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# SPRING HILL

C O L L E G E

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## **2019-2020**

## **BULLETIN OF**

## **INFORMATION**

GENERAL INFORMATION

4000 Dauphin Street  
Mobile, Alabama 36608

SHC.edu

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# GENERAL INFORMATION

## SPRING HILL COLLEGE BULLETIN OF INFORMATION

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

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

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

### Bulletin of Record

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

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

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

### Procedures for Appeals and Complaints

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

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

**PROMISE STATEMENT**

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

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

## MISSION STATEMENT

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

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

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

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

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

February 2014

## A COMPREHENSIVE LIBERAL ARTS COLLEGE

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

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

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

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

## CHARACTERISTICS OF SPRING HILL COLLEGE

Spring Hill draws its inspiration from the religious, humanistic vision of Ignatius Loyola who started his first schools in the middle of the sixteenth century. He wanted to bring to the

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

### **Academic Excellence**

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

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

### **Leadership**

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

### **Personal Development**

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

## Community

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

## Diversity

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

## Service

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

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

## GOALS STATEMENT

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

### For its students:

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

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

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

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

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

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

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

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

**For the institution:**

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

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

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

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

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

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

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

# THE COLLEGE

## CORPORATE TITLE

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

## HISTORY

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

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

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

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

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

Spring Hill College's foundation as a Jesuit, Catholic, liberal arts institution of higher learning has shaped its mission, which centers on forming leaders engaged in learning, faith, justice and service for life. The Foley Community Service Center, named for the Rev. Albert S. Foley, SJ, is part of the College's ongoing commitment to service, with Spring Hill College

students providing more than 23,000 hours of service to the local community each year. The International Service Immersion Program (ISIP) has provided numerous Spring Hill College students with life-changing experiences in service to others in the Caribbean and Central America for 13 years. An inaugural alumni ISIP trip was added in 2016 due to the overwhelming success of the program.

Spring Hill College's Carnegie Classification is as a baccalaureate college, with an arts and sciences focus. The College offers 45+ undergraduate and eight graduate degrees through eight academic divisions and annually enrolls more than 1,400 undergraduate students. Spring Hill competitively fields sixteen teams in NCAA Division II sports and four club sports as well as two spirit squads. The College boasts a thriving campus life with more than 70 student organizations, including a wide array of co-curricular and student activities, an engaged Campus Ministry, and numerous programs. 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 tourist venture. On average, 100 students per year take advantage of the Italy Center's service learning, social justice travel, research, and internship opportunities. "

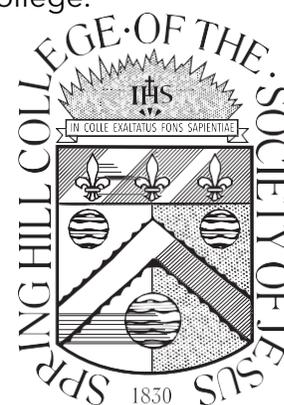
Focused on the Jesuit principle of *cura personalis*, or care and development of the whole person, Spring Hill College is a close-knit community centered on the success of each student. Through a cohesive undergraduate experience, a solid foundation in the liberal arts and innovative programs designed 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 America and 235 throughout the world, Spring Hill College is heir to a renowned and successful system of Jesuit, liberal arts education. The system derives its traditions and ideals from four centuries of academic experience and educational wisdom.

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

## ACCREDITATION, AFFILIATIONS AND MEMBERSHIPS

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

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

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

Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750  
Washington, DC 20036-1102

(202) 887-6791

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

In addition to affiliations in specialized areas and disciplines, the College holds memberships in the American Council on Education, the National Association of Independent Colleges and Universities, the National Catholic Educational Association, the Association of Catholic Colleges and Universities, the Association of Jesuit Colleges and Universities, the Alabama Association of Independent Colleges, the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, Council on Undergraduate Research, the American Association of Colleges for Teacher Education, the Alabama Association of Colleges for Teacher Education, and the National Association of Intercollegiate Athletics.

