading Seminar (3)** The Course Is a seminar-style, in-depth study of the writings of a particular theologian or theological school. Prerequisites: 18 hours graduate theology or permission of chair of theology. Primarily for students in the MA program.

**THL 597. Thesis Project Extension (0)** Exclusively for students registered for the Master of Arts thesis (THL 598/599), who have not completed their thesis within the limit of two years. The course grants six additional months for completion of the thesis; it is non-credit but is charged a tuition fee equivalent to three credit hours.

**THL 598/599. Thesis Project I/II (3)** Exclusively for students formally admitted to the Master of Arts thesis; equivalent to a total of six credit hours. As their final requirement, all MA candidates must register for both THL 598 (first semester of their thesis project) and 599 (covering up to three additional semesters).

## **Ministry and Practicum Workshops**

Workshops focusing on the practical dimensions of the different areas of ministry (religious education, liturgical, family, social outreach), offering further training in methodology, planning and leadership, will be offered in collaboration with local diocesan offices, according to demand and availability of instructors, generally drawn from qualified ministry professionals living or working in the diocese. These workshops may be taken through the “Easy Listening” option for personal enrichment or as continuing education, for undergraduate credit or for graduate credit as part of the Master of Pastoral Studies (MPS) 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 five contact hours, along with readings and a paper. When taken for graduate credit, they include additional reading requirements and a research paper or project.

## **Courses for Diaconate Formation Program**

Each semester of the 4-year program includes a 3-credit course and a 1-credit seminar. Seminars focus on research projects for each student, ending with a 20-30 minute PowerPoint Presentation (or

equivalent such as Prezi) of the research. Each summer also includes a 1-credit spirituality seminar (indicated as SPT rather than THL), for a total of 36 credit hours.

**THL 430. Introduction to Biblical Studies (3)** An undergraduate introduction to Biblical Studies, designed to serve as the required prerequisite for the MTS for Diaconate Formation. The course examines Catholic biblical theology and interpretation, as articulated in Vatican II and subsequent Church teaching. It also introduces the methodologies and theories for modern biblical interpretation, providing examples from selected sections of the Old and New Testaments.

**THL 621. Eucharist (3)** The course examines the Eucharist as the central sacrament in the life of the Church, considered from its biblical, historical, theological and moral dimensions. It offers an analysis of the structural elements of the rite and a survey of the interplay of liturgical traditions, popular piety and theological reflections at critical moments in church history.

**THL 631. Synoptic Gospels (3)** A study of the literary and theological 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 of the three synoptic Gospels' unique context, style and themes.

**THL 635. Prophets (1)** The course will give a historical and literary overview of the major prophets in the Old Testament and methods for studying their lives and works.

**THL 636. Letters of Paul (1)** The course studies the authenticity, basic structure, integrity, life situation, chief problems and distinctive traits of the major letters of Paul, as well as theological issues such as faith, law, justification, new creation, eschatology and Christology.

**THL 643. Christology and Trinity (3)** The course uses classic and contemporary texts to study the historical and doctrinal development of the Church's understanding of Christ as God and man. Concepts of Christian anthropology and the Trinitarian understanding of God are examined.

**THL 644. Vatican II (3)** The course focuses on the path-breaking work of Vatican II. It will present the history leading up to the council, the goals set by Pope John XXIII, and the role of Pope Paul VI in concluding and promulgating its documents. The major documents will be examined in depth, with a reflection on the ongoing implementation of the reforms the council inaugurated.

**THL 645. Ecclesiology (1)** The course provides a historical and systematic study of the Church as Christian community: its structure, nature, mission and historical development.

**THL 646. Augustine (1)** The course will focus on Augustine of Hippo, "the father of western theology" through the lens of his Confessions, in order to understand the depth and far reaching theological legacy of his writings.

**THL 647. Philosophy for Understanding Theology (1)** The course provides a basic survey of Western philosophical thought and how it has been used in Christianity, focussing on topics such as the philosophical basis for the ecumenical councils, Christology, Trinitarian theology and sacraments.

**THL 648. Theology of Sacrament (1)** A study of the history and theology of individual sacraments and

of sacraments in general. This course examines both classic views and recent developments, especially the teaching and reforms of Vatican II.

**THL 651. Foundation of Christian Ethics (3)** The course analyzes the fundamental themes of contemporary ethical theory, especially as expressed within the Catholic theological tradition, including dialogue/ conflict between the Roman Catholic Church's traditional teaching and contemporary ethical perspectives.

**THL 655. Catholic Social Teaching (1)** The course will study the Church's effort to positively engage the larger world, offering a critical study of the Church's official response to social, economic and political developments such as the Industrial Revolution, laissez faire capitalism, Marxism, consumerism, globalization and modern warfare.

**THL 660. Patristics (3)** The course explores the history and theology of the early Christianity by focusing on the careers and contributions of major Fathers of the Church such as: Origen, Cyprian, Athanasius, the Cappadocians and Augustine.

