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# SPRING HILL

C O L L E G E

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## **2022-2023**

## **BULLETIN OF**

## **INFORMATION**

GRADUATE  
COURSES AND DEGREES

4000 Dauphin Street  
Mobile, Alabama 36608

SHC.edu

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# ACADEMIC CALENDAR

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

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

# GENERAL GRADUATE STUDIES POLICIES

## ADMISSION

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

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

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

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

## ADMISSION OF INTERNATIONAL APPLICANTS

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

1. An official copy of a course-by-course evaluation of credentials earned outside the US by an approved evaluation service like World Education Service ([www.wes.org](http://www.wes.org)). Official copies of transcripts from all colleges and universities previously attended are also required. These records must be official school records sent directly to Spring Hill College by the school, and must bear the official stamp or seal of the school. Certified copies, if sent by the school and bearing the stamp or seal of the school, are acceptable.
2. An official copy of an English proficiency test score report indicating an acceptable score (TOEFL: Internet-Based Test - 80, Computer-Based Test - 213; IELTS - 6.5; Cambridge Examinations (CPE or CAE) - C; or the Michigan Test (MELAB) - 90.
3. Proof of financial resources showing student's ability to cover expenses for the first academic year (an affidavit of support and a confidential bank statement from student's

parents, a relative or personal sponsor showing that sufficient funds are available or a sponsorship letter from a government agency, organization, institution or school).

4. Proof of health insurance. Otherwise, students must purchase Spring Hill College's institutional health insurance.

## TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Up to nine semester hours or the equivalent of appropriate transfer credit from a regionally accredited institution may be accepted toward the master's degree. No grade lower than B- will be accepted. Course work accepted as transfer credit will be listed on the Spring Hill College transcript with the grade earned at the transfer institution; however, transfer grades will not enter into the grade point calculation for the course work taken at Spring Hill. The Provost and the program director in the department and/or the certification officer will evaluate requests for transfer of credit. No transfer credits earned prior to six years before matriculation will be accepted without evaluation by the program director and the Provost. Generally, no transfer credit will be given for course work already counted for a previous degree. Specific exceptions to the transfer of credits may be found in the policies for the individual programs.

## RESIDENCY

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

## READMISSION

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

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

## NON-DEGREE STATUS

Non-degree status applies to:

1. **Transient students** - students enrolled in graduate study at another institution and seeking credited coursework for transfer back to the home institution. Transient students must complete the application, pay the application fee, and meet either the transcript requirement of the graduate program in which the transient study will take place or provide a certificate of good academic standing from the institution designated to accept the credits in transfer from Spring Hill College. Good standing may be established either by submission of the Spring Hill College verification form available at the Admission's Office or by submission of a similar form issued from the institution to which the credits will be transferred.
2. **Audit students** - students enrolled on a strictly audit basis must complete the application form and pay the application fee. The same tuition applies to audit and credit status. Course work taken while in audit status will not be granted credit at a later date.

3. **Credit students** - non-degree graduate students who are seeking graduate credit must complete the application form, pay the application fee and submit an official transcript of the highest degree awarded, at minimum the baccalaureate.

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

## GRADE REQUIREMENTS

Grades on all courses taken in the Spring Hill graduate program will be used in determining the student's overall grade point average. Grades from courses transferred from other institutions will be listed on the transcript but not included in the graduate grade point average calculation.

Students who earn two course grades lower than B- are subject to review by the Provost and the Graduate Committee and may be dismissed. Students who earn a third grade below a B- will be dismissed. Students earning a grade less than C- in a graduate course will be dismissed from the program. No grade below C- will be accepted toward graduate degree requirements.

All graduate students at Spring Hill must maintain a B (3.00 on a 4.00 scale) average. Falling below a cumulative 3.00 GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Provost and the Graduate Committee and may be dismissed.

The minimum grade point average required for graduation from a graduate-level program is B (3.00 on a 4.00 scale) in all course work taken at Spring Hill College.

Other requirements for graduation, such as thesis requirements and comprehensive examinations, are listed with the requirements found in the section of this Bulletin for the specific program.

## ACADEMIC DISMISSAL

Students who are dismissed from a graduate program at Spring Hill College are not eligible for readmission into the same program.

Dismissal from a graduate program may be appealed within 10 days in writing to the Graduate Committee. If this appeal is not granted, there is no process for further appeals.

Students who have been academically dismissed from one Spring Hill graduate program cannot apply to take courses in another Spring Hill graduate program for a period of two years.

## AUDITING

Students may register for any course as an audit. The fee is the same as for credit. Students who are auditing a course will be expected to attend class regularly. The instructor has the option of withdrawing a student for not attending class. Courses taken for audit may be repeated for credit. Changes to audit status may be made until the "Last Day to Withdraw" on the academic calendar.

## GRADING SYSTEM

The grading system and grade appeals procedure as outlined in the section on “General Academic Policy” applies to graduate programs. However, graduate pro- grams do not assign midterm grades.

## REMOVAL OF INCOMPLETE GRADES

For graduate students, an I is reverted to an F at the end of the following semester. For a graduate student who is taking undergraduate prerequisites and has been admitted into the graduate program, the graduate policy will apply for both undergraduate and graduate courses.

## ACADEMIC DISHONESTY AND/OR IMPROPRIETY

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

Specifically, plagiarism – that is, representation of thoughts or passages from another author as one’s own work (whether intentional or unintentional); collusion – that is, collaboration with another in the preparation of term papers or other written work; cheating – that is, giving or receiving or soliciting information from another student during a test or examination; or using illicit materials in an examination or quiz will not be tolerated.

1. Any student found guilty of taking or attempting to take an examination or quiz from any room or office in the College without permission will be dishonorably dismissed from the College.
2. Dishonesty in class work is penalized as follows:
  - a. Cheating on tests or examinations or cheating/plagiarizing on papers or major writing assignments will result in a failing grade for the student in the course involved. The student will not be allowed to change his or her status in the course (e.g., withdraw or audit) to avoid the failing grade. The student will then be dishonorably dismissed from the College.
  - b. The determining of penalties for other acts of academic dishonesty or impropriety (e.g., daily quizzes, short writing assignments) is the responsibility of the professor. A repeat offense of this type will render the student subject to formal disciplinary action, including possible suspension or dishonorable dismissal from the College.
3. A professor who determines that any violation has taken place must submit a written report to the Provost and the student involved as soon as possible after the incident, whether or not individual disciplinary action has already been taken (as in 2B above).
4. A student charged with academic dishonesty may appeal to a board established by the Provost to hear such appeals. This board will be composed of three students and three



faculty members with the Provost serving as the chairperson. The students will be appointed by the Provost and will represent at least two different graduate programs at the College, with at least one student member from the graduate program of the student bringing the appeal. The faculty members will be appointed by the Provost. In any case of appeal, this board will reach a decision (to uphold the charge of academic dishonesty or not) only after consultation with the instructor who has preferred the charges and with the student so charged. The appeal must be submitted by the time indicated in the letter to the student.

5. Students dishonorably dismissed or suspended from a graduate program may appeal the dismissal to the Graduate Committee. The appeal must be submitted within 48 hours of the time the student is notified of the negative action regarding the appeal of the charge of academic dishonesty.

## EASY LISTENING

“Easy Listening” is a program that allows participants to sit in on a regularly scheduled graduate course. The fee is \$50 per semester credit. No transcript record will be kept. Participants must have the appropriate background for graduate courses. Registration is on a space-available basis and with program director approval. “Easy Listening” is appropriate for non-matriculated students as a first-time experience, for those fulfilling theology prerequisites, for professional development or for personal enrichment.

## REGISTRATION PROCEDURES

Registration for each term will take place via BadgerWeb according to the graduate calendar published in this Bulletin and on the Registrar’s web page.

Students must receive clearance from their advisor prior to registering each term. Before late registration ends, it is the student’s responsibility to make certain that his/her official registration accurately reflects only those courses for which he/ she plans to enroll for the term. Students failing to register by the date designated in the *Bulletin of Information* or in the information published on the College website will be assessed a late registration fee. Failure to make payment by the specified date will result in cancellation of the early registration and will necessitate reregistering during the late registration period. Questions regarding registration procedures should be addressed to the Office of Admissions.

## GRADUATION PROCEDURES

An application for degree (Notice of Intent to Graduate form) is due six months before the anticipated date of graduation. Failure to remit this form to the Registrar’s Office by the published deadline date can affect the appearance of your name on the printed program, the availability of your diploma, participation in the commencement ceremony and your ability to graduate. This form must be signed by the graduate program director. It is the responsibility of the student to know and satisfy the degree or certificate requirements of the academic program.

Commencement exercises are held every spring for all May graduates, as well as those completing requirements the preceding December or the following August.

# EXPENSES

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

## FINANCIAL OBLIGATIONS SPECIFIC TO GRADUATE STUDIES

1. Graduate students are responsible for compliance with all general financial obligations as set forth in the General Financial Policy section of this Bulletin.
2. Payment for tuition, fees and required forms (i.e., company reimbursement form, enrollment agreement, etc.) are due by the date set forth in the student billing timeline. If tuition, fees and the required forms are not received by the Student Financial Services Office on or before the due date, a student's pre-registration may be cancelled, a financial hold will be placed and a \$100.00 late fee will be added to the student account. Balances due may be paid by cash, check, MasterCard, Visa, American Express or Discover.
3. Graduate students desiring to pay education expenses in monthly installments should contact the following company: Tuition Management Systems, P. O. Box 742627, Cincinnati, OH 45274-2627. Customer Service (1-800-356-8329) [shc.afford.com](http://shc.afford.com).
4. Refunds are only calculated for total withdrawal from an enrollment period. All students must officially withdraw through the Office of the Registrar. Refunds will be calculated from the first day of class to the last date of attendance for an enrollment period or to the official withdrawal date for an enrollment period as determined by the College. Refunds will be based on the following policies regardless of the reason for withdrawal.

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

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

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

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

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

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

# GRADUATE PROGRAMS IN BUSINESS ADMINISTRATION

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

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

The MBA program is offered in an online format providing the maximum degree of flexibility, thereby allowing the student to continue their current career while earning an advanced business degree in the Jesuit, liberal arts tradition. The Spring Hill College MBA is comprised of 30 semester hours (10 courses). The program includes a solid core of 21 semester hours (seven courses), and nine semester hours (three courses) of program electives in the concentration of choice.

The Business Analytics track is designed to prepare individuals who can gather and analyze a variety of business data to enable data-driven decision making leading to optimized productivity, waste elimination, among other organizational goals. The Logistics and Supply Chain Track is designed to prepare an individual for various career paths in firm-specific logistics management, as well as supply chain management where the emphasis is the coordination of a network of companies working together to deliver a product to market. The Leadership track is designed to prepare individuals for responsibilities in the middle and upper management ranks by teaching and refining conceptual, analytical, and human relations skills. The Project Management track is designed for those already managing projects that want to further their education and/or prepare for industry certification in project management. Also, the program is designed for professionals interested in a career in project management.

A significant aspect of the MBA program at Spring Hill College is the emphasis on and inclusion of business ethics and social responsibility. Students should expect questions concerning ethical judgement and social responsibility to appear regularly in the graduate core curriculum. In addition to the integration of ethical issues in the MBA core courses, the BUS 573 Case Studies in Logistics and SCM (in the Logistics/Supply Chain concentration), the BUS 530 Business Ethics (in the Leadership concentration), and BUS 672 Project Management II (in the Project Management concentration) specifically examine the application of principles of ethics to activities within the complex organization. As a Jesuit institution, Spring Hill College believes that consideration of such matters is vitally important in the education of the business executive.

The program is not limited to individuals with an undergraduate degree in business. Well-qualified candidates from diverse academic backgrounds are encouraged to apply. There are no specific foundation courses required for admittance to the program, although undergraduate economics and business courses will prove beneficial to the students' success. A bachelor's degree from an accredited institution is required.

## GRADUATE BUSINESS FACULTY

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

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

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

Jennifer L. Nevins Henson (2016) *Associate Professor* – PhD, University of South Carolina, 2005; Teaching Areas: Marketing, Logistics and Supply Chain Management.

Sam Khoury (2016) *Associate Professor and Division Chair of Business* – PhD, Capella University, 2009; Teaching Area: Computer Information Systems, Logistics and Supply Chain Management.

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

## ADMISSION REQUIREMENTS

Admission to the MBA program is open to all qualified applicants who hold bachelor's degrees or equivalent from accredited colleges and universities without regard to race, color, age, sex or creed. Candidates wishing to apply electronically can find the application and other necessary forms on the SHC website <https://www.shc.edu/academics/graduate-students/>. Information pertaining to the program, application for admission, and other necessary forms may also be obtained by calling or writing the Center of Online Learning at [grad@shc.edu](mailto:grad@shc.edu).