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

# SUMMARY LISTING OF ACADEMIC PROGRAMS

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

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

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

## ACADEMIC DIVISIONS AND PROGRAMS OFFERED

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

### TRADITIONAL BACCALAUREATE (4-YEAR) PROGRAMS

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

#### **Business**

Business Administration (Minor)

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

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

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

Business Administration/Financial Economics (BS-Major)

Business Administration/International Business (BS-Major)

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

Business Administration/Supply Chain Management (BS-Major)(Minor)

Finance (Minor)

**Communication, Visual and Performing Arts**

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

**Education**

Child Development Education (BS-Major) *Non-Certification*  
 Early Childhood Education (BS-Major)  
 Elementary Education (BS-Major)  
 Secondary Education (BS-Major)  
 Education for Theology Majors (Minor)

**Languages and Literature**

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

**Nursing**

Professional Nursing (BSN-Major)  
 BSN/PreMed Track (BSN)

**Philosophy and Theology**

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

**Science and Mathematics**

Biology (Minor)  
 Biology/Cell and Molecular Biology (BS-Major)(Minor)  
 Biology/Pre-Health Science (BS-Major)  
 Biology/Organismal/Marine Biology (BS-Major)  
 Biochemistry (BS-Major)(Minor)  
 Chemistry (BS-Major)(Minor)  
 Engineering Dual Degree (BS-Major)  
 Health Sciences (BS-Major)(Minor)  
 Mathematics (Minor)  
 Mathematics/Actuarial (BS-Major)  
 Mathematics/Applied (BS-Major)  
 Mathematics/Computer Analysis (BS-Major)  
 Mathematics/Pure (BS-Major)

**Social Sciences**

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

**INTERDISCIPLINARY STUDIES AND OTHER PROGRAMS**

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

**NON-TRADITIONAL BACCALAUREATE PROGRAMS**

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

**CERTIFICATE PROGRAMS**

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

## SPECIAL PROGRAMS

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

## GRADUATE STUDIES

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

# SPECIAL PROGRAMS AND SERVICES

## ACADEMIC SUPPORT

Interim Director: Ashley Dunklin, MS

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

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

## THE ALBERT S. FOLEY, SJ, COMMUNITY SERVICE CENTER

Director: Erik P. Goldschmidt, PhD

The Foley Center was founded in 1992 to honor the memory of Albert S. Foley, SJ, a 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.

Annually, nearly half of Spring Hill students engage in completing about 25,000 hours of service to the Mobile community. The Foley Center supports over a dozen faculty each year in utilizing service-learning as an effective form of instruction. The Center partners with 70 community organizations to assist their mission and service to the Mobile community.

The Foley Center sponsors several tutoring programs in the Mobile County Public School System and offers free English classes for immigrants and refugees. Furthermore, the Center invites students to participate in a Fellowship in Civic Leadership program, non-profit internships, and a Community Engaged Living Learning Community. The office is located on the second floor of the Lucey Administration Center, rooms 263 and 264.

## CENTER FOR ACADEMIC EXCELLENCE

Directors: Meg Smith, PhD and Sandy Mayo, PhD

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

## HONORS PROGRAM

*(See Interdisciplinary and Other Programs)*

## COHESIVE UNDERGRADUATE EXPERIENCE (CUE)

Director: Jennifer M. Good, PhD

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

### **LEAP: Learning, Engagement, Awareness and Personal Growth**

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

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

### **CLIMB: Community Learning, Integrated, Mission Based**

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

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

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

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

REACH is the opportunity to present their learning, often captured in an ePortfolio or via a written reflection, to faculty, staff, and peers. Students make connections, typically in the senior year, from personal goals to spiritual and professional goals. The integration of these aspects of their development are shared with others as students look forward toward their lives after Spring Hill College.

**INTERCOLLEGIATE SPORTS AND RECREATION PROGRAMS**

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

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

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

**ITALY CENTER AND STUDY ABROAD**

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

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

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

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

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

## LECTURE SERIES

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

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

## MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

**Liaison Officer: Charles M. Chester, PhD**

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

## PATHWAYS TO PURPOSE

**Program Director: Stephanie Hart, MS**

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

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

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

Using a guidebook for vocational discernment as a framework, Pathways to Purpose partners with Academic Affairs, the Cohesive Undergraduate Experience, Campus Ministry, Student Involvement and Career Services to provide a platform for students to discuss and

consider their own calling and meaning in life. In addition to vocational discernment courses in the core curriculum, Pathways to Purpose also offers co-curricular programming including overnight retreats on vocation, small group discussions, Sophomore Class Dinner and professional development for faculty and staff.

## RESERVE OFFICER TRAINING CORPS (ROTC)

*(See Interdisciplinary and Other Programs)*

## STUDENT ADVISING SERVICES

**Director: Ashley Dunklin, MS**

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

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

# ACADEMIC SUPPORT FACILITIES

## LIBRARY

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

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

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

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

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

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

## COMPUTER FACILITIES

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

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

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

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

## LABORATORIES

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

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

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

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

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

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

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

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

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

## STUDIOS

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

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

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

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

# STUDENT AFFAIRS

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

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

## RESIDENCE LIFE

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

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

## CENTER FOR STUDENT INVOLVEMENT

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

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

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

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

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

Information concerning campus programs and involvement opportunities, including student organizations, fraternity and sorority life and upcoming events can be obtained from the Center for Student Involvement at 251-380-3027 or on 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 govern the lives of our students. The *Code of Conduct*, which contains the rules and regulations of the College, is found in the *Student Handbook* and at [badgerweb.shc.edu](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 Vice President for Student Affairs.