**THL 663. New Evangelization (3)** The course will focus on the challenge of Vatican II for a new evangelization to a world struggling with unprecedented forces of globalization and secularization. The teachings of the most recent popes will be examined, reflecting on why the Church needs a "new" evangelization and how it might be embodied.

**THL 665. Ecumenism and Interreligious Dialogue (1)** The course will examine Catholic principles for ecumenism and interreligious dialogue as proposed by Vatican II and in subsequent Church teaching. It will explore key areas for dialogue with other Christian denominations and with the major non-Christian world religions.

**SPT 625. Prayer (1)** The course examines different theories and practices of personal prayer in the Christian tradition through the centuries.

**SPT 626. Discernment (1)** The course examines the theology and practice of discernment in the Christian tradition through the centuries, with a special focus on Ignatian spirituality.

**SPT 630. Biblical Spirituality (1)** The course offers a study of a biblical text as a source for spirituality and prayer.

**SPT 640. Great Spiritual Master (1)** The course offers a study of the life and writings of one of the great teachers of Christian spirituality.

## **Summer Institute of Christian Spirituality**

The Summer Institute of Christian Spirituality (SICS) is held in June on campus in Mobile, but all courses are also available online (Zoom or Google Meet) for distance students. The courses are one credit,

face-to-face courses focused on specific areas of spirituality, with new offerings each summer. The Institute courses are given the SPT prefix and are designed to fulfill the requirements of the CSD, and MPS programs. Adult learners are also encouraged to take these courses for Easy Listening, at a reduced tuition and with no credit or grades. Selected spirituality courses (SPT) taught in the Summer Institute of Christian Spirituality (usually one each year) will be cross-listed as THL 57x, requiring two extra credits (beyond the one-credit SPT course) and designated as Guided Reading. For the CSD program, eight hours of Summer Institute SPT courses are required. For the MPS program six to nine hours of Summer Institute one-credit SPT courses or three-credit Guided Reading courses are required. For the MTS program only three-credit Guided Reading courses are allowed, with a maximum of two Guided Reading courses (six-credit hours). For the MA program up to nine hours of Guided Reading are allowed, depending on the approval of the student's thesis director. SPT courses do not satisfy undergraduate theology core requirements.

Students taking courses for graduate credit (500-level) must have official transcripts of their undergraduate degree sent to the Office of Graduate Studies. Undergraduate credit (400-level) requires documentation of high school diploma or previous college work. For transient credit (to be applied to another institution), the appropriate forms must be supplied from the other institution.

## Course Descriptions

For each course, the equivalent undergraduate course number is given in parentheses. The following listings are all "generic" course titles and descriptions. Specific titles and descriptions are announced in the annual brochure and will vary from year to year, according to the course numbers given below (e.g., Parables & Story Spirituality would be offered as SPT 531).

**SPT 521 (421). Liturgical Spirituality (1-3)** The course offers a study of the structure and theology of various facets of liturgy, in its function as a source of Christian spirituality, focusing for example on the Eucharistic Prayer, the Divine Office, Rites of Initiation.

**SPT 523 (423). Liberation Spirituality (1-3)** The course examines the spirituality which provides the driving force at the center of various exponents of Liberation Theology, in its application of the Christian message to concerns of fundamental human rights and dignity.

**SPT 524 (424). Contemporary Movements (1-3)** The course examines one of the several movements which strive to translate the search for God into a particular way of life, dedicated to a particular goal, such as L'Arche communities for the handicapped, the Taizé ecumenical community, feminist or male spirituality.

**SPT 525/526 (425/426) Prayer & Discernment I/II (1-3)** Some aspect of the theory and practice of personal prayer and/or discernment in the Christian tradition through the centuries is studied. The course is ordinarily taught in two consecutive parts, for one credit each.

**SPT 527 (427) Ascetical Traditions (1-3)** From the time of the ancient desert monks, such ascetical practices as fasting and penance have been a part of Christian spirituality. The course focuses on some aspects of abnegation and mortification as related to growth in holiness.

**SPT 528 (428) Consecrated Life (1-3)** A particular way of life, chosen as a permanent and vowed commitment, is studied as a path to holiness: whether marriage, priestly or religious life.

**SPT 531 (431) Spirituality of the Gospels (1-3)** The course explores a particular section or genre of the Gospels, such as the parables or the beatitudes, as a journey of spiritual discovery.

**SPT 532 (432) New Testament Spirituality (1-3)** The course studies some aspects of New Testament writings, beyond the Gospels, such as Pauline spirituality or the letters of John.

**SPT 535 (435) Spirituality of the Prophets (1-3)** The course studies the language and images of the prophets, as a pathway to God.

**SPT 536 (436) Old Testament Spirituality (1-3)** The course examines some aspects of Old Testament writings, outside of the prophetic books, such as the Psalms, which are the biblical hymnody and prayer book, or the Song of Songs, which inspired so many Christian mystics.