Admission decisions will be based on a complete portfolio (includes a current resume, undergraduate transcripts and the graduate student application.) A \$25 non-refundable application fee must accompany the application. The application fee is waived for those applying online.

Students may achieve full standing through initial admission at one of three levels of admission: unconditional, conditional and provisional. Unconditional admission gives full standing upon entering the program, while conditional or provisional admission requires the student to fulfill specific documentation and/or performance criteria.

### Unconditional Admission

A student will be considered for unconditional admission by meeting the following standards:

1. A bachelor's degree from an accredited institution.
2. A complete portfolio (current resume, undergraduate transcripts and the graduate student application).
3. A minimum of 80 on the Internet-Based TOEFL examination (213 on the computer-based version) for students whose native language is not English.

### Conditional Admission

Applicants who do not meet the standards for unconditional admission may be admitted conditionally if, in the judgment of the Graduate Program Director, they have the potential to successfully complete an MBA program. Evidence of that potential may include the following:

1. being previously and fully admitted to and having maintained good standing in a nationally accredited graduate business program;
2. having earned a post-bachelor's level degree in any field from an accredited graduate program or professional school or
3. having, in the judgment of the Graduate Program Director, significant business experience at an executive level.

The performance of each student admitted conditionally will be reviewed by the Graduate Program Director after the completion of nine credit hours of coursework to determine whether the student will be elevated to unconditional status or dropped from the program. A grade point average of B (3.00) or higher must be achieved within the first nine hours for the admission status to be raised to unconditional.

### Provisional Admission

Upon the recommendation of the Graduate Program Director, an applicant with an undergraduate degree with a GPA of 2.75 or higher for whom official transcripts are not yet received by the time classes commence in the semester for which application is made may be admitted provisionally. Official transcript must be presented to the Graduate Office prior to the end of the first semester of enrollment. Future enrollment may be suspended until the transcript is presented.

## GRADUATION REQUIREMENTS

1. Completion of the 30 hours of MBA core and program elective course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of BUS 599 at Spring Hill College with a grade of at least B-. This course will serve as the capstone or integrating comprehensive experience for the program.
3. Completion of the program within six calendar years. Students must complete at least one course a year to remain in the program.

## TRANSFER POLICY

Up to nine hours of MBA core or program elective coursework may be transferred in (B-grade or better). All other provisions of the section "Transfer of Credit From Other Institutions" apply.

## NON-DEGREE STUDENTS

In recognition that some students might not wish to undertake a complete MBA program but would rather study a few selected courses, a student may enroll in any MBA course in a non-

degree status. Such students must complete the application form, pay the application fee, and provide transcripts verifying graduation from an accredited bachelor's level program. Up to nine hours taken in a non-degree-seeking status may be applied toward the MBA degree should the student decide to make the commitment to pursue the complete program. The normal admission standards must be met by such students.

## THE MBA CURRICULUM

The following courses are required of all students (21 semester hours):

Course	Title	Credit Hours
BAN 570	Introduction to Data Analytics	3
BUS 520	Organizational Behavior and Ethical Decision Making	3
BUS 535	Cost Accounting and Financial Analysis	3
BUS 550	Managerial Economics and Corporate Profitability	3
BUS 565	Logistics and Supply Chain Management	3
BUS 580	International Business	3
BUS 599	Business Strategy, Policy and Sustainability	3
	<b>Core Total</b>	<b>21</b>

## CONCENTRATION IN BUSINESS ANALYTICS

Course	Title	Credit Hours
BAN 571	Introduction to Management Science	3
BAN 572	Introduction to Business Analytics	3
BAN 573	Advanced Business Analytics	3
	<b>Electives Total</b>	<b>9</b>

## CONCENTRATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Course	Title	Credit Hours
	<i>Choose three from the following:</i>	9
BUS 571	Procurement and Material Management (3)	
BUS 572	Logistics Information Systems (3)	
BUS 573	Case Studies in Logistics and Supply Chain Management (3)	
BUS 574	Management and Distribution of Inventory (3)	
	<b>Electives Total</b>	<b>9</b>



## CONCENTRATION IN LEADERSHIP

Course	Title	Credit Hours
<i>Choose three from the following:</i>		9
BUS 525/LIS 572	Leadership (3)	
BUS 530/LIS 573	Business Ethics and Social Responsibility (3)	
BUS 592/LIS 574	Conflict Management (3)	
BUS 595	Special Topics (3)	
<b>Electives Total</b>		<b>9</b>

## CONCENTRATION IN PROJECT MANAGEMENT

Course	Title	Credit Hours
<i>Complete the following courses:</i>		
BUS 671	Project Management I	3
BUS 672	Project Management II	3
<i>Choose one from the following:</i>		3
BUS 673	Project Management Software (3)	
BUS 674	Project Management Capstone (3)	
<b>Electives Total</b>		<b>9</b>

## GRADUATE LEVEL BUSINESS COURSES

### MBA CORE COURSES

**BAN 570. Introduction to Data Analytics (3)** An analysis of organizing, summarizing, interpreting, and reporting data, probability concepts, probability distributions, statistical inference (estimation and hypothesis testing), regression, and non-parametric analysis.

**BUS 520. Organizational Behavior and Ethical Decision Making (3)** Presents a behaviorally oriented, interdisciplinary course focused on understanding human motivation and behavior patterns within an organizational setting. Throughout the course, major ethical theories are integrated and applied to contemporary business topics including conflict management, organizational culture, diversity and inclusion, person-organization fit, team functioning, decision making, change management and leadership.

**BUS 535. Cost Accounting and Financial Analysis (3)** This course is intended to provide a comprehensive view of how accounting systems – particularly cost accounting systems – allow the manager to plan goals and develop budgets in order to exercise control over the operation of the business firm. The process of reviewing and analyzing a company's financial statements is emphasized.

**BUS 550. Managerial Economics and Corporate Profitability (3)** Increasing corporate profitability through the use of economic analysis is the focus of this course. Topics include

pricing strategies, decisions regarding capital structure, organizational architecture and its impact on the managerial decisions.

**BUS 565. Logistics and Supply Chain Management (3)** This course is an analysis of logistics and supply chain management concepts, processes, procedures and strategies throughout the supply chain. These concepts include inventory control, demand management, forecasting and integrating models of procurement, transportation, warehousing, materials handling and storage, global logistics and information systems integration. Students will analyze logistics processes and metrics, recommend solutions for improvement of operations, and develop logistics strategies.

**BUS 580. International Business (3)** An examination of the internal and external environment facing firms involved in the international marketplace. The course examines economic, political, management, marketing and financial implications of doing business in an international setting.

**BUS 599. Business Strategy, Policy, and Sustainability (3)** Designed as a capstone experience for the MBA student. The various functional areas of business study will be integrated in this course, while emphasizing corporate social responsibility and sound business leadership practices.

## BUSINESS ANALYTICS

**BAN 571. Introduction to Management Science (3)** An introduction to a broad range of topics in management science, namely: decision theory, linear programming, non-linear and dynamic programming, transportation and assignment models, network models (PERT-CPM), Markov chains, game theory, inventory models, queuing theory, and simulation models. Prerequisite: BAN 570.

**BAN 572. Introduction to Business Analytics (3)** The course provides coverage over the full range of business-analytics—descriptive, predictive, and prescriptive. It includes step-by-step instructions to help students learn how to use Excel and Excel add-ons such as XL Miner for data mining and the Analytic Solver Platform for optimization and simulation. Prerequisite: BAN 570.

**BAN 573. Advanced Business Analytics (3)** The course provides a strong foundation for extensive data analysis, spreadsheet use, and modeling in two other statistical software, R and Python. Students can learn several analytical methods useful in real-life business-decision making. Prerequisite: BAN 570.

## LOGISTICS AND SUPPLY CHAIN MANAGEMENT CONCENTRATION ELECTIVES

**BUS 571. Procurement and Material Management (3)** This course explores purchasing and materials management practices and strategies implemented throughout industry. Topics analyzed include purchasing proposal solicitation and evaluation, supplier evaluation, contract development and execution, inventory control, lean logistics, supplier development, material flow, forecasting, supply chain integration, responsible procurement and e-procurement.

**BUS 572. Logistics Information Systems (3)** This course is an analysis of the integration of information systems within logistics and supply chain operations. Topics include Supply Chain Management (SCM) systems, Enterprise Information Systems (ERPs), warehousing and transportation systems, Customer Relationship Management Systems (CRMs), transaction

processing systems and Decision Support Systems (DSS). Special emphasis will be placed on the integration of SAP ERP within supply chains.

**BUS 573. Case Studies in Logistics and Supply Chain Management (3)** This course is a study of logistics and supply chain management through case studies. Students will analyze numerous logistics and supply chain cases and propose recommendations that would integrate effective supply chain strategies. Some of the topics explored include supply chain optimization, supply chain metrics analysis, reducing supply chain risk, supplier development, supplier selection and management, supporting lean manufacturing, and transportation evaluation and selection.

**BUS 574. Management and Distribution of Inventory (3)** This advanced logistics and supply chain management course explores various inventory control and distribution practices, techniques, and best practices. Topics addressed include forecasting, warehouse utilization, automation, and optimization, transportation regulation, inventory control models and techniques, and the use information technology to reduce and control inventory levels.

### LEADERSHIP CONCENTRATION ELECTIVES

**BUS 525. Leadership (3)** A study of nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership, and transformational change.

**BUS 530. Business Ethics and Social Responsibility (3)** A philosophical study of the application of principles of ethics to activities within the complex organization. The critical questions involved in ethical business conduct and an awareness of appropriate concerns for social responsibility are considered.

**BUS 592. Conflict Management (3)** This course explores various methods of conflict resolution at different organizational levels. It also deals with causes of conflict and the process of conflict management. The case-study method of teaching is employed.

**BUS 595. Special Topics (3)** The content of the course will be designed to meet the academic and professional needs of MBA students.

### PROJECT MANAGEMENT CONCENTRATION ELECTIVES

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

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

**BUS 673 Project Management Software (3)** This course will explore essential software commonly used in project management. Software such as Microsoft Project®, Microsoft Excel

Solver®, and Smartsheet® will be utilized to aid in the project management and decision-making process.

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

## GRADUATE CERTIFICATES

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

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

Students in process of completing the Graduate Certificate in an area of study and considering applying to the MBA program should formally apply prior to the completion of the third course in the Certificate program. Up to nine hours completed in a non-degree seeing status may be applied toward the MBA degree.

### CERTIFICATE IN BUSINESS ANALYTICS

Course	Title	Credit Hours
BAN 570	Introduction to Data Analytics	3
BAN 571	Introduction to Management Science	3
BAN 572	Introduction to Business Analytics	3
BAN 573	Advanced Business Analytics	3
	<b>Total</b>	<b>12</b>

### CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Course	Title	Credit Hours
BUS 565	Logistics and Supply Chain Management	3
	<i>Choose three from the following:</i>	9
BUS 571	Procurement and Material Management (3)	
BUS 572	Logistics Information Systems (3)	
BUS 573	Case Studies in Logistics and Supply Chain Management (3)	
BUS 574	Management and Distribution of Inventory (3)	
	<b>Total</b>	<b>12</b>

### CERTIFICATE IN LEADERSHIP

Course	Title	Credit Hours
BUS 520/LIS 571	Organizational Behavior	3
	<i>Choose three from the following:</i>	9
BUS 525/LIS 572	Leadership (3)	
BUS 530/LIS 573	Business Ethics and Social Responsibility (3)	
BUS 592/LIS 574	Conflict Management (3)	
BUS 595	Special Topics (3)	

**Total** **12**

## CERTIFICATE IN PROJECT MANAGEMENT

Course	Title	Credit Hours
BUS 520	Organizational Behavior	3
BUS 671	Project Management I	3
BUS 672	Project Management II	3
	<i>Choose one from the following:</i>	3
BUS 673	Project Management Software (3)	
BUS 674	Project Management Capstone (3)	
	<b>Total</b>	<b>12</b>

# GRADUATE PROGRAMS IN EDUCATION

Program Director: Paige Raney, PhD, 251-380-3473

The Division of Education deactivated all graduate programs in December 2020. Graduate students who were unconditionally admitted to a Division of Education graduate program prior to December 2020 are in “teach out,” allowing them to complete their programs in a specified timely manner.

The following programs will be retooled and proposed to the Alabama State Department for launch in or after the 2022-23 academic year.

