

Bellarmino University

2003–2005 Catalog



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Family Educational Rights and Privacy Act

The educational records of students, the confidential financial statements of parents, and confidential recommendations for employment and student admission are protected by the provisions of the Family Educational Rights and Privacy Act (FERPA).

Annually, Bellarmine University informs students of the Family Educational Rights and Privacy Act of 1974, with which Bellarmine is in full compliance. This Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The policy and procedures used by Bellarmine University for compliance with the provisions of the Act are explained in detail in the *Bellarmino University Policy and Procedures Manual* (5.4). A copy of this manual may be examined in the Office of the Registrar, where any questions concerning the Act should also be referred.

FERPA permits the public release of what is termed “**directory information**.” For Bellarmine University’s purposes, this information includes the following: the student’s name, all addresses (including email) and telephone number, photograph, date and place of birth, major field of study, dates of attendance, class standing (freshman, sophomore, junior, senior, graduate), degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended by the student.

A request for nondisclosure of the “**directory information**” must be filed with the Office of the Registrar, and will be honored by the institution for only one academic year, whether or not the student is currently registered. Upon the death of a student, all privacy holds are removed.

After a student has observed Bellarmine’s procedures for challenging the record, he/she has the right to file a complaint with the Family Educational Rights and Privacy Act office of alleged failures of Bellarmine University to comply with the Act.

Non-Discrimination Policy

Bellarmino University admits qualified students of any age, gender, sexual orientation, race, disability, color, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, gender, sexual orientation, race, disability, color, religion, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University is an affirmative action/equal opportunity employer.

All statements in this catalog reflect policies in effect at the time of publication and are subject to change without notice or obligation. This includes statements of fees, course offerings, and program, admission, and graduation requirements applicable to both currently enrolled and new students.

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Academic Calendar

Fall Semester 2003

April	Registration (currently enrolled students only)
May 5–August 29	Registration
August 25	Classes Begin
August 25–29	Drop/Add and Schedule Changes
August 29	Last day to apply for a degree in December
September 1	Labor Day—Holiday (no classes)
September 22–24	Tuition Due Dates
September 12	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
October 20–21	Mid-Semester Break
October 31	Last day to withdraw from course without Grade (W)
November 26–29	Thanksgiving Holidays (no classes)
December 1	Classes resume
December 8–13	Final Examinations
December 15	Grades due in Registrar's Office
December 17	Fall Baccalaureate & Graduation

Spring Semester 2004

November	Registration (currently enrolled students only)
November 24–January 13	Registration
January 7	Classes Begin
January 7–13	Drop/Add and Schedule Changes
January 16	Last day to apply for a degree in May
January 19	Martin Luther King, Jr. Day—Holiday (no classes)
January 23	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
January 26–28	Tuition Due Dates
March 8–12	Spring Break (no classes)
March 19	Last day to withdraw from course without Grade (W)
April 7 (after 2:00 pm)	Easter Holidays (no classes)
April 12 (after 2:00 pm)	Classes resume
April 24–30	Final Examinations
May 3	Grades due in Registrar's Office
May 3–7	Senior Week
May 8	Baccalaureate Mass and Commencement

Summer Sessions 2004

Term I

March
May 3
May 3–4
May 7

May 12
May 13–14
May 20
May 24

3-Week Session

Registration opens
Classes Begin
Final Registration , Drop/Add, and Course Changes
Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
Last day to withdraw from course without grade (W)
Tuition Due Dates
Final Examinations
Final grades due in Registrar's Office

Term II

March
June 1–2
June 1–3
June 14–16
June 11

June 15
June 30–July 1
July 6

5-Week Session

Registration opens
Classes Begin
Final Registration, Drop/Add, and Course Changes
Tuition Due Dates
Last Day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
Last day to withdraw from course without grade (W)
Final Examinations
Final grades due in Registrar's Office

Term III

March
July 5
July 6–7
July 6–8
July 19–21
July 16

July 20
August 4–5
August 9

5-Week Session

Registration opens
Holiday
Classes Begin
Final Registration, Drop/Add, and Course Changes
Tuition Due Dates
Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
Last day to withdraw from course without grade (W)
Final Examinations
Final grades due in Registrar's Office