**SPT 541 (441) Spiritual Classics (1-3)** The course focuses on one of the great works of Christian spirituality, such as the Confessions of Augustine, the Rule of Benedict or the Imitation of Christ.

**SPT 542 (442) Great Masters (1-3)** The course offers a study of the life and writings of one of the great teachers of Christian spirituality, such as Francis de Sales, Alphonsus Liguori or Jean-Pierre de Caussade.

**SPT 543 (443) Christian Mystics (1-3)** The course examines the life and writings of one of the classic mystics in the Christian tradition: John of the Cross, Teresa of Avila, Marie of the Incarnation.

**SPT 551/552 (451/452) The Spiritual Exercises of St. Ignatius I/II (1-3)** The course explores different aspects of the rich tradition of spirituality found in or derived from the Spiritual Exercises of Ignatius of Loyola. This course is ordinarily taught in two consecutive parts, for one credit each.

**SPT 553 (453) Ethics and Holiness (1-3)** The course examines the implications of some ethical issue or some area of moral theology for personal spiritual growth and challenge.

**SPT 561 (461) Early Christian Spirituality (1-3)** The course explores a variety of expressions of spirituality in the early Church, such as the lives and writings of the Desert Fathers, of Irenaeus of Lyons or of Clement of Alexandria.

**SPT 562 (462) Medieval Spirituality (1-3)** The course focuses on selected charismatic figures in the Middle Ages, examining their lives, the religious orders they created and/or the mystical traditions they founded.

**SPT 565 (465) Modern Search for God (1-3)** The course examines the spiritual quest as revealed in the life and works of a major modern author.

**SPT 568 (468) Religion in America (1-3)** The Course studies a particular person or movement in spirituality in the history of American Christianity, such as Jonathan Edwards, Elizabeth Seton, Thea Bowman, Martin Luther King, Jr., The Great Awakening, Utopian communities.

**SPT 571 (471) Christianity and the World Religions (1-3)** The course explores, from the perspective of the Christian tradition, some expression of spirituality as found in the non Christian religions of the world, such as Zen Buddhism or Islamic Sufism.

**SPT 581 (481) Religion and Psychology (1-3)** The course studies some aspects of the relation between religion and psychology, as applied to spiritual growth, such as: twelve-step programs, Jungian analysis or the challenge of aging.

**SPT 582 (482) Religion and Literature (1-3)** The course provides an exploration of the search for God as expressed and experienced in various works of literature.

**SPT 583 (483) Religion and the Arts (1-3)** The intersection of religion and the arts is found in a great variety of media, from film to painting and architecture. The course explores the expression of the sacred as revealed in some aspect of the arts.

## **Certificate of Spiritual Direction (CSD)**

Designed especially for clergy, religious and lay persons with basic theological preparation, who seek a deeper personal formation in Ignatian spirituality, as well as a strong foundation for the ministry of spiritual direction, CSD is ordinarily pursued on the graduate level. Requiring 18 credit hours of coursework, all of which must be completed within five years of the first course completion. With approval of the program director, the CSD can also be taken on the undergraduate level by qualified applicants who have not completed an undergraduate degree. For those who wish, the certificates may also be completed as part of the Master of Pastoral Studies/MPS or the Master of Theological Studies/MTS degrees (see above). For the MPS, the CSD courses satisfy 15 hours of Practicum and SPT courses, and one Level 1 Historical course (=3 hours). For the MTS, the CSD courses satisfy the required 15 hours for 1 historical, 1 moral, 1 pastoral, 1 elective and 1 Guided Reading (and also satisfy the required 9 hours of Level 1 courses), leaving 18 hours to complete: 1 moral course (=3 hours), 1 historical or systematic course (=3 hours), 2 biblical courses (=3 hours each), plus THL 520 and 3 Graduate Seminar courses (=1 hour each course).

Because of the nature of spiritual formation and spiritual direction, effective preparation requires both extensive professional training and mature life experience. The (CSD) is therefore built on selective admission, ordinarily requiring a minimum age of 30.

All courses are taught fully online, using Google Meet or Zoom, and video recording of all classes are posted to the Canvas course page for students who miss a particular session or want to view it again. Admission is limited to 25 applicants for each two-year cohort. A new cohort is formed every two years, provided there are at least 10 accepted candidates.

The CSD program requires 14 hours course work and four hours practicum, over a two or three-year period, according to the following paradigm: two sessions of the Institute of Christian Spirituality in each of two summers to include four hours core (Spiritual Exercises and Prayer & Discernment) and four hours elective; two one-semester seminars (three hours each): Spiritual Direction SPT 591 and Spirituality & Psychology SPT 592 and the two-semester Spiritual Direction Practicum SPT 598/599

(four hours).