- M.S. Elementary Education
- M.A.T Elementary Education
- M.A.T. Secondary English Language Arts
- M.A.T Secondary History
- M.A.T. Secondary Math
- M.A.T. Secondary Biology

*Policies and regulations governing the issuance of teacher certificates are under the authority of the Alabama State Board of Education. Spring Hill College cannot assume responsibility for changes in certification requirements due to changes in Alabama State Board of Education policies and/or regulations. Additionally, education students agree to permit Spring Hill College to share appropriate student information with the Alabama State Board of Education as requested by them.*

# GRADUATES PROGRAM IN NURSING

Program Director: Erin Sheppard, DNP, APRN, FNP-BC – 251-380-4481

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

## PHILOSOPHY:

The Division of Nursing supports the mission and values of the institution, while educating graduates to become leaders in service to others. The tradition and identity of Spring Hill College draws from the strength of its Catholic heritage and its Jesuit spirituality and education philosophy. The nursing program nurtures both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

The person resides in an ever-changing, culturally diverse society and assumes responsibility for decisions regarding personal health and illness. Each individual is a holistic being with intrinsic worth, who has bio-psycho-social, spiritual and cultural dimensions in interactions with the environment. Respect for individual human dignity, equality, freedom, and justice are basic rights in our society.

Health is a dynamic multidimensional state represented by a health continuum and is affected by personal choices, values, and interactions with the environment. Nursing promotes the awareness of healthy lifestyles and, compassionately, assists individuals to reestablish health, and to cope with illness or impending death.

The environment includes the interaction of physical, ecological, political, cultural, and religious factors. Healthcare policy shapes the nature of quality and safety of the practice environment. Although the environment is constantly changing, a healthy environment is conducive to the quality of life for individuals, families, the community, and society.

Nursing practice is committed to promoting health, preventing disease, and improving patient outcomes. It involves knowledge, critical thinking skills, and collaboration with other colleagues and disciplines to provide high quality, safe, effective, patient-centered and holistic care. Nurses as caregivers, teachers, and advocates must use technology and evidence-based practice incorporating ethical, moral, and legal standards.

Nursing education at SHC strives to awaken mind and spirit to the pursuit of truth and to an ever-deepening appreciation of the beauty of creation, the dignity of life, the demands of justice, and the mystery of God's love. The graduate will be educated in the Catholic, Jesuit, liberal arts tradition to become a competent, intelligent nurse who exercises compassion and caring in a culturally diverse society. Through their professional nursing courses, the faculty prepares their



students to become critical, conscientious, health care professionals, who are committed to excellence in the service to others.

Learning occurs in a virtual environment, the classroom, and clinical experiences. The role of the nurse educator is to facilitate the student's learning and provide opportunities to meet individual learning needs based on diverse learning styles. This teaching process takes place through cognitive, psychomotor, and affective learning, by incorporating the students' life experiences, motivation, and scholastic aptitude to reach their maximum potential.

## PROGRAM GOALS

The overall goal of the Master of Science in Nursing Program is to prepare leaders in nursing who will demonstrate the knowledge and skill to:

1. Provide leadership in service to others at the point of care in a variety of settings in which healthcare is delivered or taught.
2. Manage complex clinical cases and provide leadership at the point of care for individuals, families, groups and populations.
3. Lead and collaborate with interprofessional teams in the delivery of evidence-based, patient-centered, and culturally responsive health care in multiple settings across the care continuum.
4. Assume accountability for the ongoing acquisition of knowledge and skills to effect change in health care practice, outcomes, and the profession of nursing.
5. Advocate for policies that improve the health of individuals, families, groups, populations, and the profession of nursing.

## EXPECTED STUDENT OUTCOMES:

The MSN program is directly related to the mission of Spring Hill College: to educate students to become responsible leaders in service to others. Nine expected student outcomes are articulated for graduates of the MSN program.

1. Integrate scientific findings from nursing, sciences, and the humanities for the continual improvement of nursing care across diverse settings.
2. Demonstrate organizational and systems leadership in current healthcare and educational issues for the promotion of high quality and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships and a systems perspective.
3. Apply methods, tools, performance measures, standards related to quality and quality principles within an organization.
4. Apply nursing research outcomes within the practice setting, resolves practice problems; work as a change agent and disseminates results.

5. Manage informatics and healthcare technologies to provide integrated and coordinated care to individuals, families, and aggregates/identified populations.
6. Intervene at the system level through policy development processes and advocacy strategies to influence nursing education, health, and healthcare.
7. Provide leadership of interprofessional teams by communicating, collaborating, and consulting with other health professionals.
8. Integrate patient-centered and culturally appropriate concepts in the education, planning, delivery, management and evaluation of evidence-based clinical prevention, health promotion, and services to individuals, families, and aggregates.
9. Demonstrate advanced nursing practice interventions including both direct and indirect care components that influence healthcare outcomes for individuals, populations, or systems.

## ACCREDITATION

The MSN Program at Spring Hill College is seeking accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## DEGREE PROGRAM

Spring Hill College offers a Master of Science in Nursing (MSN) degree program designed to prepare nurses for leadership in the health care delivery system as Executive Leadership and Clinical Nurse Leaders (CNL). The MSN program further provides a program to prepare Nurse Educators for the rapidly growing need of additional practitioners. The MSN program combines online courses, clinical integration with preceptors and site visits by program faculty to allow nurses to complete degree requirements in their local communities and work settings. Working with health care partners, the MSN program enables nurses to learn by applying new concepts and approaches to their own professional practice. In addition, the MSN program supports its health care partners as they incorporate the role of Nurse Educator, Executive Leader and Clinical Nurse Leader into their staffing strategies. The MSN program at Spring Hill College is designed for RNs who hold a Bachelor of Science in Nursing degree.

## GRADUATE NURSING FACULTY

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

Margaret D. Cole (1997) *Professor* – DSN, University of Alabama at Birmingham, 1991.

Ola Fox (2005) *Professor* – DNS - LSU Health Sciences Center, 2000

Martha Gibson (2013) *Associate Professor* – PhD, Texas Women’s University, 2010.

Tasha Jones (2021) *Assistant Professor* – DNP – Samford University, 2018.

Kathy Sheppard (2019) *Professor* – PhD, University of Alabama at Birmingham, 2010.

## GENERAL ADMISSION REQUIREMENTS

Admission to the Master of Science in Nursing program is open to all qualified men and women without regard to race, color, age, sex or creed. All applicants must:

1. Hold an RN license in the state where he or she practices nursing,
2. Have a minimum of one year of clinical experience,
3. Currently work in an educational or clinical setting and have access to a health care facility for clinical or educational integration and research,
4. Meet the admissions criteria listed below that are appropriate for the academic degree that he or she holds.

The admission process for all application categories requires official transcripts from all colleges attended, mailed directly to the Office of Admissions by the appropriate registrar. Applicants must submit three written references, employer verification, verification of a current physical exam, immunizations, background check, a current resume and a 500-word statement that explains how becoming a Clinical Nurse Leader (CNL), Nurse Educator or Executive Leader will help them achieve their personal and professional goals.

## ADMISSION REQUIREMENTS - RN WITH BSN TO MSN PROGRAM

### UNCONDITIONAL ADMISSION

For unconditional admission, BSN applicants must meet the general admission requirements and have a minimum grade point average (GPA) of 3.0 from a regionally accredited institution.

### CONDITIONAL ADMISSION

Applicants not meeting the required 3.0 GPA for unconditional admission may be offered conditional admission upon the recommendation of the graduate nursing faculty and the approval of the Provost. A grade point average of at least 2.75 on a 4.0 scale is required for conditional admission.

To attain full standing from conditional admission, i.e., progress beyond the first six hours of course work, the student must complete the first six hours of course work at Spring Hill College with at least a "B" average (3.0 on a 4.0 scale).

## PROVISIONAL ADMISSION

Provisional status may be granted to applicants who have not yet completed their required documentation. Students provisionally admitted must submit required documentation and be unconditionally or conditionally admitted before being allowed to register for a second term.

## GRADE REQUIREMENTS

MSN – All graduate students must maintain a B (3.0 on a 4.0 scale) average. Falling below a 3.0 cumulative GPA will result in being placed on academic probation. Students who remain on academic probation after one semester will be reviewed by the Graduate Committee and the Provost and may be dismissed. Students who earn two course grades lower than a B are subject to review by the Graduate Committee and may be dismissed. Students who earn a third grade below a B will be dismissed from the program. Students earning a grade of D or F in a graduate course will be dismissed from the program.

## TRANSFER POLICY

See Graduate Program Policies

## GRADUATION REQUIREMENTS

1. Completion of the 36 hours of MSN core course work. The minimum grade point average (GPA) required for graduation is "B" (3.00 on a 4.00 scale).
2. Successful completion of practicum, residency and projects as appropriate for each track with a grade of at least B in each course.
3. Satisfactory performance on each portion of a comprehensive written examination. The comprehensive examination is administered in the final (academic clinical residency) term of the student's program.
4. Students are encouraged to take the CNL certification examination offered by the American Association of Colleges of Nursing (AACN) Commission on Nurse Certification (CNC) prior to graduation.
5. Completion of the program within six calendar years.

## THE MSN CURRICULUM

3 Concentrations		
	Core Curriculum (18 Credits)	
	Advanced Pathophysiology, Pharmacology & Assessment (NUR 510; 3 credits) 60 clinical hours	
	Applied Research and Evidence Based Practice (NUR 514; 3 credits)	
	Ethics in Healthcare (NUR 511; 3 credits)	
	Informatics in Healthcare (NUR512; 3 credits)	
	Health Policy (NUR 518; 3 credits)	
	Advanced Statistics for Healthcare (NUR 519; 3 credits)	
Executive Leadership (18 credits)	Nursing Education (18 credits)	CNL
Theoretical Foundations of Leadership (NUR 513; 3 credits) 20 clinical hours	Theoretical Educational Foundations of Nursing Education (NUR 530; 3 credits) 20 clinical hours	Theoretical Foundations of Leadership (NUR 513; 3 credits) 20 clinical hours
Quality and Safety in the Healthcare Environment (NUR 541; 3 credits) 60 clinical hours	Curriculum Development (NUR 531; 3 credits) 60 clinical hours	Clinical Outcomes Management (NUR 520; 3 credits) 60 clinical hours
Organizational Behavior (NUR 542; 3 credits) 60 clinical hours	Course Development (NUR 532; 3 credits) 60 clinical hours	Care Environmental Management (NUR 521; 3 credits) 60 clinical hours
Finance for Healthcare Leaders (NUR 543; 3 credits) 60 clinical hours	Teaching Strategies (NUR 533; 3 credits) 60 clinical hours	
Administration in Healthcare Organizations (NUR 544; 3 credits) 60 clinical hours	Testing and Evaluation Strategies (NUR 534; 3 credits) 60 clinical hours	Academic Clinical Residency (NUR 522; 6 credits)  360 clinical hours
Practicum - Project Development (NUR 545; 3 credits) 180 clinical hours	Practicum for Nurse Educators (NUR 535; 3 credits) 180 clinical hours	The Clinical Nurse Leader Project (NUR 523; 3 credits)
Total Program Credits		
36	36	36

## MSN - EXECUTIVE LEADERSHIP

### CORE COURSES

#### **NUR 510. Essentials of Advanced Health Assessment, Pathophysiology and Pharmacology (3)**

The focus of this course is to advance current knowledge of health assessment, pathophysiology and pharmacology. Students will focus on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 60 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Clinical decision making is supported through the understanding of human physiology and pathophysiology and use of appropriate pharmacotherapeutic agents in the care of patients. Prerequisites/Corequisites: None.

**NUR 511 Ethics in Healthcare (3)** Students will investigate the role of ethics in situations encountered by healthcare professionals. Ethical theories will be explored along with decision making in healthcare, illness and other environments. Prerequisites/Corequisites: None.

**NUR 512 Informatics in Healthcare (3)** This course will prepare healthcare professionals to utilize data from information and communication systems. Students will utilize data and information in the advancement of individual and public healthcare as well as in evidence-based practice to improve patient outcomes. Prerequisites/Corequisites: None.

**NUR 514. Applied Research and Evidence-Based Practice (3)** This course provides an in-depth examination of research in nursing and evidence-based practice. Principles of biostatistics including measurement and analysis of statistical data and practical application of epidemiologic techniques will be examined. Prerequisites/ Corequisites: Advanced Statistics for Healthcare.