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

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

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

## THE WELLNESS CENTER

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

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

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

## CAREER DEVELOPMENT

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

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

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

## CAMPUS MINISTRY

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

Campus Ministry works to initiate innovative programs and projects for members of the college community that enrich their spiritual life and enable them to grow in the practice of their faith. Programs are both creative and supportive. Campus Ministry is supportive in that it lends encouragement and assistance to already tried and proven undertakings. Campus Ministry is creative in that it encourages student-inspired initiatives and the formation of new

programs as student interest dictates. Peer-led liturgical, service and justice, and retreat activities are always mentored and facilitated by the professional staff of Campus Ministry.

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

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

# GENERAL FINANCIAL POLICY

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

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

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

## GENERAL FINANCIAL OBLIGATIONS

The following provisions apply to all programs of the College:

1. All tuition, fees and required forms (i.e., options form, enrollment agreement) are due by the date set forth in the student billing timeline. If tuition, fees and the required forms are not received by the Office of Student Financial Services on or before the due date, a student's pre-registration may be cancelled, a financial hold will be placed and a \$100 late fee will be added to the student account.  
Semester pre-bills are based on pre-registered hours. Students who fail to pre-register may not receive a semester pre-bill. Failure to receive a semester pre-bill, however, does not exempt students or parents from complying with the College's tuition and fee payment deadline. The pre-bill is a preliminary bill and subject to change.
2. A student will be charged the undergraduate rate whenever academically classified as an undergraduate, the graduate rate whenever academically classified as a graduate student and the non-traditional rate whenever academically classified as a non-traditional student.
3. Balances due may be paid with cash, check, or credit/debit card. All checks should be made payable to Spring Hill College and addressed to the: The Office of Student Financial Services; Spring Hill College; 4000 Dauphin Street; Mobile, AL 36608. We do not accept checks drawn on foreign banks. Visa, MasterCard, American Express and Discover are also accepted and a surcharge of 2.99% will be applied to all credit card transactions.
4. Spring Hill College deferred payment plans through a third party, and all students wishing to enroll in a deferred payment plan, must do so by the due date set forth in the student billing timeline by contacting the following company: Tuition Management Systems; P. O. Box 742627; Cincinnati, OH 45274-2627 Customer Service (1-800-356-8329), shc.afford.com.

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

5. Until all indebtedness to the College is paid in full, a student could be denied course registration, housing sign-up, the chance to go on immersion trips, the Italy Center or any study abroad program, master's programs, credit for courses, and/or an approved dismissal. Students will be denied transcripts and diploma until all indebtedness to the College is paid in full. Should a student's balance become delinquent and the College deem it necessary to place the student's account for collection with another party, the student and/or parent will be responsible for any collection or legal fees incurred as a result thereof.
6. A Spring Hill College Enrollment Agreement Form and Options Form must be signed by all students, and parents/guardians 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. Per Federal regulation, every student attending the College must have a Request for Student's Taxpayer Identification Number form on file in the Office of Student Financial Services by the first day of August their first semester of attendance.
8. Students will be permitted to charge at the bookstore if they have applied for the Financial Aid Book Allowance and they have excess financial aid to receive a book allowance. Book Allowance Vouchers will only be available from the Office of Student Financial Services to use the week prior to classes starting through the first week of class.
9. 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.
10. Private rooms in all residence halls, when available, are on a first-come, first-serve basis. There is an additional charge for these accommodations.
11. Full-time students carrying more than 18 hours earned, attempted, or audited, exclusive of military science and certain exempt courses such as LEA 101, must pay an overload fee for each hour over 18. CAUTION: Courses dropped after the add/drop period are considered hours attempted and are subject to the course overload fee.
12. Refunds are only calculated for total withdrawal from an enrollment period. All students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for

withdrawal.

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

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

**B. Return of Title IV Federal Financial Aid**

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

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

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

13. 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.
14. The comprehensive fee promotes educational, social and athletic activities on campus during the academic year. These include, but are not limited to, the recreation center, Wellness Center, career counseling center, intramural athletic program, intercollegiate athletic program, housing programs, The SpringHillian, and various student life activities.
15. 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 [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students should list Spring Hill's school code 001041 – as well as their expected housing status. All students must reapply for assistance each year. Late applicants will be considered for assistance, depending on their determined need and the availability of funds at the time their application process is complete.