Prerequisites for the CSD program: 30 credit hours in biblical, moral and spiritual theology (or approved equivalents); completion of at least one individually directed Ignatian retreat (five to eight days or 19th Annotation Retreat in Daily Life) before admission and another after completion of the first CSD course; experience of at least one year of ongoing spiritual direction; minimum 30 years of age or special approval of program director; two letters of recommendation (from applicant's retreat director and spiritual director); personal profile (spiritual autobiography, including personal experience in giving and receiving direction, reasons for interest in this program, and a listing of retreats made for a duration of five days or more); personal interview with program admissions committee. Special approval for applicants under 30 years of age will be granted by the program director to those who demonstrate mature life experience on the basis of evidence such as full-time professional work, positions of responsibility for others, family obligations, independence from parents.

## **Course Descriptions**

The following courses are offered outside of the Summer Institute of Christian Spirituality exclusively for students admitted to the Certificate of Spiritual Direction Program.

**SPT 591 (491). Spiritual Direction Seminar (3)** The course provides an in-depth exploration of the history and the practice of spiritual direction, with particular emphasis on the Jesuit tradition, rooted in the Spiritual Exercises of St. Ignatius.

**SPT 592 (492). Spirituality & Psychology Seminar (3)** The course explores issues of psychological pathology, human developmental dynamics and therapeutic relationships, insofar as they might affect the practice of spiritual direction. It includes an intensive workshop by a psychological professional.

**SPT 595 (495). Special Topics in Spirituality (1-4)** Seminars and workshops offered under this heading focus on particular issues of spirituality, especially those aspects concerned with the practical application of spirituality in pastoral ministry.

**SPT 598/599 (498/499). Spiritual Direction Practicum I/II (2)** The course is limited to senior students in the Certificate of Spiritual Direction program. It includes case studies, verbatims and shared experience of the students' own practice of spiritual direction.

# **Graduate Program in Engaged & Applied Humanities**

Program Director: Matthew Bagot, PhD

Spring Hill's Master of Arts in Engaged and Applied Humanities program is designed to prepare students for active engagement in public life. The course of study is designed to allow students to explore a variety of humanistic disciplines, integrating a wide range of knowledge and developing their ability to carefully research and analyze information, to communicate clearly, and to think critically and imaginatively. Students will apply the skills developed in advanced humanistic inquiry to real world



problems. To achieve these objectives, the program's curriculum combines three elements: the core curriculum, five elective courses, and the capstone course.

The first of the four core curriculum courses, entitled Engaging Global Problems, is designed as an entry-level course for interdisciplinary graduate studies and for the curriculum as a whole. This course offers an introduction to the applied humanities with a focus on a specific social problem. Students will further explore broad intellectual and cultural traditions with a course on Modernity and a course on either Classical Antiquity, the Medieval World, Non-Western Culture, or The Scientific Revolution. In the final course in the program core, Culture and Digital Communications, students will learn to use contemporary tools to apply humanistic skills to a public facing project.

Beyond the program core, students can choose from two concentrations, both consisting of five courses:

1. **Interdisciplinary Humanities**—In the Interdisciplinary Humanities concentration, students choose five courses from among the program offerings. Students can choose courses from a wide range of disciplines, including no more than three courses from any one discipline.
2. **Leadership**—The concentration in Leadership 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 in this concentration take two elective courses from among the program offerings and at least three of the following courses:
  - i. LIS 570 Studies in Leadership and Ethics
  - ii. LIS 571 Organizational Behavior
  - iii. LIS 572 Leadership
  - iv. LIS 573 Business Ethics and Social Responsibility
  - v. LIS 574 Conflict Management

Finally, in the capstone course, students develop a significant project as a culmination of their studies. This can be a scholarly or creative project, broadly understood to include applications of the humanities to practical challenges.

## **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.

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.

## Graduation Requirements

The graduation requirements for the program are: (1) completion of the four core courses, five elective courses 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 MA in Applied and Engaged Humanities is fulfilled by completion of the capstone with a grade of B (pass) or A (pass with honors).

The following courses are required for all students:

Course	Title	Credit Hours
LIS 503	Modernity	3
LIS 506	Engaging Social Problems	3
LIS 507	Culture and Digital Communications	3
LIS 592	Capstone Project	3

Choose one from the following (3):

LIS 501	Classical Antiquity (3)
LIS 502	The Medieval World (3)
LIS 504	The Scientific Revolution (3)
LIS 505	The Scientific Revolution (3)

The balance of the program consists of five elective courses chosen by the student.

## 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 506. Engaging Global Problems (3)** This course will introduce students to the applied humanities and explore ongoing global problems, the causes of which are complex and demand both historical and interdisciplinary analysis. Students will engage in that analysis in confronting a specific global problem.

**LIS 507. Culture and Digital Communications (3)** A hands-on course emphasizing the intersection of social justice and digital content production wherein the ideals of social change are expressed through advanced and sophisticated production elements in the creation of short narrative fiction, documentary, and/or journalistic stories. Additional emphasis on learning the professional processes and procedures that are traditional and relevant to the digital revolution and contemporary online distribution. Departmental equipment provided for use by students enrolled in this course.