**NUR 518. Health Policy (3)** This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

**NUR 519 Advanced Statistics for Healthcare (3)** Students will gain a broad understanding of common research methods and data analysis that are used in healthcare research. Students will be exposed to common statistical data analysis for biostatistical problems. Prerequisites/Corequisites: Undergraduate statistics

### SPECIALIZED COURSES

**NUR 513. Theoretical Foundations for Leadership (3)** This course provides an examination of theoretical models of nursing and leadership along with selected theoretical frameworks for understanding role development, organizational behavior, decision-making and conflict resolution in the healthcare environment. This course includes a 20-contact-hour clinical integration experience. Prerequisites/ Corequisites: None.

**NUR 541 Quality and Safety in the Healthcare Environment (3)** This course will dwell into the quality and safety issues facing healthcare today. QSEN goals and objectives will be utilized so that the student has an in-depth knowledge facing nursing leaders in healthcare. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 542 Organizational Behavior (3)** This course incorporates the study of management principles and practices with the analysis of human behavior within organizations. Students will learn advanced behavioral science theories and assess how they integrate with management theories resulting in effectiveness, efficiency and human resource development within organizations. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 543 Finance for Healthcare Leaders (3)** This course will cover the finance and budget for all nurse leaders as they lead to organization to budgetary constraints from government and insurance companies to continue to offer best evidence care at a cost saving to the individual patient. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 544 Administration in Healthcare Organizations (3)** This course will cover the criteria and relationships from the perspective of administration. The nurse leader will learn to evaluate the organization's structure and function and be a valuable member of the administration and direction of the agency. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 545. Practicum - Project Development (3)** This course will direct and discover the realistic role of the nurse leader, through a practicum/preceptor experience. The student will work side by side with a nurse leader to gain access and day to day experiences for the working environment. This course also provides the opportunity for the student to select a specific project to be completed while collaborating with the clinical preceptor and faculty partner. The student will identify a specific project intended to improve the health care for individuals and populations. This course provides the student with a 180-hour immersion experience to become proficient in applying concepts from all previous courses with application in the nursing leadership environment. Prerequisite: All core MSN classes and Executive Leadership didactic and clinical integration courses.

## MSN - NURSING EDUCATION

### CORE COURSES

**NUR 510. Essentials of Advanced Health Assessment, Pathophysiology and Pharmacology (3)** The focus of this course is to advance current knowledge of health assessment, pathophysiology and pharmacology. Students will focus on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 60 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Clinical decision making is supported through the understanding of human physiology and pathophysiology and use of appropriate pharmacotherapeutic agents in the care of patients. Prerequisites/Corequisites: None.

**NUR 511 Ethics in Healthcare (3)** Students will investigate the role of ethics in situations encountered by healthcare professionals. Ethical theories will be explored along with decision making in healthcare, illness and other environments. Prerequisites/Corequisites: None.

**NUR 512 Informatics in Healthcare (3)** This course will prepare healthcare professionals to utilize data from information and communication systems. Students will utilize data and information in the



advancement of individual and public healthcare as well as in evidence-based practice to improve patient outcomes. Prerequisites/Corequisites: None.

**NUR 514. Applied Research and Evidence-Based Practice (3)** This course provides an in-depth examination of research in nursing and evidence-based practice. Principles of biostatistics including measurement and analysis of statistical data and practical application of epidemiologic techniques will be examined. Prerequisites/ Corequisites: Advanced Statistics for Healthcare.

**NUR 518. Health Policy (3)** This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

**NUR 519 Advanced Statistics for Healthcare (3)** Students will gain a broad understanding of common research methods and data analysis that are used in healthcare research. Students will be exposed to common statistical data analysis for biostatistical problems. Prerequisites/Corequisites: Undergraduate statistics.

## SPECIALIZED COURSES

**NUR 530 Theoretical Educational Foundations of Nursing Education (3)** In this course, the student will examine multiple educational theories. The student critiques the components of the theories and explores the value and contributions of the theories to nursing, advanced nursing, and evidence-based practice. The student will show how to apply the theories in education with clients and their families. This course includes a 20-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 531 Curriculum Development (3)** In this course, the student focuses on the processes of curriculum development. Traditional and advanced program development applied to various educational environments are examined. Students in this course learn the theoretical foundations that address curriculum development, assessment, and evaluation. They also focus on portions of the curriculum, which include social, professional, and educational trends that affect nursing education curriculum. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: None.

**NUR 532 Course Development (3)** In this course, the student will learn to develop courses for use in traditional small to medium size classrooms, online learning, hybrid learning, lecture for large classes and short courses. Students will be challenged to plan for student engagement in these courses with the addition of transition from one type of course to another due to emergency situations. Blooms taxonomy and writing course and student objectives will be emphasized. The student focuses on developing outcomes for the course, how to write a syllabus and a timeline, how to meet accreditation requirements, how to utilize technology in developing courses, how to utilize theory in establishing a framework for courses, how to utilize current evidence-based research to develop courses, and how to utilize different teaching and learning strategies in developing courses. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: Curriculum Development.

**NUR 533 Teaching Strategies (3)** In this course, the student explores how to plan instruction on a nursing topic, creating and adapting meaningful lessons, and assessment/evaluation strategies for multiple learning environments and learner characteristics. The student will consider the diverse



learning needs and ethical considerations of various learner groups (e.g., vulnerable populations, clients with disparities, nursing students, staff, and patients/caregivers). Students also examine how to effectively integrate technology tools and develop lessons encompassing those needs. Students will explore evaluation strategies and related outcome measurements and how technology can assist. This course includes a 60-contact-hour clinical integration experience.

Prerequisites/Corequisites: Curriculum Development, Course Development.

**NUR 534 Testing and Evaluation Strategies (3)** In this course, the student examines educational measurement. Assessment and evaluation concepts, models, and frameworks are compared and analyzed for applicability in curriculum development. The student engages in application of measurement theory to the construction and use of educational evaluation tools. This course includes a 60-contact-hour clinical integration experience. Prerequisites/Corequisites: Curriculum Development, Course Development, Teaching Strategies.

**NUR 535 Practicum for Nurse Educators (3)** In this course, the student has an intensive experience in critical analysis, designed to broaden their views and support the integration of knowledge extended throughout the curriculum. This course emphasizes the application of teaching-and-learning theories and concepts in implementation of the nurse educator role. The student demonstrates the competencies essential to the nurse educator. The role is implemented, applied and analyzed in collaboration with a nurse-educator mentor. In collaboration with a nurse-educator mentor, the student continues to apply teaching and learning theories and concepts in the implementation of the nurse-educator role in an academic or clinical practice setting and continues the implementation of evidence-based teaching strategies. The student completes a scholarly project demonstrating synthesis of the advanced knowledge and skills needed to be an effective nurse educator. This course provides the student with a 180-hour immersion experience to become proficient in applying concepts from all previous courses with application in the nursing education environment. Prerequisite: All core MSN classes and Nursing Education didactic and clinical integration courses.

## MSN - CLINICAL NURSE LEADER CORE COURSES

**NUR 510. Essentials of Advanced Health Assessment, Pathophysiology and Pharmacology (3)** The focus of this course is to advance current knowledge of health assessment, pathophysiology and pharmacology. Students will focus on diagnostic reasoning models/theories utilizing knowledge of advanced health assessment of individuals throughout the lifespan. In addition to theory, students will perform 60 hours of clinical practice perfecting their health assessment and diagnostic reasoning skills. Clinical decision making is supported through the understanding of human physiology and pathophysiology and use of appropriate pharmacotherapeutic agents in the care of patients. Prerequisites/Corequisites: None.

**NUR 514. Applied Research and Evidence-Based Practice (3)** This course provides an in-depth examination of research in nursing and evidence-based practice. Principles of biostatistics including measurement and analysis of statistical data and practical application of epidemiologic techniques will be examined. Prerequisites/ Corequisites: Advanced Statistics for Healthcare.

**NUR 511 Ethics in Healthcare (3)** Students will investigate the role of ethics in situations encountered by healthcare professionals. Ethical theories will be explored along with decision making in healthcare, illness and other environments. Prerequisites/Corequisites: None.

**NUR 512 Informatics in Healthcare (3)** This course will prepare healthcare professionals to utilize data from information and communication systems. Students will utilize data and information in the advancement of individual and public healthcare as well as in evidence-based practice to improve patient outcomes. Prerequisites/Corequisites: None.

**NUR 518. Health Policy (3)** This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

**NUR 519 Advanced Statistics for Healthcare (3)** Students will gain a broad understanding of common research methods and data analysis that are used in healthcare research. Students will be exposed to common statistical data analysis for biostatistical problems. Prerequisites/Corequisites: Undergraduate statistics.

## SPECIALIZED COURSES

**NUR 513. Theoretical Foundations for Leadership (3)** This course provides an examination of theoretical models of nursing and leadership along with selected theoretical frameworks for understanding role development, organizational behavior, decision-making and conflict resolution in the healthcare environment. This course includes a 20-contact-hour clinical integration experience. Prerequisites/ Corequisites: None.

**NUR 518. Health Policy (3)** This course provides an examination of policy issues confronting public and private health organizations and specific populations. Prerequisites/Corequisites: None.

**NUR 520. Clinical Outcomes Management (3)** This course provides the opportunity for the student to focus on clinical outcomes management for clinical populations through the delivery of evidence-based nursing practice in the areas of illness/disease management, health promotion and disease reduction/prevention. This course includes a 60-contact-hour clinical integration experience. Prerequisite: All MSN core courses and NUR 513, and NUR 518

**NUR 521. Care Environment Management (3)** This course provides the opportunity for the student to focus on care environment management for clinical populations. This course includes a 60-contact-hour clinical integration experience. Prerequisite: NUR 520.

## CAPSTONE COURSES (REQUIRED):

**NUR 522. Academic Clinical Residency (6)** This course provides the student with a 360-hour immersion experience to become proficient in applying concepts from all previous courses with a specific population. Students will select settings to practice the role of the Clinical Nurse Leader on a full-time basis guided by a designated clinical preceptor and faculty partner. Prerequisite: All core MSN classes and CNL didactic and clinical integration courses.

**NUR 523. The Clinical Nurse Leader Project (3)** This course provides the opportunity for the student to select a specific project to be completed during the academic clinical residency. Students will collaborate with the clinical preceptor and faculty partner to identify a specific project intended to improve the health care for individuals and populations. Prerequisite/Co-requisite: NUR 522.

# GRADUATE PROGRAMS IN THEOLOGY AND MINISTRY

**Program Director: Sr. Nelida Naveros-Cordova, PhD, 251-380-4665**

Spring Hill College offers three graduate degrees in theology, in a blended format, combining in-class and online learning: the MTS (Master of Theological Studies), the MPS (Master of Pastoral Studies) and the MA (Master of Arts). Adult students who have not completed a bachelor's degree may enroll with approval of the chair, on an undergraduate level. They may pursue either the CTS (Certificate of Theological Studies) or the BA (Bachelor of Arts) in theology. These programs are designed for adult students seeking a part-time graduate program that allows them to continue in their professional or family commitments and still pursue a deeper and more contemporary understanding of Christian faith. The programs aim to be challenging and rigorous without being narrowly academic. They are deeply rooted in the Catholic tradition, but also seek to offer an expansive ecumenical vision that enters into dialogue with the many "frontiers" and challenges of the 21st century.

With limited face-to-face interaction in these programs, a scaffolded sequence for advancing students successfully through the program is embedded within the tiered structure of the program. Student interaction and community building is cultivated both by online sessions and periodical in-classroom meetings, which are also available online (Zoom or Google Meet) for distance students who are unable to attend sessions on campus in Mobile. The blended format programs consist of five elements.

1. Level 1 – Hybrid courses combining online instruction with one required in-classroom meeting (either on campus in Mobile or online (Zoom or Google Meet).
2. THL 520 Theological Research Methods – Fully online introduction to advanced theological research and writing.
3. Level 2 – Fully online courses requiring advanced research and writing.
4. Graduate Seminars – Weekend in-classroom seminars, either on campus in Mobile or online (Zoom or Google Meet).

The third and final Graduate Seminar will serve as the oral component of the Comprehensive Experience for MTS and MPS students.

5. Summer Institute of Christian Spirituality (SICS) – One-credit courses focused on specific areas of spirituality, over two consecutive weeks (or weekends) every June, also available online (Zoom or Google Meet). At least one SPT course will be expanded to three credits, qualifying as a Guided Reading Course for MTS and MA students.

## GRADUATE THEOLOGY FACULTY

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

Matthew J. Bagot (2007) *Associate Professor* – PhD, Boston College, 2010; Teaching Areas: Social Ethics, Moral.

George B. Gilmore (1974) *Professor of Humanities* – PhD, Fordham University, 1974; Teaching Areas: Systematic, Historical.