Term IV

March
June 1–2
June 1–3
June 14–16
June 18

July 5
July 6
August 5–7
August 9

10-Week Session

Registration opens
Classes Begin
Final Registration, Drop/Add, and Course Changes
Tuition Due Dates
Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
Holiday
Last day to withdraw from course without grade (W)
Final Examinations
Final grades due in Registrar's Office

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Fall Semester 2004

April	Registration (currently enrolled students only)
May 3–August 27	Registration
August 23	Classes Begin
August 23–27	Drop/Add and Schedule Changes
August 27	Last day to apply for a degree in December
September 6	Labor Day—Holiday (no classes)
September 10	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
September 25–29	Tuition Due Dates
October 18–19	Mid-Semester Break
October 29	Last day to withdraw from course without Grade (W)
November 24–27	Thanksgiving Holidays (no classes)
November 29	Classes resume
December 6–11	Final Examinations
December 13	Grades due in Registrar's Office
December 15	Fall Baccalaureate & Graduation

Spring Semester 2005

November	Registration (currently enrolled students only)
November 9–January 14	Registration
January 10	Classes Begin
January 10–14	Drop/Add and Schedule Changes
January 14	Last day to apply for a degree in May
January 17	Martin Luther King, Jr. Day—Holiday (no classes)
January 26–28	Tuition Due Dates
January 28	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
March 7–11	Spring Break (no classes)
March 18	Last day to withdraw from course without Grade (W)
March 23 (after 2:00 pm)	Easter Holidays (no classes)
March 28 (after 2:00 pm)	Classes resume
April 30–May 6	Final Examinations
May 9	Grades due in Registrar's Office
May 9–13	Senior Week
May 14	Baccalaureate Mass and Commencement

Summer Sessions 2005

Term I	3-Week Session
March	Registration opens
May 9	Classes Begin
May 9–10	Final Registration, Drop/Add, and Course Changes
May 13	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
May 18	Last day to withdraw from course without grade (W)
May 19–20	Tuition Due Dates

May 26
May 31

Final Examinations

Final grades due in Registrar's Office

Term II

March
May 31–June 1
May 31–June 2
June 16–17
June 10

5-Week Session

Registration opens

Classes Begin

Final Registration, Drop/Add, and Course Changes

Tuition Due Dates

Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade

Last day to withdraw from course without grade (W)

Final Examinations

Final grades due in Registrar's Office

June 15
June 29–30
July 5

Term III

March
July 4
July 5–6
July 5–7
July 18–20
July 15

5-Week Session

Registration opens

Holiday

Classes Begin

Final Registration, Drop/Add, and Course Changes

Tuition Due Dates

Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade

Last day to withdraw from course without grade (WP)

Final Examinations

Final grades due in Registrar's Office

July 20
August 3–4
August 8

Term IV

March
May 31–June 1
May 31–June 2
June 16–17
June 17

10-Week Session

Registration opens

Classes Begin

Final Registration and Course Changes (9:00 AM–5:00 PM)

Tuition Due Dates

Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade

Holiday

Last day to withdraw from course without grade (W)

Final Examinations

Final grades due in Registrar's Office

July 4
July 8
August 3–6
August 8

Welcome to
Bellarmino University





Greetings from the President

Dr. Joseph J. McGowan

Bellarmino University provides unique opportunities to discover the difference a great education offers . . . for making a living and a life worth living. We will engage and nurture your mind, body, and spirit, as you apply your skills and talents in learning. A strong liberal arts foundation and highly regarded professional programs in business, education, technology, nursing and health sciences specialties are complemented here by a rich and full campus life, varsity and intramural athletics, travel abroad opportunities and service activities.

A distinctive and enduring strength of a Bellarmine University education is its rootedness in liberal arts education. Every undergraduate, including those in our professional schools, has at the core of his or her educational experience the liberal arts.

While the origins of a liberal arts education date to the beginning of Western Civilization itself, its nature keeps the knowledge forever fresh, every timely, ever relevant to a basic values education, one that addresses the ultimate questions in our lives. At the same time a liberal education teaches clear thinking, problem solving, communication, teamwork, flexibility, imagination, creativity, and an ongoing interest and capacity to know, understand, change, and grow.

While Bellarmine University will continue to develop and expand its schools and programs into needed areas of professional education in business, technology, nursing and allied health specialties, and teacher education, the heart and soul of our educational content is the magnificent organization of knowledge, truth, beauty, goodness, and wisdom known as the liberal arts. What makes the liberal arts so compelling as the best way to develop and educate the knowledge worker in a knowledge-driven economy is that it is the single education that educates the center of each human being.