**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 humanities.

## **Capstone Course**

**LIS 592. Capstone Project (3)** Students develop a significant project as a culmination of their studies. This would be a scholarly or creative project, broadly understood to include public facing applications of the humanities. The plan for this course must have the prior approval of the Program Director.

## **Communications, Visual & Performing Arts**

**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 Engaged and Applied Humanities. 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.

**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 degree in Engaged and Applied Humanities. 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 degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

## English & Writing

**ENG 520. Studies in Literature (1-3)** Graduate level courses in English to support the master's degree in Engaged and Applied Humanities. 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 degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

## History

**HIS 501. Studies in History (1-3)** Graduate level courses in history to support the master's degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

**HIS 525. Women's History (3)** A study of the cultural, social, legal and political situation of women. Attention is given to the effects of tradition, class, race, education, vocational and professional opportunities, and government policies regarding women. Specific topics include women in American history, women in European history and women in the nineteenth and twentieth centuries.

**HIS 526. African-American History (3)** A study of the major issues in African-American history. Topics include the slave trade, slavery, slave resistance, emancipation, the Jim Crow society, the Harlem Renaissance and the Civil Rights movement. Critical reading skills, writing proficiency, research methods, document analysis, public speaking and argument formation are skills that are emphasized in this course. A graduate research paper is required.

**HIS 530. World Cultures (3)** A historical study of the principle cultures of the world from prehistory to the modern period.

**HIS 542. American Revolution and the Early Republic (3)** This graduate seminar focuses on the causes and results of the American Revolution, a study of the Constitution and the subsequent development of the early republic. Class discussions, assigned readings and the preparation and presentation of a research paper provide graduate students with a greater understanding of this formative era in American history.

**HIS 544. The Civil War and Reconstruction (3)** A graduate seminar focusing on the origins of the Civil War, the status of both the North and the South during the war and the efforts to restore the union. Class discussions, assigned readings and the preparation and presentation of a research paper will provide students with a greater understanding of this definitive era in American history.

**HIS 550. The Making of Modern America (3)** A study of the emergence of the United States into a world power following the end of Reconstruction to the beginning of World War I. Topics include the development of American industry, the rise of cities, immigration, the establishment of an American empire and the Populist and Progressive movements. Class discussions, assigned readings and the preparation and presentation of a research paper provide graduate students with a greater understanding of this period in American history.

**HIS 552. The United States Since 1945 (3)** This course examines the major issues in United States history from the end of World War II to the present. Topics include the Cold War, the Civil Rights movement, Vietnam, the Watergate crisis and the political and social framework of the period. Class discussions, assigned readings and a graduate-level research paper provide a better understanding of this period in American history.

**HIS 560. The South (3)** This course examines the major themes, people and culture of the American South during both the Antebellum and New South eras. The course emphasizes principal ideas, events, individuals and cultural and economic institutions of this unique region of the United States. In addition to writing a graduate research paper, students explore and engage in discussions about the political, social, racial and economic relationships of the American South over several centuries.

## **Philosophy & Theology**

**PHL 501. Studies in Philosophy (1-3)** Graduate level courses in philosophy to support the master's degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

## **Social Science**

**ECO 501. Studies in Economics (1-3)** Graduate level courses in economics to support the master's degree in Engaged and Applied Humanities. 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 degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

**POL 503. Modernity (3)** A study of the genesis of a distinctively modern view of human nature and politics, through a reading of classic texts in political philosophy, such as Machiavelli's Prince, Hobbes Leviathan, Locke's Second Treatise of Civil Government and Rousseau's Social Contract. Cross listed with LIS 503, Modernity.

**POL 504. Islam and the Middle East (3)** This course surveys the development of civilization and cultural patterns in the Middle East and the Islamic world within a holistic framework. The course also focuses on patterns of cultural adaptation among various Muslim peoples. The issues of Islam and politics, religion and legalism, aspects of mystical (Sufi) thought, relations between Muslims and non-Muslims and faith and culture will be examined.

**PSY 501. Studies in Psychology (1-3)** Graduate level courses in psychology to support the master's degree in Engaged and Applied Humanities. 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 degree in Engaged and Applied Humanities. The content will vary to suit student needs and faculty availability.

## Graduate Program in Public Health

Program Director: Martha Gibson, PhD

The mission of Spring Hill College is to educate and develop students to become responsible leaders in care and service to others. This is performed in the Jesuit tradition of *cura personalis* the care for the individual, including spiritual, social, and intellectual growth. At the graduate level, students are prepared for leadership and engagement within their communities. The development of the MPH program allows SHC. to educate and train public health professionals who can contribute to the critically lacking public health infrastructure of our nation. The MPH program will also facilitate the College in providing public health professionals as leaders to our surrounding communities and beyond, expanding our influence as leaders and health professionals. In addition to gaining specific knowledge and training, the MPH program will enhance the general knowledge and understanding of what public health encompasses. As evidenced by the COVID-19 pandemic, public health literacy is extremely low among the general public, but basic understanding of public health concepts has demonstrated itself to be essential for the protection and health promotion of society.