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

All financial aid recipients must maintain satisfactory academic progress in order to have their federal, state and institutional aid renewed each year. Visit [www.shc.edu/admissions/tuition-and-aid/types-aid/](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, 3-5 credit hours is considered half-time and 1-2 credit hours is considered less than half-time. No aid is available for less than half-time graduate attendance.

## GRADE LEVEL PROGRESSION

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

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

## MERIT SCHOLARSHIPS

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

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

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

## SCHOLARSHIP POLICY STATEMENT

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

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

probationary status. The student's grades will be evaluated again at the end of the next academic year to determine if he/she is eligible to have his/her probationary status lifted or if the scholarship is to be reduced by 25 percent. These policies may differ from state and federal policies, so please review those sections for updated information. Satisfactory academic progress supersedes the merit scholarship standards.

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

## TRANSIENT STUDY FINANCIAL AID ELIGIBILITY

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

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

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

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

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

### Credits Defined

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

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

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

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

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

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

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

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

## SAP REVIEW STATUSES

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

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

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

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

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

**Financial Aid Probation** – Upon appeal approval, the student will be placed on Financial Aid Probation for one semester. As a condition of the appeal, the student must adhere to all

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

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

## FINANCIAL AID BOOK ALLOWANCE POLICY

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

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

# GENERAL ACADEMIC POLICY

## THE COLLEGE YEAR

The academic calendar is based on the semester system. The college year begins near the end of August and ends in the early part of May. It is divided into two semesters, a fall semester ending before Christmas, and a spring semester beginning in early January. Each semester is interrupted by two breaks. The College also has 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 the academic advisor, submit a [Bulletin Change 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*.

## CREDIT HOURS

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

## COURSE NUMBERING

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

## PREREQUISITES

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

## ATTENDANCE

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

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

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

## EXCESSIVE ABSENCES

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

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

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

## DISMISSAL FOR ABSENCES

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

## AUDITING

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

## GRADING SYSTEM

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

Letter grades are to be interpreted as follows:

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

hour will be assigned. When instructors choose to assign a B- grade, 2.7 quality points per credit hour will be assigned.

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

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

## REMOVAL OF INCOMPLETE GRADES

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

## ACADEMIC DISHONESTY AND/OR IMPROPRIETY

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

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

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

## COURSE REPEATS

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

## PASS/FAIL OPTION

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

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

## GRADE REPORTS

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

## GOOD STANDING AND SATISFACTORY ACADEMIC PROGRESS

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

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

## ACADEMIC PROBATION, SUSPENSION AND DISMISSAL

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

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

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

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

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

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

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

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

## ADDING AND DROPPING COURSES

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

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

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

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

**WITHDRAWAL FROM A COURSE**

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

**GRADE APPEAL PROCEDURE**

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

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

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

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

**COURSE LOAD**

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

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

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

## COMPETENCIES IN WRITTEN AND ORAL COMMUNICATION

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

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

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

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

## INDEPENDENT STUDY

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

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

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

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

## TUTORIAL COURSES

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

## FEES FOR INDEPENDENT STUDY AND TUTORIALS

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

## STUDENT CLASSIFICATIONS

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

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

## ACADEMIC ADVISING

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

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

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

During the sophomore, junior, and senior years, the department chair and advisor will continue to assist the student and will make a special effort during the final year to prepare the candidate for the beginning of a career or for entrance into a graduate or professional school. The department chair and advisor will also assist the student in fulfilling all requirements for

graduation; however, in the final analysis, the student is personally responsible for meeting degree requirements as set out in her/his *Bulletin* of record.

## HONORS CONVOCATION

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

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

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

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

## DEAN'S LIST

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

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

## STUDY AT OTHER INSTITUTIONS

### After Matriculation at Spring Hill College

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

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

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

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

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

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

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

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

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

## ARTICULATION AGREEMENTS WITH COMMUNITY COLLEGES

Spring Hill College enters into articulation agreements with selected community colleges so that Associate Degree graduates may continue their education to complete a Bachelor's Degree in designated academic majors. Each articulation agreement lists the curricular requirements that an Associate Degree graduate must meet to earn a Bachelor's Degree with the designated academic major. Associate Degree graduates who enroll at Spring Hill College under the terms of an articulation agreement will earn a Bachelor's Degree by fulfilling the curriculum requirements that are specified in the articulation agreement.

At this time, Spring Hill College has articulation agreements with the following community colleges for the indicated majors:

### **Coastal Alabama Community College**

Business Administration  
Political Science

### **George Wallace Community College (Selma, AL)**

Business Administration  
Political Science

## TRANSCRIPT OF RECORD

Normally transcripts will be issued by the Registrar's Office upon receipt of the [Official Transcript Request form](#) within three working days after clearance from the Student Financial Services office. During the busy period of processing final grades, transcripts will be issued within 10 working days after final grades are entered.