Today's and tomorrow's world is and will ever be characterized by fast, comprehensive, profound and perpetual change. Indeed accelerated change and growth is a fundamental characteristic of the new economy, the knowledge industry and the information age. In this fast-paced, ever-changing environment, a narrow professional education is outdated and obsolete within a very short time in one's life and career. A liberal arts education and a liberal arts based professional education, however, endures because it educates to the center of who we are, a center that serves as a lifelong resource and guide, regardless of the pace or extent of change in our lives, careers, and professions, or in our culture and society.

I welcome you to Bellarmine University and urge you to take advantage of the many and rich opportunities it offers as you engage in the pursuit of knowledge and the development of your own unique talents and interests.

The University

Mission

Bellarmino University serves Kentucky and the region by providing an educational environment of academic excellence in the Catholic liberal arts tradition, where talented and diverse persons of all faiths and ages develop the intellectual, moral, and professional competencies to lead, to serve, and to make a living and a life worth living.

Vision

Bellarmino University aspires to be the innovative, premier independent Catholic liberal arts university in Kentucky and the region for preparing diverse persons to become dynamic leaders to serve, live, and work in a changing, global community.

History

Bellarmino University was opened on October 3, 1950, under the sponsorship of the Roman Catholic Archdiocese of Louisville and with the special assistance of the Conventual Franciscan Fathers. It followed third in a proud line of institutions of higher learning founded by this diocese, the oldest in inland America. The earlier predecessors were St. Joseph's College in Bardstown (1820-1889), which was closed in the 1860s by the tumult of the Civil War, and St. Mary's College near Lebanon, begun in 1821, which functioned as a liberal arts college until 1929 and exclusively as a seminary until 1975.

The Bellarmine campus of today stands on property that was a part of a royal land grant from King George III to James McCorkle for his service in the French and Indian War. When the American Republic was born, the land was retitled by Thomas Jefferson, Governor of Virginia, of which Kentucky was then a part. During the antebellum period this land was a plantation owned by the Griffin family, who, impoverished by the Civil War, sold the estate to Bishop William George McCloskey for a seminary. Preston Park Seminary opened in 1871 and lasted, with interruptions, until 1909. During the Civil War, the Griffin estate house served as a military hospital. Old Preston Park also served as orphanages staffed by the Sisters of Charity of Nazareth: St. Vincent's for girls (1892-1901) and St. Thomas' for boys (1910-1938).

In 1950, the year of Bellarmine's inception, the new school was one of the first in the Commonwealth of Kentucky open to all races. The first forty-two graduating seniors, "The Pioneer Class," received their diplomas in 1954. In 1968, Bellarmine merged with Ursuline College, a Catholic college for women established by the Ursuline Sisters of Louisville in 1938. It was at the time of merger that the traditional student body became coeducational (the evening division was coeducational already), and Bellarmine became independent with a self-perpetuating governing board.

Bellarmino began its first graduate program, the Master of Business Administration, in 1975. In 1981, a graduate level program was introduced in Education. More recent graduate programs include the Master of Science in Nursing (1984), the Master of Arts in Teaching (1986), the Executive MBA (1997), and the Master of Science in Physical Therapy (2001). In 1998, the School of Education, previously part of the College of Arts and Sciences, became a separate school.

In 2000, the Board of Trustees voted to change the name of the institution from Bellarmine College to Bellarmine University to reflect its true status as a Masters I university. Today Bellarmine University is made up of the St. Robert Bellarmine College of Arts & Sciences, the Donna and Allan Lansing School of Nursing and Health Sciences, the W. Fielding Rubel School of Business, and the Annsley Frazier Thornton School of Education. That same year, President McGowan announced the creation of the Bellarmine Center for eWorld Education as Bellarmine became the education partner in the eMain Technology Corridor initiative.