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

John B. Switzer (2006) *Associate Professor* – PhD, Boston College, 2006; Teaching Areas: Historical, Comparative, Pastoral.

Christopher J. Viscardi, SJ (1979) *Professor, Division Chair of Philosophy and Theology, and Department Chair of Theology* – STD, Gregorian University, Rome, 1980; Teaching Areas: Historical, Spirituality.

Stephen B. Wilson (2000) *Associate Professor* – PhD, University of Notre Dame, 2000; Teaching Areas: Liturgy, Social Ethics.

## MASTER OF THEOLOGICAL STUDIES PROGRAM

The Master of Theological Studies (MTS) degree requires 33 credit hours in the following sequence: nine hours of Level 1 (hybrid) courses; THL 520 (to be completed after nine hours of Level 1 and before taking any Level 2); 12 hours of Level 2 (fully online) courses; six hours of Level 1, Level 2 or Guided Reading courses; three hours of Graduate Seminar. Students must also distribute these courses over the four areas of theology as follows: nine hours in Historical and/or Systematic; six hours each in Biblical and Moral; three hours in Pastoral; three additional hours are electives from any of the categories mentioned. In the course descriptions the respective category is indicated as B, H, S, M, P. THL 520 (the required mid-program research course) is offered every fall term.

**The Certificate of Theological Studies (CTS)** is awarded to students who complete the same program of study as the Master of Theological Studies, but on the undergraduate level. The CTS requires an overall B- (2.7) average and the successful completion of the comprehensive experience. It is designed for students who have not completed a college degree and take the MTS courses for undergraduate credit, with appropriate modification of assignments and expectations.

**The Bachelor of Arts in Theology (BA)** is an undergraduate degree awarded to students who, in addition to completing the CTS, continue their studies and complete all requirements for the BA, a total of 128 semester credit hours (See Continuing Studies section). After completion of the CTS and after completing sufficient hours toward the BA to achieve senior status, students must also take THL 496 (for a total of 36 hours). Students residing outside of metropolitan Mobile may complete the remaining course work at an accredited college or

university in their locality. Credit from a junior or community college is limited to a maximum of 64 semester (or 96 quarter) hours. Since this option represents a waiver of the normal requirement that the last 24 hours towards a degree be completed through Spring Hill courses only, in every individual case a request for this waiver must be submitted in writing to the Provost, by way of the Director of Graduate Theology. In addition, prior approval must be obtained for each course taken at another institution in order to assure that it will satisfy the degree requirements.

**The Master of Theological Studies for Diaconate Formation** degree is part of the Diaconate Formation Program. Students obtaining this degree must be part of the Diocesan Diaconate Formation program. The MTS degree requires 33 credit hours as part of a fixed curriculum (see below), offered at the monthly meetings of the Diaconate Formation Program with online course materials and discussions.

The curriculum consists of one 3-credit course and one 1-credit seminar each semester. A 1-credit spirituality workshop is also offered each year, usually in the June meeting. The first course of the program (Introduction to Biblical Studies) is an undergraduate credit course that serves as a prerequisite course for all students in the program.

### Year 1

Fall	Introduction to Biblical Studies (3); Prophets (1)
Spring	Synoptic Gospels (3); Ecclesiology (1)
June	Prayer (1)

### Year 2

Fall	Patristics (3); Augustine (1)
Spring	Vatican II (3); Philosophy for Theology (1)
June	Discernment (1)

### Year 3

Fall	Eucharist (3); Theology of Sacrament (1)
Spring	Christian Ethics (3); Catholic Social Teaching (1)
June	Great Master of Spirituality (1)

### Year 4

Fall	Christology & Trinity (3); Letters of Paul (1)
Spring	New Evangelization (3); Ecumenism and Interreligious Dialogue (1)
June	Biblical Spirituality (1)

## MASTER OF PASTORAL STUDIES PROGRAM

The **Master of Pastoral Studies (MPS)** degree program requires 33 credit hours in the following sequence: nine hours of Level 1 courses; three hours of Practical Theology (THL 510 or THL 528); three hours of Methods (THL 520); six-nine hours of Practicum Internships (MIN 590, 595); six-nine hours of SPT courses/Guided Reading; three hours of Graduate Seminars, including the Pastoral Project Seminar (THL 580/581). Students must distribute these credit hours over the four areas of theology as follows: three hours of Biblical; three hours of Historical/Systematic and three hours of Moral. The Certificate of Spiritual Direction (CSD) Program may count for 15 hours of Practicum and SPT courses and one Level 1 Historical course (3 hours).

## MASTER OF ARTS IN THEOLOGY PROGRAM

The **Master of Arts in Theology (MA)** degree program requires 48 credit hours: 13 graduate-level courses and a research thesis. This degree allows for further concentration beyond the MTS degree in one particular area chosen by the student (e.g., Biblical, Spiritual, Moral or Historical) and includes an extensive research project concluding in a thesis paper (75-100 pages long). The initial 33 hours are identical to the MTS degree program (see above); nine additional hours of course work in the concentration area and a six-hour thesis must also be completed. Prior to registration for the thesis, the student must pass the MA comprehensive exam and demonstrate reading competency in an appropriate foreign language, if required for thesis.

Applicants to the MA program must have at least a 3.5 GPA in their MTS course work. Formal application to the MA program can be made only after the successful completion of the MTS comprehensive experience. The written application (forms available online or from the Office of Graduate Theology) should include a statement of the proposed area of concentration and a portfolio of three of the student's best research papers written during their MTS program. After admission to the MA program, students have two years to complete the additional nine hours of course work and sit for the MA comprehensive exam. They then have six months to submit their thesis proposal for approval, after which they have two additional years to complete the thesis (THL 598/599). Students may register for one six-month extension (THL 597), but any additional extension requires approval of the Graduate Council.

Transfer students with an MTS or equivalent degree from another regionally accredited institution may also build on their degree to attain the MA, with a residency requirement (minimum hours taken through Spring Hill College) of 21 hours (including the six-hour thesis). Transfer students follow the same time line as others, but have three years for completion of their fifteen hours of course work.

## ADMISSION REQUIREMENTS

Students may achieve full standing through initial admission at one of three levels: unconditional, conditional or provisional. Unconditional status gives full standing upon entering the program, while conditional status and provisional status require the fulfillment of specific documentation and/or performance criteria.

**Unconditional Admission:**

1. A bachelor's degree from a regionally accredited institution.
2. Six hours of undergraduate theology, religious studies or an approved equivalency.
3. An undergraduate GPA of 3.0 on a 4.0 scale.

**Conditional Admission:**

1. A bachelor's degree from a regionally accredited institution.
2. An undergraduate GPA of 2.5 on a 4.0 scale.
3. Approval by the director of graduate theology.

Students admitted on a conditional basis must achieve a GPA of 3.0 or higher and/ or the equivalent of six hours undergraduate theology before completion of their fifth graduate course. The undergraduate prerequisite may be fulfilled either by completing additional courses (audit, easy listening, undergraduate or graduate) or by supplying documentation of course equivalencies, such as courses or workshops in a ministry formation program or catechetical institute.

**Provisional Admission:**

Provisional status is granted to all students who have not yet completed their required documentation. Students may not register for more than six credit hours in provisional status. In addition to new degree-seeking students, non-degree and transient students as well as graduating seniors in good standing who have not yet completed their undergraduate degree are eligible to take up to, but not more than, six hours of graduate course work on this basis. In all cases, students are expected to submit required documentation within six months.

**Attendance:**

Because the graduate theology program requires only six on-site meetings, students are required to attend all six (Level 1 courses and Graduate Seminars). Every Level 1 course requires one in-classroom, on-site meeting (offered in Mobile and in Atlanta). Every student taking a Level 1 course is required to attend one of the meetings. Exceptions will be made only for extreme circumstances and must be approved by the Director of Graduate Theology.

**Transfer Credit:**

Details are provided in the Graduate Program Policies (see above: "Transfer of Credit" and "Residency"). Upon entering the program, a maximum of nine hours credit will be accepted towards degree programs and six hours towards certificate programs. Approval of transfer credit will also limit eligibility for conference credit (see the following entry) to a combined maximum of nine hours for degrees or six hours for certificates.

**Conference Credit:**

Subject to approval by the Director of Graduate Theology, participation in conferences or workshops with graduate-level study in theology, ministry or spirituality, and appropriately qualified presenters may be supplemented by additional readings and written assignments for graduate credit (in the MPS or CSD programs). A grade and course number will be posted on



the transcript, equivalent to the appropriate course listing in the Bulletin. A maximum of three conference credits will be awarded to a given student, with each credit equivalent to 10-12 contact hours.

## GRADUATION REQUIREMENTS

### MTS/MPS PROGRAMS

1. Completion of 33 semester hours of course work with a minimum GPA of 3.0.
2. Satisfactory completion of comprehensive experience during the last semester of enrollment.
3. Completion of all requirements within six calendar years of initial enrollment.

### MA PROGRAM

1. Completion of 42 semester hours of course work with a minimum GPA of 3.0.
2. Successful completion of the MA comprehensive examination and demonstration of reading competency in an approved foreign language, if required for thesis.
3. Completion of a six-credit-hour research thesis, evaluated by the faculty director and second reader (chosen by the student from the theology faculty and approved by the director of graduate theology), with a minimum grade of B, and presentation of two bound copies of thesis to the theology department.
4. Completion of all MA requirements within four and a half calendar years of formal acceptance into the MA program.

## COMPREHENSIVE EXPERIENCES

### MTS Comprehensive Experience:

The comprehensive experience for MTS graduates requires both written and oral components. The written comprehensive requires three essays chosen randomly out of five comprehensive questions provided to the student. The Comprehensive (3rd) Graduate Seminar serves as the oral component. At the Comprehensive Graduate Seminar, the graduating student will make a presentation of their faith journey as a synthesis of their MTS program and answer questions.

### MPS Comprehensive Experience:

The MPS comprehensive experience consists of a final Pastoral Project and Paper as part of the student's Pastoral Project Seminar (THL581). The student will present a summary of their Pastoral Project to a gathering of faculty and students. There are no written comprehensives for the MPS degree.

### MA Comprehensive Experience:

The MA comprehensive involves an oral examination based on a required reading list from the student's particular concentration area and is the prerequisite for writing the thesis.



**CTS Comprehensive Experience:**

The CTS comprehensive includes both written and oral synthesis of the program as a whole.

**GRADUATION EXERCISES**

All students receiving the MTS, MPS or MA degree, as well as recipients of the BA or CTS, are expected to participate in the personal synthesis retreat immediately preceding graduation as well as the Baccalaureate Mass and the commencement exercises. These events provide a final experience of shared reflection and celebration to those graduating.

**TUITION**

Because Spring Hill offers its theology programs as a service to the region's community of faith and as an expression of its basic mission, the cost per credit hour reflects a generous tuition reduction which is applied toward all students; the same fee applies to graduate, undergraduate and audit levels. In addition, students may take courses through the "Easy Listening" option at a greatly reduced tuition on a space available basis. Priority is given to those fulfilling prerequisites and to graduates of Spring Hill's adult theology programs. No credit is awarded, and no record or transcript is maintained.

**COURSE DESCRIPTIONS**

For each course, the equivalent undergraduate course number is given in parentheses and the course category is indicated by the appropriate letter(s): B, H, M, P, S or E.

**LEVEL 1 COURSES:**

**THL 502 (343). Theology of Sacrament (3) S/H A** study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views (Cyril of Jerusalem, Augustine, Aquinas, Trent) and recent developments, especially the teaching and reforms of Vatican II.

**THL 503 (386). The Synoptic Gospels (3) B** A study of the literary development that culminated in the written Gospels. An exposition of the historical-critical and literary tools for studying the Gospels and an in-depth study of each Gospel's unique context, style and themes.

**THL 504 (388). Pentateuch (3) B** The course first examines the sources that were eventually combined to form the narratives we now have. The characteristics and historical settings of each source will be studied. Then various narratives will be studied in view of the place of the Pentateuch in the canon.

**THL 505 (331). Prophets (3) B** The course examines the historical context, literary style and theological themes of the major prophets from the Assyrian, Babylonian and Persian periods. Questions about the nature of revelation and prophecy as well as the fulfillment of the prophets in the New Testament will be addressed.

**THL 506 (351). Foundations of Christian Ethics (3) M** The course analyzes the fundamental themes of contemporary ethical theory, especially as expressed within the Christian theological tradition. Also, dialogue/conflict between the Roman Catholic Church's traditional teaching and contemporary ethical perspectives are examined.