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

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

## NAME CHANGE POLICY

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

## SUMMER SESSIONS

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

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

By taking advantage of the scheduling options offered in the summer session, students can earn 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.

## WITHDRAWAL FROM THE COLLEGE

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

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

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

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

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

A student who withdraws on probation remains on probation.

## LEAVE OF ABSENCE

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

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

## THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Present and former students have the right to personally review their own records for information and to determine their accuracy. 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 if, 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, date and place of birth, major, dates of enrollment, degrees conferred and dates of conferral, any graduation distinction, institutions attended prior to admission, participation in officially recognized activities and sports and weight and height of members of athletic teams. A student's request to withhold directory information will be honored by the College for only one academic year and must be filed annually in the Registrar's Office within two weeks after the first day of class for the fall semester.

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

## STUDENT RIGHT TO KNOW LAW

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

## COMMENCEMENT

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

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

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

## REQUIREMENTS FOR GRADUATION

### Bachelor Degree Programs

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

### Course Requirements

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

### Quantitative and Qualitative Requirements

The student must complete a program of studies consisting of not less than 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. A grade point average of at least 2.0 and completion with a grade of C/C- (see departmental policy) or better of each of the prerequisites of the major are required.

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

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

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

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

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

### Change of Major

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

### Double Majors/Concentrations

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

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

### Second Bachelor's Degree

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

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

College and complete the additional course work outlined above for the second degree.

7. General Studies cannot be declared as a major for students pursuing a second bachelor's degree.

### **Comprehensive Experience**

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

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

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

### **Residence Requirement**

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

### **Currency of Course Work**

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

### **Application for Degree**

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

ceremony and your ability to graduate. It is the responsibility of the student to know and satisfy the degree requirements of the academic program.

### Graduation with Honors

These general requirements must be obtained for graduation with honors:

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

### Optional Minor

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

# COLLEGE DIRECTORY

## OFFICERS OF THE COLLEGE

John K. "Jack" McKinney .....	Chairman of the Board
Margaret "Peggy" Rolando.....	Vice Chairman of the Board
Reverend Christopher J. Viscardi, SJ .....	Secretary of the Board

## BOARD OF TRUSTEES

Chairman – John F. "Jack" McKinney	Chicago, Illinois
Vice Chairman – Margaret Rolando	Coral Gables, Florida
John W. Barter, III	Charleston, South Carolina
D. Matthew Baugh, SJ, PhD	Mobile, Alabama
Regina Benjamin, MD	Spanish Fort, Alabama
Corey Bronenkamp; ex officio	Mobile, Alabama
Thomas A. Byrne, Jr.	Houston, Mississippi
Mary F. Chan, MD	Menlo Park, California
Margaret F. Cussen	Chicago, Illinois
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Mike DeWine	Cedarville, Ohio
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Champ Meyercord	Mobile, Alabama
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Timothy R. "Tim" Murphy	Leawood, Kansas
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Reverend Kevin Quinn, SJ	Chestnut Hill, Massachusetts
Philip C. Rielly	Fort Lauderdale, Florida
Jennifer Scalici, MD	Mobile, Alabama
John "Jay" Shannon	Riverside, Illinois
Reverend Philip G. Steele, SJ	St. Louis, Missouri
Reverend Andrew J. Thon, SJ	Milwaukee, Wisconsin
Reverend Christopher J. Viscardi, SJ, ex officio	Mobile, Alabama

## PRESIDENT'S CABINET

Kevin W. Abel.....	Vice President for Student Affairs/Dean of Students
Gary Bracken .....	Interim Vice President of Enrollment
Catherine A. Helean .....	Chief Marketing Officer
Marc Manganaro.....	Interim Provost
Mary McDonald.....	Vice President for Development and Alumni Relations
Joe Niland .....	Director of Athletics and Recreation
Rev. Robert Poirier, SJ.....	Mission and Identity Officer
Rhonda M. Shirazi .....	Vice President for Business and Finance

## 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.....	2018 -

# FACULTY

\*Indicates part-time appointment

( ) Date in parentheses after each name is the date of initial faculty appointment. Service has not necessarily been continuous since then.

## AIR FORCE STUDIES

Capt. Richard E. Goode (2015) *Assistant Professor of Air Force Studies* – MA, Webster University, 2012.