### Program Goals

The overall goal of the Master in Public Health program is to develop students' knowledge, critical thinking skills, health communication capabilities, and expertise in public health. The program will prepare public health leaders and practitioners to promote the health of diverse, multilevel populations with the knowledge and skills to:

1. Educate current and future leaders in public health practice and policy by emphasizing critical thinking in an interdisciplinary environment.
2. Engage in collaborations and partnerships to identify health issues, develop strategies to address these issues, and disseminate effective, evidence-based public health practices.

3. Stay abreast of current research, evidence-based guidance, and evolving strategies related to public health.
4. Use targeted, needs-specific approaches to address health issues in a variety of settings and populations.
5. Effectively communicate the mission, principles, and approaches critical to the field of public health and adapt health messages and strategies to meet the unique needs of various populations.

The following expected student outcomes were developed to fulfill the core competencies described by Association of Schools of Public Health (ASPH) and to emphasize the key attributes, impact, and reach of public health, described by the Association of Schools and Programs of Public Health (ASPPH). These include helping to solve the world's most pressing health issues through: 1) implementing education, developing policies, and administering services to promote health; 2) confronting local, national, and global health issues; and 3) developing and applying population based, sustainable health programs. The last objective described here directly aligns with the overall mission of SHC which seeks to prepare its students for professional excellence, inform dialogue with the world's cultures, religions, and peoples, and form students to become responsible leaders in service to others.

## **Expected Student Outcomes**

Students will be able to:

1. Demonstrate effective oral and written communication skills.
2. Describe and discuss the interdisciplinary nature of public health.
3. Demonstrate understanding of the essential function of public health and the role of public health in promoting health behaviors and improving the health of populations.
4. Apply public health principles to current, practical public health-related issues.
5. Demonstrate understanding of how the field of public health provides opportunities for individuals to practice social responsibility and serve others.

## **General Admission Requirements**

The Master of Public Health program will admit students consistent with admissions into other graduate programs at SHC and other nationally recognized MPH programs. The requirements are:

1. A baccalaureate degree or higher from an accredited college or university.
2. Minimum GPA of 3.0 on a 4.0 scale from an accredited college or university.
3. Official transcripts from every college-level institution attended-transcripts from institutions outside the U.S. or Canada must undergo a course-by-course evaluation through the World Education Service (WES) or Educational Credential Evaluators (ECE).
4. English proficiency test score for international applications (80 or above for the Test of English as



- a Foreign Language (TOEFL); 6.5 or above for IELTS).
- 5. Completion of online application(s).
- 6. Two letters of recommendation from academic or professional references.
- 7. Resume/Curriculum Vitae
- 8. Statement of Purpose and Objectives
- 9. Standardized test scores (GRE or other accepted tests):
  - a. Not required for admission, but if the applicant's cumulative GPA is below the 3.0 minimum, scores from a GRE taken in the last five years may be submitted for possible conditional admission.

## Graduation Requirements

Graduation requirements for the MPH program are consistent with those of other graduate programs at Spring Hill College, including:

- 1. Completion of the 41 hours of MPH core and elective work.
- 2. A minimum "B" grade point average (GPA) (3.00 on a 4.00 scale).
- 3. Successful completion of the internship/practicum experience and the MPH capstone, with a grade of at least a "B" in each.
- 4. Completion of the MPH program within six calendar years.

## MPH Core Curriculum

The following courses are required of all students (29 semester hours):

Course	Title	Credit Hours
MPH 500	Introduction to Public Health	1
MPH 504	Foundations in Social and Behavioral Health	3
MPH 510	Health Communications	3
MPH 525	Foundations in Epidemiology	3
MPH 530	Ethics in Public Health	3
MPH 563	Foundations in Biostatistics	3
MPH 690	Public Health Internship/Practicum	3
MPH 699	Special Topics in Public Health	1

<b>BUS 525</b>	Leadership	3
<b>HCM 563</b>	Foundations in Health Care Management	3
<b>SSC 501</b>	Social Determinants of Health	3

## MPH Electives

Electives are listed below (12 semester hours):

<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
<b>CMM 502</b>	Gender Communications	3
<b>HCM 550</b>	Business of Healthcare	3
<b>MPH 512</b>	Emerging Pathogens	3
<b>MPH 515</b>	Foundations in Environmental Health	3
<b>MPH 520</b>	Introduction to Women's Health	3
<b>MPH 535</b>	One Health	3
<b>MPH 540</b>	Introduction to Global Health	3
<b>MPH 565</b>	Intervention/Program Development and Evaluation	3
<b>MPH 576</b>	Intercultural Relations and Communications	3
<b>MPH 577</b>	Global Health Governance	3
<b>PSY 502</b>	Social Psychology	3
<b>PSY 510</b>	Psychology of Gender	3
<b>PSY 560</b>	Social Psychology of Social Justice	3
<b>SOC 575</b>	Gender and Society	3
<b>SOC 591</b>	Medical Sociology	3

## Core Courses

**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.

**HCM 563. Foundations of Health Care Management (3)** An introduction to the specific management concepts in context of healthcare organizations and the external environment; planning and goal setting; decision making and problem-solving; personnel selection; performance appraisal; and risk management.