Bellarmine University is situated on approximately 135 acres of gently rolling terrain that slopes down to Louisville's historic Beargrass Creek. In 1990, construction was completed on Petrik Hall, a six-story residence hall that houses 134 students in comfortable and attractive suites, and, in 1993, Miles Hall was completed providing a new 26,500 square-foot classroom and office building for the Education and Nursing programs. On April 9, 1997, the College dedicated and celebrated the opening of the W. L. Lyons Brown Library. Built at a cost of \$10,000,000, the library stands as a visible symbol of the centrality of teaching and learning at Bellarmine University. The Academic Resource Center, designed to support all students with a variety of programs, including academic advising, tutoring, graduate exam preparation, and foreign language practice, opened in the library in the Fall of 1998. The companion Faculty Academic Resource Center opened in the library in 2002, providing faculty with state-of-the-art technological resources to enhance all teaching at Bellarmine.

On December 4, 1996, after four years of study and deliberation, the Faculty Assembly voted to approve a new General Education curriculum, which was subsequently approved by the President and the Board of Trustees. The new core curriculum is grounded in principles and goals adopted earlier by the faculty; expectations and evaluations are based on student outcomes; BA and BS candidates now have the same requirements; there is more opportunity for double majors and elective courses; and the use of instructional technology is integrated into teaching and learning.

In 2001, three new major building projects will be completed and dedicated: Our Lady of the Woods Chapel in the wooded area above Newburg Road, a new 200-bed residence hall, Anniversary Hall, and a Campus Center on two floors of Horrigan Hall. In Fall of 2003, the 28,000 square foot Norton Health Sciences Center opens, providing new laboratories in the physical and health sciences.

In 2000, the \$4,500,000 Technology Plan was completed. From its inception, the goal of the technology plan was to design technology to support teaching and learning. All students have e-mail accounts and access to the campus network, the Internet, and online databases. Twenty new multimedia classrooms allow faculty to enrich classroom learning with a wide array of information resources such as videotapes, satellite feeds, CD-ROM databases, and Internet links. Information technology is now an integral part of all courses. Bellarmine continues to invest approximately \$250,000 each year in new information technology.

Bellarmine is now a state-of-the-art educational campus of 27 buildings on 135 acres. Over \$35 million has been invested in new campus teaching facilities in the last five years, since the opening of the W. L. Lyons Brown Library in 1997.

The University continues to move forward at a rapid pace. Over the past decade Bellarmine has transformed a good liberal arts college in a preeminent private university. These newly acquired capacities have secured a framework and established a foundation through which Bellarmine now realizes its potential to be a great university . . . to serve Louisville, Kentucky, and the region.

Tradition and Character

Bellarmino University respects the distinguished educational tradition of its Catholic origin in three ways: through a commitment to academic excellence in its liberal arts and professional programs in business, education, nursing and health sciences, and arts and sciences; by encouraging a vigorous intellectual climate, which affirms the compatibility of faith and reason in discussions of ethical, moral, philosophical, and religious issues; and in the nurturing of a campus culture and community that reflects basic Judeo-Christian values, concern for each individual as a whole person, service to others, and caring for others.

Authority and responsibility for the affairs of Bellarmine University rest with its Board of Trustees, which is broadly representative of the community that the University serves. Officers and members are elected by the Board membership. The Board presently has 34 members, including the Archbishop of Louisville and representatives of many religious faiths and fields of professional and business leadership. Two faculty members and one student serve as voting members of the Board.

As an independent, Church-related university without tax support, Bellarmine preserves the original model of American higher education, and so helps to safeguard the precious heritage of diversity and freedom of thought and choice in American life.

W. L. Lyons Brown Library

On April 9, 1997, the University dedicated and celebrated the opening of the W. L. Lyons Brown Library. Built at a cost of \$10 million, the Library is the realization of a dream of twenty-five years and stands as a visible symbol of the centrality of teaching and learning at Bellarmine University. It was designed by The Hillier Group of Princeton, New Jersey, working with Michael Koch and Associates of Louisville, in a design that is both beautiful and functional. The Library houses all Library collections and services as well as the majority of all technology operations.

The W. L. Lyons Brown Library is a teaching library. Librarians work closely with faculty to ensure that Bellarmine students learn to appreciate the value of informed participation in their communities as well as master the required skills, which together comprise information literacy. Additionally, staff in the Instructional Media Center and Faculty Development Center train and assist students and faculty to use information and technology programs successfully in their work.

Reference Center

Library users identify the articles and books they wish to consult, and retrieve the actual documents and data they desire from both print and increasingly electronic systems and resources, available through the Reference Center on the Library segment of the campus network. Access to the Library's online catalog, numerous subscription databases, and various resources available across the Internet is provided from twenty computer workstations in the Center, as well as remotely through the campus network. A professional Librarian staffs the Reference Center during all hours of operation. The Library is open more than 104 hours per week.