Lt. Col. Scott W. Lamont (2016) *Professor of Air Force Studies* – MS, University of Denver, 2008

Capt. Elsa Payton (2016) *Assistant Professor of Air Force Studies* – MA, American Military University, 2013

## DIVISION OF BUSINESS

Anindya Biswas (2012) *Associate Professor* – PhD, Northern Illinois University, 2011; Teaching Areas: Economics and Finance.

George W. Clark Jr. (2018) *Instructor* – MS, University of South Alabama, 1999; Teaching Area: Computer Information Systems

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

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

Richard Mark Foster (2016) *Instructor* – MAcc, University of South Alabama, 2009; CPA; Teaching Area: Accounting.

Stephanie D. Gapud (2019) *Instructor, D.B.A.*, University of South Alabama, 2019; Teaching Area: Management

Jennifer L. Nevins Henson (2016) *Associate Professor* – PhD, University of South Carolina, 2005; Teaching Area: Marketing.

Samir Y. Khoury (2016) *Associate Professor* – PhD, Capella University, 2009; Teaching Area: Computer Information Systems.

James B. Larriviere (2001) *Associate Professor and Division Chair of Business* – PhD, Auburn University, 1995; Teaching Areas: Economics and Finance.

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

Charmane P. May (1981) *Associate Professor* – PhD, University of Alabama in Birmingham, 1977; Teaching Areas: Computer Information Systems and Management.

Glenda A. Partridge (1999) *Assistant Professor* – DBA, Anderson University, 2011; CPA, CGMA; Teaching Areas: Accounting and Quantitative Methods.

Andrew D. Sharp (1985) *Professor* – PhD, University of Mississippi, 1990; CPA, CGMA; Teaching Areas: Accounting and Business Law.

## DIVISION OF COMMUNICATION, VISUAL AND PERFORMING ARTS

### Communication Arts

Stuart C. Babington (2006) *Associate Professor and Division Chair of Communication, Visual and Performing Arts* – PhD, University of Southern Mississippi, 2007.

Christina G. Kotchemidova (2005) *Associate Professor* – PhD, New York University, 2005.

P. Ryan Noble (2013) *Associate Professor and Department Chair of Communication Arts* – MFA, Arizona State University, 2013.

Stacy Wellborn (2019) *Visiting Instructor* – MS, University of North Carolina Greensboro, 1996.

### Visual and Performing Arts

Stephen F. Campbell, SJ (1991) *Associate Professor and Department Chair of Visual and Performing Arts* – PhD, Northwestern University, 1994.

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

Janden M. Richards (2000) *Associate Professor* – MA, Hunter College of CUNY, 1974.

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

## DIVISION OF EDUCATION

Lori P. Aultman (2009) *Associate Professor, Division Chair of Education, and Director of Graduate Education* – PhD, University of Georgia, 2005.

Jennifer M. Good (2013) *Professor and Associate Provost* – PhD, Auburn University, 1998.

April M. Sanders (2013) *Associate Professor* – PhD, University of North Texas, 2013.

Lois A. Silvernail (1987) *Professor* – EdD, Auburn University, 1987.

Angela P. Stewart (2018) *Assistant Professor* – EdD, Arkansas Tech University, 2018.

## DIVISION OF LANGUAGES AND LITERATURE

### English

Steven M. Almquist (2008) *Associate Professor and Division Chair of Languages and Literature* – PhD, University of Iowa, 2008.

Robert Arbour (2018) *Visiting Assistant Professor* – PhD, Indiana University, Bloomington, 2015.

Stephanie A. Callan (2011) *Associate Professor, Department Chair of English and Writing Across the Curriculum Coordinator* – PhD, University of Oregon, 2007.

Stephanie Girard (2000) *Associate Professor* – PhD, Rutgers University, 1996.

Leigh Ann Litwiller Berte (2005) *Associate Professor* – PhD, University of Washington, 2004.

Brian R. Druckenmiller (2019), *Visiting Assistant Professor* – MFA, University of Central Florida, 2017.

Margaret Webb Smith (2010) *Associate Professor and Director for Writing, CAE* – PhD, University of Arizona, Tucson, 2007.

Jeffery G. Stoyanoff (2015) *Assistant Professor and Faculty Director of Assessment and Core Development* – PhD, Duquesne University, 2015.

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

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

## Languages

- Fabian Balmori (2010) *Associate Professor, Department Chair of Languages, Director of Hispanic Studies and Altmayer Endowed Chair in Literature* – PhD, Florida State University, 2008.
- Stephanie Balmori (2012) *Instructor* – MA, Florida State University, 2009.
- Matthew Gervase (2018) *Assistant Professor* – PhD, UC Santa Cruz, 2018.
- Cinthyia E. Torres (2018) *Assistant Professor* – PhD, Harvard University, 2014.