**MPH 500. Introduction to Public Health (1)** An overview of public health, its history and significance over time, and context to facilitate real-world application of the public health concepts. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 504. Foundations in Social and Behavioral Health (3)** An overview of social scientific research and theory addressing the nature and influence of social and cultural norms influencing health disparities and social determinants of health. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 510. Health Communications (3)** Examining the art and methodology of informing, influencing, and motivating audiences about important health issues. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 525. Foundations of Epidemiology (3)** Study of the distribution and determinants of health and disease in the human population. Epidemiological research design will also be introduced. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 530. Ethics in Public Health (3)** An exploration of the moral dimensions of public health including: priority setting, allocation of scarce medical resources, public health research, and specific policies and interventions designed to protect and promote the public health. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 563. Foundations in Biostatistics (3)** An introduction to concepts and methods of biostatistical data analysis that are used in health sciences and public health.

**MPH 690. Public Health Internship/Practicum (3)** An internship/practicum/preceptor experience in a variety of placements in the student's community. Students will work 70 hours in a hands-on environment. Prerequisite: Final year of MPH program and approval by MPH program director. A MPH Capstone Project is required in this course.

**MPH 699. Special Topics in Public Health (1)** An enrichment in select public health topics. Hours and credits to be determined by the MPH program director. May be repeated for credit as topics vary. Prerequisite: Enrollment in MPH or instructor approval.

**SSC 501. Social Determinants of Health (3)** A study of behavioral, psychological, and structural factors

that contribute to individuals' health including social, economic, and environmental factors. Prerequisite: Enrollment in MPH or instructor approval.

## **Elective Courses**

**CMM 502. Gender Communications (3)** Explores the relationship between gender and communication, particularly in the context of our media-saturated culture. Examines how gender is created through communication by analyzing verbal and nonverbal gendered patterns and media constructions of gender.

**HCM 550. Business of Healthcare (3)** Provides an overview of the business of health; emphasis on evaluating the challenges facing healthcare organizations using competitive analysis, identifying past responses, and exploring current strategies used to manage these and emerging challenges.

**MPH 512. Emerging Pathogens (3)** A study of the human, environmental, and pathogen that causes infectious diseases to emerge. A survey of the emerging infectious diseases of current concern to humans. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 515. Foundations in Environmental Health (3)** A survey course exploring relationships between humans and the environment, risk management decisions, and resulting associations affecting multilevel health and well-being. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 520. Introduction to Women's Health (3)** A study of the unique health care needs of women and the public health impact of gender inequities across multiple domains that create barriers to care. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 535. One Health (3)** Exploration of One Health, the interconnections between humans, animals, and ecosystems. Concepts will include emerging infectious diseases, antimicrobial resistance, climate change, and ecosystem health.

**MPH 540. Introduction to Global Health (3)** An introduction to understanding global health, the burden of disease, healthcare, health disparities, ethics, human rights, the environment, disasters, and complex humanitarian emergencies. Prerequisites: Enrollment in MPH or instructor approval.

**MPH 565. Intervention/Program Development and Evaluation (3)** Examining the art and methodology of informing, influencing, and motivating audiences about important health issues. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 576. Intercultural Relations and Communications (3)** An analysis of structural and systematic inequalities in culturally pluralistic societies, and the manners in which forms and processes of communication are influenced by and vary according to these inequalities.

**MPH 577. Global Health Governance (3)** An examination of global health by providing substantive knowledge and developing analytical competencies with attention to key political, social, economic, and cross-sectional determinants of health.

**PSY 502. Social Psychology (3)** Explores the effect of social and cultural norms and expectations on affect, behavior, and cognition. Coursework examines the intersection of culture, mental health, social behavior, and human development on mental and physical health.

**PSY 510. Psychology of Gender (3)** Introduction to the psychological literature on gender, including the biological, psychological, and social factors associated with gender differences and similarities in affect, behavior, and cognition. Prerequisite: Enrollment in MPH or instructor Approval.

**PSY 560. Social Psychology of Social Justice (3)** Examining justice, diversity, equity, and inclusion; exploring the ways in which social justice, privilege, and diversity influence, and are influenced by, our daily experiences, personally and professionally.

**SOC 591. Medical Sociology (3)** A sociological examination of medicine and its practices, associated systems and professionals, and the relationship of individuals with all of these. Focus on contemporary literature.

**SOC 575. Gender and Society (3)** Seminar focusing on gender from sociological perspectives. Examines gender as embedded in social structures and individuals. Interrogates foundational and contemporary literature.