Instructional Media Center

The Instructional Media Center circulates all media materials and equipment to the Bellarmine Community. IMC features two multimedia development labs, which include six state of the art

networked computers with flat bed scanners. IMC houses a video server to distribute media programs to 16 of 25 multimedia classrooms across the campus. Additional facilities include a Media Lab with five workstations equipped for individual use of media programs and two Group Viewing Rooms to serve small groups of students who wish to work together with a media program, such as a videotape. The Instructional Media staff, along with student assistants, train and assist both students and faculty in the effective use of the available systems and equipment.

Classroom Instruction

Hands-on instruction and active project-based learning are important components in achieving the goal of information literacy for our students. The Online Classroom, located on Level 2 in the Library, includes an instructor's workstation and 12 student workstations, enabling 24 students working in pairs to receive hands-on instruction from Librarians and instructors. Equally important, this Classroom permits students subsequently to work on research projects under the guidance of their instructors during scheduled class or lab periods.

Information Literacy

The goal of information literacy for all students is an important focus of the University. Bellarmine students participate in a core curriculum that is designed to be strongly developmental and helps students cultivate and master abilities essential to a meaningful education. Many of these goals are achieved by connecting the student directly to the intellectual and technological resources available through the W.L. Lyons Brown Library.

Study Spaces

Students enjoy a variety of environments in which to study, including rooms for individuals, group rooms, individual carrels and lounge chairs, as well as tables, a spacious reading room, and tables among the book stacks. There is a study lounge that is open 24 hours per day. The Library building also includes study locations offering networked desktop computers, connections to the campus network and Internet for laptop computers, and a wireless network which allows members of the Bellarmine community to borrow laptops on reserve at the Circulation Desk for use in the Library. Library users can log on to the campus network and the Internet virtually from anywhere in the Library.

Technology @ Bellarmine

Technology is an essential component of teaching and scholarship, and is one of the most critical tools in higher education today. Through an integration of technology, research, and training, Bellarmine is able to provide a learning environment that encourages open communication, collaboration, ethical standards, community improvements, and life-long learning skills.

Technology at Bellarmine is used to augment the classroom experience, broaden the research environment, enhance communications and provide connectivity to needed systems. Our goal is to help students develop into practitioners of the subjects they study by making resources available which will enhance their abilities to think critically and make effective decisions

Student Computing

The emphasis of technology at Bellarmine is to ensure that students have access to adequate and reliable technology throughout campus. Public computers are available everywhere on campus, and each building has computer labs or computer equipment available for students to use. In addition, there is a wireless network in many areas of the campus, and the Library is equipped

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with laptops that students may checkout for use in the Library. Altogether, there are over 250 computers available for students.

Bellarmino also recognizes that many students will come to campus equipped with computers, and students who engage in learning from home or the workplace will increasingly have the capability to access university resources from off-campus. Therefore, LTS provides:

- An on-campus infrastructure for connecting student-owned computers to campus networks
- Remote-access capability for connecting to campus resources from off-campus
- Support services needed by students using personally-owned computers

Each student is given an email account and disk space on the network; and receives instruction on how to use email and other software used in their curriculum. Students living in residence halls at Bellarmine University have access to the network through network outlets in their rooms, or through a wireless network. Each room is wired with a port for telephone and network access. Additionally, there are computer clusters located in each residence hall for students to use.

Computer Literacy

Bellarmino provides these resources as part of our effort to guarantee that all Bellarmine students are computer literate. Computer literacy is developed in a variety of ways. For instance, students will be required to submit papers using a word processing program, conduct searches for reference material, use databases to find information for papers, or use spreadsheet software for writing formal lab reports. *Tech Camps* are available to all students and provide computer training on various software packages. The Help Desk is always available for students to discuss computer questions/problems with computer service staff members and other knowledgeable students.

Classroom Technology

Technology in the classrooms continues to improve as technological advances are made. Many classrooms today are equipped with computer projection equipment and VCRs. In addition, there are several classrooms that are part of the video distribution system which originates in Instructional Media Services. The growth of classroom technology will continue to improve each year.