**THL 507 (352). Christian Social Ethics: Contemporary Issues (3) M** The course examines issues which arise from a pluralistic society in the social arena, viewed from a Christian context; e.g., duty of government as perceived by both classical and contemporary thinkers, the duties of citizens, social justice, war and peace, ecological responsibility, foundations of human rights.

**THL 508 (363). American Religious History (3) H** The course is an introduction to the principal developments of religious experience and religious thought in the history of America and a consideration of their impact on American culture.

**THL 509 (385). Comparative Religions (3) H** The course provides an academic and cross-cultural study of religion in the human experience, introducing major world religions with emphasis on breadth, systematic depth and experiential sympathy.

**THL 510. Introduction to Practical Theology (3) P** Required for the Masters of Pastoral Studies (MPS), the course provides an introduction to theological praxis: the intentional movement from pastoral practice and engagement in ministry, as currently experienced, to reflection upon theory and back again to practice.

#### REQUIRED CORE COURSE:

**THL 520. Theological Research Methods (3)** A graduate-level introduction to the nature, tasks and methods of theology, with practical preparation for theological research and writing. It will explore the foundations of critical theological study, the relationship between faith and reason, the sources of theology (including the relationship between scripture, tradition, and experience) and the development and interpretation of doctrine. This course is offered once a year in an online format and is required for all students in the MTS and MPS programs after completing at least 3 Level 1 courses and before taking any Level 2 course.

#### LEVEL 2 COURSES:

**THL 521 (441). Eucharist (3) P/S/H** The course examines the Eucharist as the central sacrament in the life of the Church, considered from its biblical, historical, theological and moral dimensions. It offers an analysis of the structural elements of the rite and a survey of the interplay of liturgical traditions, popular piety and theological reflections at critical moments in church history.

**THL 522 (425). Christian Initiation (3) P/H** The course studies the history, theology and practice of the sacraments of Christian initiation (Baptism, confirmation and Eucharist). It examines the historical evolution and contemporary understandings of Christian initiation, including a pastoral commentary on the renewed rites (RCIA/ RCIC).

**THL 523 (451). Christian Spirituality (3) P** The course intends to provide an understanding, both intellectual and experiential, of the spiritual life from a Christian perspective. The course focuses on major themes of contemporary Christian spirituality as well as investigate selected classics from the history of spirituality.

**THL 525 (455). History of Spirituality (3) P/H** The course studies the development of major traditions or particular authors of spirituality throughout the history of Christianity: e.g., Desert Monks; Spanish Mysticism; Julian of Norwich or Thomas Merton.

**THL 526 (440). Reconciliation (3) P/S** As an expression of the atoning work of Jesus Christ, reconciliation stands at the center of Christian belief and practice. The course explores reconciliation in its broader ecclesial context from a variety of angles: liturgical, systematic and moral.

**THL 528 (421). Religious Education (3) P** A study of the theory and practice of religious education, with emphasis on curriculum study, writing lesson plans, teaching practices and classroom management strategies. The course is designed for educators who will work either in Catholic schools or in parish programs. The laboratory experience (teaching component) is an important part of this course.

**THL 529 (425). Special Topics in Church and Ministry (1-4) P** The course explores topics of current interest such as the new rites of Reconciliation, the revised Code of Canon Law, the diaconate and the role of women, examining them in an historical perspective.

**THL 532 (332). The Johannine Gospel and Epistles (3) B** The course presents two complementary aspects of the Johannine writings. First, an understanding of this “spiritual” gospel through an analysis of its structure, symbolism, distinct literary traits and theological vision. Second, the Johannine community of the late first century as reflected in John’s Gospel and Epistles.

**THL 533 (333). The Pauline Letters and Theology (3) B** The course studies the actual settings of the Pauline Epistles, examining questions of authenticity, basic structure, integrity, life situation, chief problems and distinctive traits. The course also analyzes the major themes of Pauline theology, such as faith, law, justification, atonement, Christian anthropology and Christology.

**THL 538 (431). Wisdom Literature (3) B** Concentrating especially on the Psalms and Job, the course examines the literary style and themes of these books and will examine their historical, theological and liturgical settings.

**THL 540 (499). Philosophy of Religion (3) S** The course examines the critical problems involved in concepts of God; e.g., God and human freedom, rational proofs of the existence of God, God and the problem of evil, God and the possibility of change, faith and human knowledge and the objectivity of religious experience.

**THL 541. Philosophy for Understanding Theology (3) S** The course provides a general survey of Western philosophical thought and how it has been used in Christianity, such as in the ecumenical councils, Christology, Trinitarian theology and sacraments.

**THL 542 (469). The Catholic Tradition: History & Development of Doctrine (3) S/H** An historical overview of the major areas of Catholic teaching: trinity, church, grace, eschatology, etc., the course examines the underlying connections that integrate the various domains of Christian theology. It also focuses on those turning points in church history (e.g., the ecumenical councils) which have shaped the development of doctrine.

**THL 543 (344). Christology and Trinity (3) S/H** In the course a major “modern” Christological text is examined as a focus for the historical and doctrinal development of the material. Concepts of Christian anthropology and the Trinitarian understanding of God are also included.

**THL 544 (342). Theology of Church (3) S/H** The course provides an historical and systematic study of the Christian community: its structure, its nature and its mission. The course focuses especially on the path-breaking work of Vatican II.

**THL 549 (469). Major Theologian (3) S/H** The course provides an in-depth study of the life and works of an eminent theologian: e.g., Origen, Augustine, Anselm, Aquinas, Luther, Calvin, Teilhard de Chardin, Rahner.

**THL 552 (353). Human Sexuality and Marriage (3) M** The course analyzes contemporary issues in sexual ethics in the light of the Roman Catholic tradition. The historical development of that tradition is examined and critically evaluated. Issues addressed in the course are: Christian marriage as a communion of love characterized by fruitfulness, fidelity and permanence; current problems; issues of canon law.

**THL 553 (354). Religion & International Politics (3) M** Religion has been a source of many of the world's deadliest conflicts, but has also led to powerful acts of forgiveness, peacemaking and conflict resolution. A major theme of the course is the ambivalent role religion plays in global affairs, with particular focus on Islam, human rights discourse and United States foreign policy.

**THL 554 (350). Catholic Social Thought (3) M** One of the ongoing tasks of the Church is the effort to positively engage the larger world. In the modern era Christians face developments such as the Industrial Revolution, laissez faire capitalism, Marxism, consumerism and modern warfare. The course offers a critical study of the Church's official response to these developments, known collectively as Catholic Social Teaching.

**THL 560 (461). Early Christianity: The Church Fathers (3) H** The course explores the history and theology of the early Church by focusing on the careers and contributions of major Fathers of the Church such as: Origen, Cyprian, Athanasius, the Cappadocians and Augustine.

**THL 561 (461). Medieval Christianity (3) H** The course examines the history and major theologians of the medieval Church. Topics include: monasticism, developments in the papacy, the rise of the mendicants, scholasticism and mysticism.

**THL 562 (462). Reformation (3) H** The causes, history and theological shifts of the Protestant Reformation are the focus of the course. After considering the state of European Christianity at the beginning of the sixteenth century, the course analyzes various movements and leading theologians of the Reformation, especially Martin Luther and John Calvin.

**THL 563 (462). Christianity in the Modern Era (3) H** The course examines religious, ecclesial and theological movements which shape and influence contemporary Christianity from the eighteenth century to the present. Special consideration is given to the political and intellectual currents which have shaped contemporary Christian faith.

**THL 572. Pastoral Guided Reading (3) P**

**THL 573. Biblical Guided Reading (3) B**

**THL 574. Moral Guided Reading (3) M**

**THL 575. Historical Guided Reading (3) H**

**THL 580. Graduate Seminar (1)** The Graduate Seminar is a one-credit course focused on a particular topic and led by an individual faculty member. Readings prior to the weekend course and a writing assignment following the course will be required. Seminars will be offered at least once a year and may be taken by distance learners through Zoom video conference. Two Graduate Seminars are required for the MTS and MPS degrees.

**THL 581. Pastoral Project Seminar (1)** The Pastoral Project Seminar serves as the final Graduate Seminar and as the comprehensive experience (written and oral) for graduating MPS students and may be taken by distance learners through Zoom video conference. The student develops and implements a pastoral project and submits a written summary using the methodology of practical theology. The student gives a visual presentation of their project to faculty and students. Prerequisite: 2 credits of THL 580.

**THL 582. Graduate Seminar: MTS Comprehensive (1)** This seminar is a one-credit course focused on a particular topic, under the direction of a theology instructor. It requires a research project, leading to a Powerpoint or Prezi presentation and a written summary of the project and may be taken by distance learners through Zoom video conference. Prerequisite: 2 credits of THL 580.

**THL 589 (499). Special Projects in Theological Reflection (1-4)** The course offers specialized topics and interdisciplinary themes which broaden or deepen the scope of theological studies, such as Psychology and Religion, Myth and Ritual, Religion and Literature. In appropriate cases the course is available for credit in related areas.

**THL 590 (490). Intensive Reading Seminar (3)** The course is a seminar-style, in-depth study of the writings of a particular theologian or theological school. Prerequisites: 18 hours graduate theology or permission of chair of theology. Primarily for students in the MA program.

**THL 597. Thesis Project Extension (0)** Exclusively for students registered for the Master of Arts thesis (THL 598/599), who have not completed their thesis within the limit of two years. The course grants six additional months for completion of the thesis; it is non-credit but is charged a tuition fee equivalent to three credit hours.

**THL 598/599. Thesis Project I/II (3)** Exclusively for students formally admitted to the Master of Arts thesis; equivalent to a total of six credit hours. As their final requirement, all MA candidates must register for both THL 598 (first semester of their thesis project) and 599 (covering up to three additional semesters).

## MINISTRY AND PRACTICUM WORKSHOPS

Workshops focusing on the practical dimensions of the different areas of ministry (religious education, liturgical, family, social outreach), offering further training in methodology, planning and leadership, will be offered in collaboration with local diocesan offices, according to

demand and availability of instructors, generally drawn from qualified ministry professionals living or working in the diocese. These workshops may be taken through the “Easy Listening” option for personal enrichment or as continuing education, for undergraduate credit or for graduate credit as part of the Master of Pastoral Studies degree (see above).

## COURSE DESCRIPTIONS

**MIN 590. (390/392). Field Education (1-4)** This ministry practicum offers a work/ learning experience at an approved placement, under the supervision of a mentor and including a weekly reflection meeting, journaling and final paper. Designed to offer students practical ministry experience and opportunities for theological reflection in a seminar setting, one credit of the practicum will require approximately 30 hours at the placement site. (MPS program)

**MIN 595 (395). Special Topics in Ministry (1-4)** These workshops or seminars address particular, applied aspects of various areas in pastoral ministry. Workshops (single-session events) or seminars (multiple sessions) focus on particular issues related to ministry; one credit will require a minimum of five contact hours, along with readings and a paper. When taken for graduate credit, they include additional reading requirements and a research paper or project. (MPS program)

## COURSES FOR DIACONATE FORMATION PROGRAM

**THL 430. Introduction to Biblical Studies (3)** An undergraduate introduction to Biblical Studies, designed to serve as the foundational course for the Master’s degree for the Permanent Diaconate Formation. The course examines Catholic biblical theology and interpretation, as articulated in Vatican II and subsequent Church teaching. It also introduces the methodologies and theories for studying the Bible, providing examples from selected sections of the Old and New Testaments. *This course is a prerequisite for all courses in the degree program.*

**THL 621. Eucharist (3)** The course examines the Eucharist as the central sacrament in the life of the Church, considered from its biblical, historical, theological and moral dimensions. It offers an analysis of the structural elements of the rite and a survey of the interplay of liturgical traditions, popular piety and theological reflections at critical moments in church history.

**THL 631. Synoptic Gospels (3)** A study of the literary and theological development that culminated in the written Gospels. An exposition of the historical-critical and literary tools for studying the Gospels and an in-depth study of each of the three synoptic Gospel’s unique context, style and themes.

**THL 635. Prophets (1)** The course will give an historical and literary overview of the major prophets in the Old Testament and methods for studying the prophets. Students will then pick one prophet to study in depth and present their research to the class using PowerPoint or Prezi.

**THL 636. Letters of Paul (1)** The course studies the authenticity, basic structure, integrity, life situation, chief problems and distinctive traits the major letters of Paul. The major themes of Pauline theology, such as faith, law, justification, new creation, eschatology and Christology, will also be examined. Students will present their findings in a presentation.