## Graduate Certificate in Public Health

The mission of Spring Hill College is to educate and develop students to become responsible leaders in care and service to others. This is performed in the Jesuit tradition of *cura personalis*- the care for the individual, including spiritual, social, and intellectual growth. At the graduate level, students are prepared for leadership and engagement within their communities. The graduate certificate in public health allows SHC to educate and train individuals in the principles of public health so that they are able to contribute to the critically lacking public health infrastructure of our nation by applying the knowledge and skills acquired through the certificate program to their various fields and specialties. The graduate certificate program will also facilitate the College in its mission to provide leaders trained in public health principles to surrounding communities and beyond, which will expand SHC's influence as leaders and health professionals. In addition to gaining specific knowledge and expertise, the graduate certificate program will enrich general knowledge and understanding of what public health encompasses. Among the general population, public health literacy is extremely low (as evidenced by the recent global COVID-19 pandemic), and the importance of understanding public health concepts for the protection and health promotion of society has never been more crucial.

## Program Goals

The overall goal of the Graduate Certificate in Public Health is to provide the foundations and principles of public health knowledge and expertise for students who desire specific instruction and training in this field but do not wish or are unable to seek a full master's degree in public health. The certificate program will provide students with the knowledge and skills to:

1. Think critically about health issues from an interdisciplinary and ecological perspective.
2. Work collaboratively to identify health issues and develop strategies to address these issues.
3. Educate the public about key public health principles and increase the population's public health literacy to improve overall societal health.
4. Communicate the mission and objectives of public health to others in and out of the field and develop strategies to meet the needs of various populations and settings.
5. Apply public health principles and strategies within their respective fields and specialties to increase the reach, impact, and interdisciplinary nature of public health.

The following expected student learning outcomes were developed to fulfill the core competencies described by the Association of Schools of Public Health (ASPH) and to emphasize the key attributes, impact, and reach of public health, described by the Association of Schools and Programs of Public Health (ASPPH). These include helping to solve the world's most pressing health issues through: 1) implementing education, developing policies, and administering services to promote health; 2) confronting local, national, and global health issues; and 3) developing and applying population-based, sustainable health programs. The last objective described here directly aligns with the overall mission of SHC which seeks to prepare its students for professional excellence, inform dialogue with the world's cultures, religions, and peoples, and form students to become responsible leaders in service to others.

## Expected Student Learning Outcomes

1. Demonstrate effective oral and written communication skills.
2. Describe and discuss the essential function of public health in society.
3. Demonstrate understanding of the role of public health in promoting and improving the health of populations.
4. Apply public health principles to current public health-related issues.

5. Demonstrate understanding of how public health provides opportunities for individuals to serve others and practice social responsibility.

## General Admission Requirements

Admission into the Graduate Certificate in Public Health program will be consistent with admission into other graduate programs at SHC. Requirements are:

1. A baccalaureate degree or higher from an accredited college or university.
2. Minimum GPA of 3.0 on a 4.0 scale from an accredited college or university.
3. Official transcripts from every college-level institution attended-transcripts from institutions outside the U.S. or Canada must undergo a course-by-course evaluation through the World Education Service (WES) or Educational Credential Evaluators (ECE).
4. English proficiency test score for international applicants (80 or above for the Test of English as a Foreign Language [TOEFL]; 6.5 or above for IELTS).
5. Completion of online application(s).
6. Two letters of recommendation from academic or professional references.
7. Resume/Curriculum Vitae
8. Statement of Purpose and Objectives

## Graduation Requirements

Graduation requirements for the Graduate Certificate in Public Health are consistent with those of other graduate programs at Spring Hill College, including:

1. Completion of the 13 hours of graduate certificate work.
2. A minimum "B" grade point average (GPA) (3.00 on a 4.00 scale).
3. Completion of the graduate certificate within six calendar years.

## Graduate Certificate in Public Health Curriculum

Course	Title	Credit Hours
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<b>MPH 500</b>	Introduction to Public Health	1
<b>MPH 504</b>	Foundations in Social and Behavioral Health	3
<b>MPH 525</b>	Foundations in Epidemiology	3
<b>MPH 563</b>	Foundations in Biostatistics	3
<b>HCM 563</b>	Foundations in Health Care Management	3

## Course Descriptions

**MPH 500. Introduction to Public Health (1)** An overview of public health, its history and significance over time, and context to facilitate real-world application of the public health concepts. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 504. Foundations in Social and Behavioral Health (3)** An overview of social scientific research and theory addressing the nature and influence of social and cultural norms influencing health disparities and social determinants of health. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 525. Foundations of Epidemiology (3)** Study of the distribution and determinants of health and disease in the human population. Epidemiological research design will also be introduced. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 563. Foundations in Biostatistics (3)** An introduction to concepts and methods of biostatistical data analysis that are used in health sciences and public health.

**HCM 563. Foundations of Health Care Management (3)** An introduction to the specific management concepts in context of healthcare organizations and the external environment; planning and goal setting; decision making and problem-solving; personnel selection; performance appraisal; and risk management.



**Go Badgers!**