## LIBRARY FACULTY

- Bret A. Heim (1993) *Professor* – MS, University of Illinois at Urbana-Champaign, 1993.
- Gentry L. Holbert (2008) *Professor and Director of Library and Instructional Resource Services* – MLIS, Louisiana State University, 1992.
- Lauren A. Jensen (2016) *Assistant Professor* – MLIS, University of Illinois at Urbana-Champaign, 2006.
- Maura B. Mandyck (2015) *Associate Professor* – PhD/MLIS, University of Alabama, 2000.
- Janie M. Mathews (1999) *Assistant Professor* – MLIS, University of Alabama, 1997.

## MILITARY SCIENCE

- CPT Robert C. Hill, Jr. (2017) *Assistant Professor of Military Science* – BA, Troy University, 2005.
- LTC E. Carl Morris (2015) *Professor of Military Science* – MS, Naval Post-graduate School, 2007.
- Timothy Rey (2002) *Assistant Professor of Military Science* – BA, University of Southern Mississippi, 1984.

## DIVISION OF NURSING

- Kelli R. Boots (2016) *Assistant Professor* – DNP, University of Tennessee Health Science Center, 2011.
- Henrietta W. Brown (2017) *Associate Professor* – DNP, University of South Alabama, 2017.
- Margaret D. Cole (1997) *Professor* – DSN, University of Alabama at Birmingham, 1991.
- Martha Gibson (2013) *Associate Professor* – PhD, Texas Woman's University, 2010.
- Terran A. Mathers (1997) *Associate Professor* – DNS, Louisiana State University Health Sciences Center, 2002.
- Katie McCord (2019) *Instructor* – MSN, University of South Alabama, 2017.
- Joan K. Sands (2003) *Assistant Professor* – MEd, University of Missouri- Columbia, 1984.
- Kathy A. Sheppard (2019) *Professor and Chair of Nursing* – PhD, University of Alabama in Birmingham, 2010.

## DIVISION OF PHILOSOPHY AND THEOLOGY

### Philosophy

- Victor J. Di Fate (2011) *Associate Professor and Director of Interdisciplinary Studies* – PhD, Johns Hopkins University, 2010.
- C.R. Dodsworth (2008) *Professor and Department Chair of Philosophy* – PhD, University of Michigan, 2007.
- Michael Ferry (2008) *Associate Professor and Director of the Honors Program* – PhD, Georgetown University, 2007.
- Chelsea Haramia (2014) *Assistant Professor* – PhD, University of Colorado, 2014.

Daniel M. Massey (2013) *Associate Professor and Director of General Studies* – PhD, University of Connecticut, 2011.

Thomas Metcalf (2016) *Assistant Professor* – PhD, University of Colorado at Boulder, 2009.

### Theology

Matthew J. Bagot (2007) *Associate Professor* – PhD, Boston College, 2010. Timothy R. Carmody (1989) *Professor and Director of Graduate Theology* – PhD, Catholic University of America, 1986.

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

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

John B. Switzer (2006) *Professor* – PhD, Boston College, 2006.

Christopher J. Viscardi, SJ (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology* – STD, Gregorian University, Rome, 1979.

Stephen B. Wilson (2000) *Associate Professor* – PhD, University of Notre Dame, 2000.

## DIVISION OF SCIENCE AND MATHEMATICS

### Biology

Rafael V. D. Baylon, SJ (2011) *Assistant Professor* – MD, University of Philippines College of Medicine, 1989.

Charles M. Chester (1998) *Associate Professor and Division Chair of Science and Mathematics* – PhD, University of New Hampshire, 1996.

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

Rebecca A. Fillmore (2015) *Associate Professor* – PhD, University of South Alabama, 2001.

Deborah F. Fox (2009) *Associate Professor* – PhD, Louisiana State University, 1992.

Paul D. Kohnen (2003) *Associate Professor and Department Chair of Biology* – PhD, Oregon State University, 1992.

### Chemistry, Physics and Engineering

Lesli W. Bordas (2000) *Associate Professor and Department Chair of Chemistry, Physics and Engineering* – PhD, University of Georgia, 2000.

Mark O. Byrne (2007) *Associate Professor* – PhD, University of Notre Dame, 2004.

Ranelka G. Fernando (2018) *Visiting Assistant Professor*, PhD, Louisiana State University, 2015.

Virgil E. Jackson (2015) *Assistant Professor* – Ph., The University of Alabama, 2013.

### Mathematics

Matthew Barnes (2018) *Assistant Professor* – PhD, Louisiana State University, 2018.

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

Lauren E. Grimley (2016) *Assistant Professor and Department Chair of Mathematics* – PhD, Texas A&M University, 2016.