Library and Technology Services (LTS)

The mission of Library and Technology Services is to support the educational goals of Bellarmine University by focusing on excellent customer service and on the use, storage, retrieval and evaluation of information. Through this department, the University will have the ability to create new directions for the campus community through information literacy and computer technology. LTS provides technology support to the campus community in areas such as Help Desk, the Instructional Media Center, Network Operations, as well as the Faculty Development Center, and Administrative Computing (the business portion of the University).

The **Help Desk** is the main customer service center for technology and your one-stop shop for all computer issues — including ID Cards, email accounts, and network information. Support is provided in-person, online, and over the telephone! The Faculty Development Center is a resource center for faculty that provides support and assistance with the integration of technology in the classroom. The FDC also provides training for faculty, staff and students.

The Thomas Merton Center at Bellarmine University

The Thomas Merton Center of the W. L. Lyons Brown Library houses the world's largest and most important archival collection of materials by and about Thomas Merton as well as Bellarmine University's archives. The Center is named after Thomas Merton, whose personal works and papers comprise the primary special collection in the Center and attract international scholars and visitors to the Bellarmine campus.

Thomas Merton (1915–1968), known in religion as Father Louis, was a monk at the Cistercian Abbey of Gethsemani near Bardstown, Kentucky from December 10, 1941 until his accidental death in Bangkok, Thailand on December 10, 1968. He is internationally recognized for his religious profundity, for his dedication to his own Christian tradition, and for a sensitive openness to the problems of the world. His best-selling autobiography *The Seven Storey Mountain* (1948) has become classic of 20th century literature. His other works, numbering over one hundred volumes, include poetry, meditations, a novel, a play and essays that address his wide-ranging interests. Among his most popular books are *The Sign of Jonas*, *No Man is an Island*, *New Seeds of Contemplation*, *Conjectures of a Guilty Bystander*, *Raids on the Unspeakable*, *The Way of Chuang Tzu*, *Mystics and Zen Masters*, and *Disputed Questions*. Posthumous publications edited by others include *The Asian Journal*, *The Collected Poems*, *The Literary Essays*, *Contemplation in a World of Action*, and ten volumes of his letters. His personal journals from 1939–1968, closed for twenty-five years after his death, have been published in seven volumes.

Because of close, personal ties to faculty at Bellarmine, Merton agreed in 1963 to the establishment of a Merton Room in Bellarmine's library. In 1967, a year before his death, he established the Merton Legacy Trust and named Bellarmine as the official repository for his manuscripts, letters, journals, audio-taped conferences, drawings, photographs, and memorabilia. Two years later, in October 1969, Bellarmine established the Thomas Merton Studies Center with the Merton Collection as its focal point.

The Thomas Merton Center exists to preserve the Thomas Merton Collection; develop international activities for scholars, students and the general public; and promote the spiritual, contemplative, and humanistic values central to Thomas Merton as reflected in his life and writings. Merton was, as Israel Shenker noted, "a man no less concerned by the sinfulness of the world than by pursuit of what could put it right." The Merton Center thus serves as an international resource for scholarship and inquiry on Merton and his values; contemplative and prayerful living, ecumenism, peaceful international relations, social justice, and spiritual nature of the arts, personal and corporate inner work, and interdisciplinary approaches to human problems. The Center regularly sponsors courses, lectures, retreats, seminars, elderhostels, and exhibits that promote these themes.

The International Thomas Merton Society was founded in 1987 with its headquarters at Bellarmine's Merton Center. In conjunction with the ITMS, the Merton Center produces *The Merton Seasonal*, which celebrated its twenty-fifth year of publication in the year 2000. The Center and the ITMS additionally support publication of Merton and Merton-related scholarship in the *Merton Annual*. The Center is affiliated with international Merton Centers such as the Thomas Merton Society of Great Britain and Ireland, the Merton Association at Prades, France (Merton's birthplace), the Centro Internacional de Estudios Místicos in Avila, Spain, and the International Center for Mohist Studies in Tengzhou City, China.

The Merton Center, as the official repository of Merton's estate, has grown to over forty-five

thousand items that include his literary papers, eight hundred drawings, eleven hundred photographs, six hundred audio-taped conferences to his monastic community, published works by and about Merton, and several hundred volumes from Merton's own library. It is the largest collection in the world, incorporating works translated into twenty languages, over two hundred doctoral dissertations and masters theses, and a growing collection of paintings, drawings, sculptures, and fabric art depicting Merton.