**THL 643. Christology and Trinity (3)** The course uses classic and contemporary texts to study the historical and doctrinal development of the Church’s expression of its understanding of Christ as



God and man. Concepts of Christian anthropology and the Trinitarian understanding of God are examined.

**THL 644. Vatican II (3)** The course focuses on the path-breaking work of Vatican II. It will present the history leading up to the council, the goals set by Pope John XXIII, and the role of Pope Paul VI in concluding and promulgating its documents. The major documents will be examined in depth, with a reflection on the ongoing implementation of the reforms the council inaugurated.

**THL 645. Ecclesiology (1)** The course provides an historical and systematic study of the Christian community: its structure, its nature, its mission and its historical development. Students will give a presentation of some aspect of the Church.

**THL 646. Augustine (1)** The course will focus on Augustine of Hippo, “the father of western theology” through the lens of his *Confessions*. The goal is to understand the deep and far reaching theological legacy of Augustine. Students will present on some aspect of that legacy.

**THL 647. Philosophy for Understanding Theology (1)** The course provides a basic survey of Western philosophical thought and how it has been used in Christianity. Students will present on the philosophical basis for the ecumenical councils, Christology, Trinitarian theology and sacraments.

**THL 648. Theology of Sacrament (1)** A study of the history and theology of individual sacraments and of sacraments in general. This course examines both classic views and recent developments, especially the teaching and reforms of Vatican II.

**THL 651. Foundation of Christian Ethics (3)** The course analyzes the fundamental themes of contemporary ethical theory, especially as expressed within the Catholic theological tradition. Also, dialogue/conflict between the Roman Catholic Church’s traditional teaching and contemporary ethical perspectives are examined.

**THL 655. Catholic Social Teaching (1)** The course will study the Church’s effort to positively engage the larger world. The course offers a critical study of the Church’s official response to the developments of the Industrial Revolution, laissez faire capitalism, Marxism, consumerism and modern warfare, using Vatican documents. Students will present on one of these issues.

**THL 660. Patristics (3)** The course explores the history and theology of the early Church by focusing on the careers and contributions of major Fathers of the Church such as: Origen, Cyprian, Athanasius, the Cappadocians and Augustine.

**THL 663. New Evangelization (3)** The course will focus on the challenge of Vatican II for a new evangelization to a world struggling with unprecedented forces of globalization and secularization. The teachings of the most recent popes will be examined, reflecting on why the Church needs a “new” evangelization and how it might be embodied.

**THL 665. Ecumenism and Interreligious Dialogue (1)** The course will examine Catholic principles for ecumenism and interreligious dialogue as proposed by Vatican II and in subsequent Church teaching. It will explore key areas for dialogue with other Christian denominations and with the major non-Christian world religions.

**SPT 625. Prayer (1)** The course examines different theories and practices of personal prayer in the Christian tradition through the centuries.

**SPT 626. Discernment (1)** The courses examines the theology and practice of discernment in the Christian tradition through the centuries, especially in the Jesuit tradition.

**SPT 630. Biblical Spirituality (1)** The course offers a study of a biblical text as a source for spirituality and prayer.

**SPT 640. Great Spiritual Master (1)** The course offers a study of the life and writings of one of the great teachers of Christian spirituality.



## SUMMER INSTITUTE OF CHRISTIAN SPIRITUALITY

The Summer Institute of Christian Spirituality is held in June on campus in Mobile, but also available online (Zoom or Google Meet) for distance students. The courses are one credit, face-to-face courses focused on specific areas of spirituality, with new offerings each summer. The Institute courses are given the SPT prefix and are intended to fulfill the requirements of the Certificate of Spiritual Direction (CSD), Certificate of Ignatian Spirituality (CIS) and Master of Pastoral Studies (MPS) programs. Adult learners are also encouraged to take these courses for Easy Listening. Selected spirituality courses (SPT) taught in the Summer Institute of Christian Spirituality (usually one each year) will be cross-listed as THL 57x, requiring two extra credits (beyond the one-credit SPT course) and designated as Guided Reading. For the CSD program, eight hours of Summer Institute SPT courses are required. For the MPS program six to nine hours of Summer Institute one-credit SPT courses or three-credit Guided Reading courses are required. For the MTS program only three-credit Guided Reading courses are allowed, with a maximum of two Guided Reading courses (six-credit hours). For the MA program up to nine hours of Guided Reading are allowed, depending on the approval of the student's thesis director. SPT courses do not satisfy undergraduate theology core requirements.

Students taking courses for graduate credit (500-level) must have official transcripts of the undergraduate degree sent to the Office of Graduate Studies. Undergraduate credit (400-level) requires documentation of high school diploma or previous college work. For transient credit (to be applied to another institution), the appropriate forms must be supplied from the other institution.

### COURSE DESCRIPTIONS

For each course, the equivalent undergraduate course number is given in parentheses. The following listings are all "generic" course titles and descriptions. Specific titles and descriptions are announced in the annual brochure and will vary from year to year, according to the course numbers given below (e.g., Parables & Story Spirituality would be offered as SPT 531).

**SPT 521 (421). Liturgical Spirituality (1-3)** The course offers a study of the structure and theology of various facets of liturgy, in its function as a source of Christian spirituality, focusing for example on the Eucharistic Prayer, the Divine Office, Rites of Initiation.

**SPT 523 (423). Liberation Spirituality (1-3)** The course examines the spirituality which provides the driving force at the center of various exponents of Liberation Theology, in its application of the Christian message to concerns of fundamental human rights and dignity.

**SPT 524 (424). Contemporary Movements (1-3)** The course examines one of the several movements which strive to translate the search for God into a particular way of life, dedicated to a particular goal, for example: the L'Arche communities for the handicapped, the Taizé ecumenical community, feminist or male spirituality.

**SPT 525/526 (425/426). Prayer & Discernment I/II (1-3)** Some aspect of the theory and practice of personal prayer and/or discernment in the Christian tradition through the centuries is studied. The course is ordinarily taught in two consecutive parts, for one credit each.

- SPT 527 (427). Ascetical Traditions (1-3)** From the time of the ancient desert monks, such as ascetical practices as fasting and penance have been a part of Christian spirituality. The course focuses on some aspect of abnegation and mortification as related to growth in holiness.
- SPT 528 (428). Consecrated Life (1-3)** A particular way of life, chosen as a permanent and vowed commitment, is studied as a path to holiness: whether marriage, priestly or religious life.
- SPT 531 (431). Spirituality of the Gospels (1-3)** The course explores a particular section or genre of the Gospels, such as the parables or the beatitudes, as a journey of spiritual discovery.
- SPT 532 (432). New Testament Spirituality (1-3)** The course studies some aspect of New Testament writings, beyond the Gospels, such as Pauline spirituality or the letters of John.
- SPT 535 (435). Spirituality of the Prophets (1-3)** The course studies the language and images of the prophets, as a pathway to God.
- SPT 536 (436). Old Testament Spirituality (1-3)** The course examines some aspect of Old Testament writings, outside of the prophetic books, such as the Psalms, which are the biblical hymnody and prayer book, or the Song of Songs, which inspired so many Christian mystics.
- SPT 541 (441). Spiritual Classics (1-3)** The course focuses on one of the great works of Christian spirituality, such as the Confessions of Augustine, the Rule of Benedict or the Imitation of Christ.
- SPT 542 (442). Great Masters (1-3)** The course offers a study of the life and writings of one of the great teachers of Christian spirituality, such as Francis de Sales, Alphonsus Liguori or Jean-Pierre de Caussade.
- SPT 543 (443). Christian Mystics (1-3)** The course examines the life and writings of one of the classic mystics in the Christian tradition: John of the Cross, Teresa of Avila, Marie of the Incarnation.
- SPT 551/552 (451/452). The Spiritual Exercises of St. Ignatius I/II (1-3)** The course explores different aspects of the rich tradition of spirituality found in or derived from the Spiritual Exercises of Ignatius of Loyola. This course is ordinarily taught in two consecutive parts, for one credit each.
- SPT 553 (453). Ethics and Holiness (1-3)** The course examines the implications of some ethical issue or some area of moral theology for personal spiritual growth and challenge.
- SPT 561 (461). Early Christian Spirituality (1-3)** The course explores a variety of expressions of spirituality in the early Church, such as the lives and writings of the Desert Fathers, of Irenaeus of Lyons or of Clement of Alexandria.
- SPT 562 (462). Medieval Spirituality (1-3)** The course focuses on selected charismatic figures in the Middle Ages, examining their lives, the religious orders they created and/or the mystical traditions they founded.
- SPT 565 (465). Modern Search for God (1-3)** The course examines the spiritual quest as revealed in the life and works of a major modern author.

**SPT 568 (468). Religion in America (1-3)** The Course studies a particular person or movement in spirituality in the history of American Christianity, such as Jonathan Edwards, Elizabeth Seton, Thea Bowman, Martin Luther King, Jr., The Great Awakening, Utopian communities.

**SPT 571 (471). Christianity and the World Religions (1-3)** The course explores, from the perspective of the Christian tradition, some expression of spirituality as found in the non-Christian religions of the world, such as Zen Buddhism or Islamic Sufism.

**SPT 581 (481). Religion and Psychology (1-3)** The course studies some aspect of the relation between religion and psychology, as applied to spiritual growth, such as: twelve-step programs, Jungian analysis or the challenge of aging.

**SPT 582 (482). Religion and Literature (1-3)** The course provides an exploration of the search for God as expressed and experienced in various works of literature.

**SPT 583 (483). Religion and the Arts (1-3)** The intersection of religion and the arts is found in a great variety of media, from film to painting and architecture. The course explores the expression of the sacred as revealed in some aspect of the arts.

## CERTIFICATE OF SPIRITUAL DIRECTION (CSD) AND CERTIFICATE OF IGNATIAN SPIRITUALITY (CIS)

Designed especially for clergy, religious and lay persons with basic theological preparation, who seek a deeper personal formation in Ignatian spirituality, as well as a strong foundation for the ministry of spiritual direction, these certificates, CSD and CIS, are ordinarily pursued on the graduate level. They both require 18 credit hours of coursework, all of which must be completed within five years of the first course completion. For those who wish, the certificates may also be completed as part of the Master of Pastoral Studies/MPS or the Master of Theological Studies/MTS degrees (see above). For the MPS, the CSD or CIS courses satisfy 15 hours of Practicum and SPT courses, and one Level 1 Historical course (=3 hours). For the MTS, the CSD or CIS courses satisfy the required 15 hours for 1 historical, 1 moral, 1 pastoral, 1 elective and 1 Guided Reading (and also satisfy the required 9 hours of Level 1 courses), leaving 18 hours to complete: 1 moral course (=3 hours), 1 historical or systematic course (=3 hours), 2 biblical courses (=3 hours each), plus THL 520 and 3 Graduate Seminar courses (=1 hour each course).

Because of the nature of spiritual formation and spiritual direction, effective preparation requires both extensive professional training and mature life experience. The Certificate of Spiritual Direction (CSD) and Certificate of Ignatian Spirituality (CIS) are therefore built on selective admission, ordinarily requiring a minimum age of 30. The process of preparation is at the same time a process of discernment on the part of the candidates together with the faculty concerning the future direction of their ministry. An evaluation of each candidate occurs at the end of each year.

For distance learning students, the onsite sessions, both in the summer and in the fall and spring semesters, can also be joined by Zoom video conferencing. Onsite courses are available in Mobile, AL (at our home campus) and Columbia, SC (in partnership with the Diocese of Charleston). Admission is limited to 25 applicants for each two-year cohort. A new cohort is formed every two years, provided there are at least 10 accepted candidates.

The CSD program requires 14 hours course work and four hours practicum, over a two or three-year period, according to the following paradigm: two sessions of the Institute of Christian Spirituality in each of two summers to include four hours core (Spiritual Exercises and Prayer & Discernment) and four hours elective (including at least one SPT course in each of these areas: biblical, historical, moral); two one-semester seminars: Spiritual Direction SPT 591 (three hours) and Spirituality & Psychology SPT 592 (three hours) and the two-semester Spiritual Direction Practicum SPT 598/599 (four hours). The CIS program requires the same courses, but not the Practicum. Instead, there are 4 additional SPT electives (one hour each), requiring one additional summer in place of Year Two of the CSD program (for a total of 3 Summer sessions).

Students in the CIS program complete their first year as part of the CSD cohort, taking the same seminar courses for the first two semesters, as well as three summers in the Spirituality Institute. After completion of the first year, CIS students who wish to pursue the ministry of spiritual direction have the option of transferring to the CSD program, which requires the Practicum during the second year, and only two summers in the Spirituality Institute.