Sandra S. Mayo (2008) *Assistant Professor and Director of Mathematics, Center for Academic Excellence (CAE)* – EdD, University of West Florida, 2012.

Sean M. Taylor (2019) *Assistant Professor* – PhD, Louisiana State University, 2018.

## DIVISION OF SOCIAL SCIENCES

### History

Alan Shane Dillingham (2015) *Assistant Professor* – PhD, University of Maryland, College Park, 2012.  
 Sarah Duncan (2008) *Professor and Department Chair of History* – PhD, Yale University, 2009.  
 Alexandria N. Ruble (2018) *Assistant Professor* – PhD, University North Carolina at Chapel Hill, 2017.  
 Nicholas P. Wood (2017) *Assistant Professor* – PhD, University of Virginia, 2013.

### Political Science and Law

Thomas J. Hoffman (2007) *Associate Professor and Department Chair of Political Science and Law, and Director of Master of Liberal Arts Program* – PhD, Indiana University, 2004.  
 Vlad Kravtsov (2016) *Assistant Professor* – PhD, Syracuse University, 2011.  
 S. Kathleen Orange (1981) *Associate Professor and Director Emeritus of the Foley Center for Community Service* – PhD, University of North Carolina, 1976.

### Psychology

Jamie L. Franco-Zamudio (2009) *Professor* – PhD, University of California, Santa Cruz, 2009.  
 Chelsea L. Greer (2014) *Assistant Professor* – PhD, Virginia Commonwealth University, 2014.  
 Lisa D. Hager (2001) *Professor and Division Chair of Social Sciences* – PhD, University of Alabama, 1991.  
 Jamie O'Bryant (2018) *Assistant Professor* – PhD, University of Alabama, 2011.  
 Royce G. Simpson (2001) *Associate Professor and Department Chair of Psychology* – PhD, University of Alabama, 1993.

### Sociology

Harold E. Dorton, Jr. (2011) *Professor and Department Chair of Sociology* – PhD, Bowling Green State University, 2000.  
 Demetrius Semien (2014) *Assistant Professor* – PhD, University of North Carolina at Chapel Hill, 2009.

## 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.  
 Charles A. Cheney (1984) [2011] *Professor of Mathematics* – PhD, Carnegie-Mellon University, 1971.  
 Emmanuel J. Cutrone (1986) [2000] *Professor of Theology* – PhD, University of Notre Dame, 1975.  
 Daniel S. Cyphert (1988) [2015] *Professor of Mathematics* – PhD, Vanderbilt University, 1982.  
 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.  
 Barbara S. Nolan (1968) [1995] *Professor of English* – PhD, University of Notre Dame, 1964.  
 Ralph D. Sandler (1985) [2012] *Associate Professor of Finance and Economics* – PhD, Florida State  
 University, 1984.  
 David K. Sauer (1972) [2009] *Professor of English* – PhD, Indiana University, 1977. Betsy D. Stafford  
 (1969) [2000] *Professor of Teacher Education* – EdD, Auburn  
 University, 1978.  
 Barbara P. Starr (1977) [2008] *Associate Professor of Fine and Performing Arts* – MA, Florida State  
 University, 1966.  
 Mark L. Starr (1990) [2011] *Associate Professor of Philosophy* – PhD, University of California, San  
 Diego, 1988.  
 John M. Welch (1965) [2008] *Assistant Professor of History* – MA, Xavier University, 1969.  
 Michael A. Williams, SJ (1986) [2015] *Associate Professor of English* – PhD, University of Southern  
 California, 1974.

# NOTICE OF NONDISCRIMINATION

Spring Hill College does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran' status, genetic information or any characteristic protected by law in its educational programs and activities, admissions, or employment, as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable laws and College policies.

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

Patricia Davis  
Director of Human Resources and Title IX Coordinator Murphy Fine Arts Center, 1st Floor  
Office 128  
4000 Dauphin Street  
Mobile, AL 36608-1791  
251-380-3063  
[pdavis@shc.edu](mailto:pdavis@shc.edu)

# CORRESPONDENCE DIRECTORY

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

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

**Admission** (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.

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

Student conduct, community standards and development, and student to student Title IX issues.

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

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

**Marketing and Communications** (380-2281) [marketing@shc.edu](mailto:marketing@shc.edu)

Communications, community and media relations and publications.

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

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

**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/Student Records** (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 Academic Support and Advising** (380-3470) casa@shc.edu

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

**Student Involvement** (380-3027) csi@shc.edu

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

**Student Affairs** (380-3023) studentaffairs@shc.edu

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

**Wellness Center** (380-2270) wellnesscenter@shc.edu

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