Prerequisites for the CSD program: 30 credit hours in biblical, moral and spiritual theology (or approved equivalents); completion of at least one individually directed Ignatian retreat (five to eight days or 19th Annotation Retreat in Daily Life) before admission and another after completion of the first CSD course; experience of at least one year of ongoing spiritual direction; minimum 30 years of age or special approval of program director; two letters of recommendation (from applicant's retreat director and spiritual director); personal profile (spiritual autobiography, including personal experience in giving and receiving direction, reasons for interest in this program, and a listing of retreats made for a duration of five days or more); personal interview with program admissions committee. Special approval for applicants under 30 years of age will be granted by the program director to those who demonstrate mature life experience on the basis of evidence such as full-time professional work, positions of responsibility for others, family obligations, independence from parents. Prerequisites for the CIS program: 12 credit hours in theology, including courses in each of three areas: biblical, historical, pastoral/systematic; completion of an individually directed Ignatian retreat (of at least 5 days or 19th Annotation Retreat in Daily Life) before admission and another during the course of the program.

## COURSE DESCRIPTIONS

The following courses are offered outside of the Summer Institute of Christian Spirituality exclusively for students admitted to the Certificate of Spiritual Direction Program.

**SPT 591 (491). Spiritual Direction Seminar (3)** The course is limited to students in the Certificate of Spiritual Direction or Faith Companionship programs. It provides an in-depth exploration of the history and the practice of spiritual direction, with particular emphasis on the Jesuit tradition, rooted in the Spiritual Exercises of St. Ignatius.

**SPT 592 (492). Spirituality & Psychology Seminar (3)** The course is limited to students in the Certificate of Spiritual Direction or Faith Companionship programs. It explores issues of psychological pathology, human developmental dynamics and therapeutic relationships, insofar as they might affect the practice of spiritual direction. The course includes an intensive workshop by a psychological professional.

**SPT 595 (495). Special Topics in Spirituality (1-4)** Seminars and workshops offered under this heading focus on particular issues of spirituality, especially those aspects concerned with the practical application of spirituality in pastoral ministry.

**SPT 598/599 (498/499). Spiritual Direction Practicum I/II (2)** The course is limited to senior students in the Certificate of Spiritual Direction program. It includes case studies, verbatims and shared experience of the students' own practice of spiritual direction.

# GRADUATE PROGRAM IN PUBLIC HEALTH

**Program Director: Casey Daniel, PhD**

The mission of Spring Hill College is to educate and develop students to become responsible leaders in care and service to others. This is performed in the Jesuit tradition of *cura personalis*- the care for the individual, including spiritual, social, and intellectual growth. At the graduate level, students are prepared for leadership and engagement within their communities. The development of the MPH program allows SHC. to educate and train public health professionals who can contribute to the critically lacking public health infrastructure of our nation. The MPH program will also facilitate the College in providing public health professionals as leaders to our surrounding communities and beyond, expanding our influence as leaders and health professionals. In addition to gaining specific knowledge and training, the MPH program will enhance the general knowledge and understanding of what public health encompasses. As evidenced by the COVID-19 pandemic, public health literacy is extremely low among the general public, but basic understanding of public health concepts has demonstrated itself to be essential for the protection and health promotion of society.

## PROGRAM GOALS

The overall goal of the Master in Public Health program is to develop students' knowledge, critical thinking skills, health communication capabilities, and expertise in public health. The program will prepare public health leaders and practitioners to promote the health of diverse, multilevel populations with the knowledge and skills to:

1. Educate current and future leaders in public health practice and policy by emphasizing critical thinking in an interdisciplinary environment.
2. Engage in collaborations and partnerships to identify health issues, develop strategies to address these issues, and disseminate effective, evidence-based public health practices.
3. Stay abreast of current research, evidence-based guidance, and evolving strategies related to public health.
4. Use targeted, needs-specific approaches to address health issues in a variety of settings and populations.
5. Effectively communicate the mission, principles, and approaches critical to the field of public health and adapt health messages and strategies to meet the unique needs of various populations.

The following expected student outcomes were developed to fulfill the core competencies described by Association of Schools of Public Health (ASPH) and to emphasize the key attributes, impact, and reach of public health, described by the Association of Schools and Programs of Public Health (ASPPH). These include helping to solve the world's most pressing health issues through: 1) implementing education, developing policies, and administering services to promote health; 2)

confronting local, national, and global health issues; and 3) developing and applying population-based, sustainable health programs. The last objective described here directly aligns with the overall mission of SHC which seeks to prepare its students for professional excellence, inform dialogue with the world's cultures, religions, and peoples, and form students to become responsible leaders in service to others.

## EXPECTED STUDENT OUTCOMES

That students will be able to:

1. Demonstrate effective oral and written communication skills.
2. Describe and discuss the interdisciplinary nature of public health.
3. Demonstrate understanding of the essential function of public health and the role of public health in promoting health behaviors and improving the health of populations.
4. Apply public health principles to current, practical public health-related issues.
5. Demonstrate understanding of how the field of public health provides opportunities for individuals to practice social responsibility and serve others.

## GENERAL ADMISSION REQUIREMENTS

The Master of Public Health program will admit students consistent with admissions into other graduate programs at SHC and other nationally recognized MPH programs. The requirements are:

1. A baccalaureate degree or higher from an accredited college or university.
2. Minimum GPA of 3.0 on a 4.0 scale from an accredited college or university.
3. Official transcripts from every college-level institution attended-transcripts from institutions outside the U.S. or Canada must undergo a course-by-course evaluation through the World Education Service (WES) or Educational Credential Evaluators (ECE).
4. English proficiency test score for international applications (80 or above for the Test of English as a Foreign Language (TOEFL); 6.5 or above for IELTS).
5. Completion of online application(s).
6. Three letters of recommendation from academic or professional references.
7. Resume/Curriculum Vitae
8. Statement of Purpose and Objectives
9. Standardized test scores (GRE or other accepted tests):
  - a. Not required for admission, but if the applicant's cumulative GPA is below the 3.0 minimum, scores from a GRE taken in the last five years may be submitted for possible conditional admission.



## GRADUATION REQUIREMENTS

Graduation requirements for the MPH program are consistent with those of other graduate programs at Spring Hill College, including:

1. Completion of the 41 hours of MPH core and elective work.
2. A minimum "B" grade point average (GPA) (3.00 on a 4.00 scale).
3. Successful completion of the internship/practicum experience and the MPH capstone, with a grade of at least a "B" in each.
4. Completion of the MPH program within six calendar years.

## MPH CORE CURRICULUM

The following courses are required of all students (29 semester hours):

Course	Title	Credit Hours
MPH 500	Introduction to Public Health	1
MPH 504	Foundations in Social and Behavioral Health	3
MPH 510	Health Communications	3
MPH 525	Foundations in Epidemiology	3
MPH 530	Ethics in Public Health	3
MPH 563	Foundations in Biostatistics	3
MPH 690	Public Health Internship/Practicum	3
MPH 699	Special Topics in Public Health	1
BUS 525	Leadership	3
HCM 563	Foundations in Health Care Management	3
SSC 501	Social Determinants of Health	<u>3</u>
	<b>Core Total</b>	<b>29</b>

## MPH ELECTIVES

Choose Electives from the list below (12 semester hours):

Course	Title	Credit Hours
	<i>Choose four from the following:</i>	12
CMM 502	Gender Communications (3)	
HCM 550	Business of Healthcare (3)	
MPH 512	Emerging Pathogens (3)	
MPH 515	Foundations in Environmental Health (3)	
MPH 520	Introduction to Women's Health (3)	
MPH 540	Introduction to Global Health (3)	
MPH 565	Intervention/Program Development and Evaluation (3)	
MPH 576	Intercultural Relations and Communications (3)	
MPH 577	Global Health Governance (3)	



PSY 502	Social Psychology (3)
PSY 510	Psychology of Gender (3)
PSY 560	Social Psychology of Social Justice (3)
SOC 575	Gender and Society (3)
SOC 591	Medical Sociology (3)

## CORE COURSES

**BUS 525. Leadership (3)** A study of nature of leadership in organizational and social settings through case and literature analysis. Leader effectiveness is examined in terms of personal traits and organizational influence, including sources of leader power, decision making, servant leadership, and transformational change.

**HCM 563. Foundations of Health Care Management (3)** An introduction to the specific management concepts in context of healthcare organizations and the external environment; planning and goal setting; decision making and problem-solving; personnel selection; performance appraisal; and risk management.

**MPH 500. Introduction to Public Health (1)** An overview of public health, its history and significance over time, and context to facilitate real-world application of the public health concepts. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 504. Foundations in Social and Behavioral Health (3)** An overview of social scientific research and theory addressing the nature and influence of social and cultural norms influencing health disparities and social determinants of health. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 510. Health Communications (3)** Examining the art and methodology of informing, influencing, and motivating audiences about important health issues. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 525. Foundations of Epidemiology (3)** Study of the distribution and determinants of health and disease in the human population. Epidemiological research design will also be introduced. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 530. Ethics in Public Health (3)** An exploration of the moral dimensions of public health including: priority setting, allocation of scarce medical resources, public health research, and specific policies and interventions designed to protect and promote the public health. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 563. Foundations in Biostatistics (3)** An introduction to concepts and methods of biostatistical data analysis that are used in health sciences and public health.

**MPH 690. Public Health Internship/Practicum (3)** An internship/practicum/preceptor experience in a variety of placements in the student's community. Students will work 70 hours

in a hands-on environment. Prerequisite: Final year of MPH program and approval by MPH program director.

**MPH 699. Special Topics in Public Health (1)** An enrichment in select public health topics. Hours and credits to be determined by the MPH program director. May be repeated for credit as topics vary. Prerequisite: Enrollment in MPH or instructor approval.

**SSC 501. Social Determinants of Health (3)** A study of behavioral, psychological, and structural factors that contribute to individuals' health including social, economic, and environmental factors. Prerequisite: Enrollment in MPH or instructor approval.

## ELECTIVE COURSES

**CMM 502. Gender Communications (3)** Explores the relationship between gender and communication, particularly in the context of our media-saturated culture. Examines how gender is created through communication by analyzing verbal and nonverbal gendered patterns and media constructions of gender.

**HCM 550. Business of Healthcare (3)** Provides an overview of the business of health; emphasis on evaluating the challenges facing healthcare organizations using competitive analysis, identifying past responses, and exploring current strategies used to manage these and emerging challenges.

**MPH 512. Emerging Pathogens (3)** A study of the human, environmental, and pathogen that causes infectious diseases to emerge. A survey of the emerging infectious diseases of current concern to humans. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 515. Foundations in Environmental Health (3)** A survey course exploring relationships between humans and the environment, risk management decisions, and resulting associations affecting multilevel health and well-being. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 520. Introduction to Women's Health (3)** A study of the unique health care needs of women and the public health impact of gender inequities across multiple domains that create barriers to care. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 540 Introduction to Global Health (3)** An introduction to understanding global health, the burden of disease, healthcare, health disparities, ethics, human rights, the environment, disasters, and complex humanitarian emergencies. Prerequisites: Enrollment in MPH or instructor approval.

**MPH 565. Intervention/Program Development and Evaluation (3)** Examining the art and methodology of informing, influencing, and motivating audiences about important health issues. Prerequisite: Enrollment in MPH or instructor approval.

**MPH 576. Intercultural Relations and Communications (3)** An analysis of structural and systematic inequalities in culturally pluralistic societies, and the manners in which forms and

processes of communication are influenced by and vary according to these inequalities.

**MPH 577. Global Health Governance (3)** An examination of global health by providing substantive knowledge and developing analytical competencies with attention to key political, social, economic, and cross-sectional determinants of health.

**PSY 502. Social Psychology (3)** Explores the effect of social and cultural norms and expectations on affect, behavior, and cognition. Coursework examines the intersection of culture, mental health, social behavior, and human development on mental and physical health.

**PSY 510. Psychology of Gender (3)** Introduction to the psychological literature on gender, including the biological, psychological, and social factors associated with gender differences and similarities in affect, behavior, and cognition. Prerequisite: Enrollment in MPH or instructor Approval.

**PSY 560. Social Psychology of Social Justice (3)** Examining justice, diversity, equity, and inclusion; exploring the ways in which social justice, privilege, and diversity influence, and are influenced by, our daily experiences, personally and professionally.

**SOC 591. Medical Sociology (3)** A sociological examination of medicine and its practices, associated systems and professionals, and the relationship of individuals with all of these. Focus on contemporary literature.

**SOC 575. Gender and Society (3)** Seminar focusing on gender from sociological perspectives. Examines gender as embedded in social structures and individuals. Interrogates foundational and contemporary literature.