The Merton Center is located on the second floor of Bellarmine's W. L. Lyons Brown Library. The Center includes areas for study, meeting and quiet reflection offices for staff.

Distinguished Visitors to Bellarmine

At Bellarmine, learning and the pursuit of truth extend beyond the classroom and pervade the entire campus culture. The University communicates its commitment to intellectual culture and lifelong learning through the major addresses, seminars, workshops, and other forums it sponsors. Members of the Bellarmine community and the general public have benefited from the wisdom of distinguished artists, scientists, philosophers, historians, educators, theologians, humanitarians, and political and religious leaders.

Over the years, the roster of luminaries has included President John F. Kennedy, sculptor Peter Wyatt, cardinals Joseph Ritter and Johannes Willebrands, social activists Dorothy Day, John Dear, John J. Egan, and Mary Luke Tobin, award-winning authors Czeslaw Milosz, James Dickey, James Laughlin, and Barbara Kingsolver, composer Phillip Glass, economists William Herbert, Walter Williams, and Jeffrey Brennan, philosophers Henry Veatch, Frederick Miller, Robert Henle, Huston Smith, and Ernan McMullin, and theologians Karl Rahner and Hans Kung.

Bellarmino also sponsors annually two major forums: the Guarnaschelli Lecture Series and the Wilson W. and Anne D. Wyatt Sr. Lecture Series. The Guarnaschelli Lecture is designed to bring to the Louisville community noteworthy and influential leaders from the arts and humanities. Former Guarnaschelli presenters include Wendell Berry, Gwendolyn Brooks, Ken Burns, Seamus Heaney, Norman Mailer, Joyce Carol Oates, Peter Matthiessen, George McGovern, Richard Rodriguez, William L. Shirer, Leslie Marmon Silko, William Styron, Harold Wilson, Jean Bethke Elshtain, and ballet dancers Wendy Whalen, and Nilas Martins. Wyatt lecturers have included Sir Edward Heath, David Gergen, David Broder, Arthur Schlesinger, and James MacGregor Burns.

Bellarmino Medal

The Bellarmine Medal, established in 1955, is the University's most prestigious award. It is designed to honor individuals whose lives reflect qualities exemplified by the University's patron, St. Robert Bellarmine (1542–1621). St. Robert, who lived in an age of change, turmoil, and confusion, was known for his calmness, courtesy, and unswerving devotion to truth. The Bellarmine Medal recognizes these same virtues in the lives of contemporary men and women.



Recipients of the Bellarmine Medal are persons who demonstrate:

- A commitment to principles throughout difficult circumstances
- A high level of personal and professional integrity

- A sensitivity to the sufferings of others
- A dedication to promoting justice, charity, and temperateness

Recipients of the Bellarmine medal include journalist William F. Buckley, Jr. (1977), civil rights leader Rev. Jesse Jackson (1979), founder of the Missionaries of Charity Mother Teresa of Calcutta (1981), journalist Walter Cronkite (1982), ambassador Philip C. Habib (1984), UCLA head basketball coach John Wooden (1987), Polish Solidarity leader Lech Walesa (1990), and athlete and humanitarian Arthur Ashe (1993).

Accreditation and Memberships

Bellarmino University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees. The bachelors and masters programs in nursing are accredited by the National League for Nursing Accreditation Commission and the Commission on Collegiate Nursing Education. All teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Kentucky Education Professional Standards Board.

The University holds membership in the following associations:

AACSB – The International Association for Management Education
African Studies Association
American Association for the Advancement of Science
American Association of Cardiovascular & Pulmonary Rehabilitation
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Colleges of Teacher Education
American Association of Diabetes Educators
American Association of Teachers of Spanish & Portuguese
American Catholic Philosophical Association
American Council on Education
American Economic Association
American Finance Association
American Independent and Liberal Arts Colleges of Teacher Education
American Institute of Physics
American Occupational Therapy Association.
American Political Science Association
American Psychological Association
American Society of Cytopathology
American Society of Pharmacognosy
Archaeological Institute of America
Association for Business Language Education
Association for the Advancement of Computing in Education
Association of American Colleges Institutional
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Governing Boards
Association of Independent Kentucky Colleges and Universities
Association of International Administrators
Association of International Educators
Better Business Bureau
Botanical Society of America

Campus Compact
 Catholic Medical Association
 Center for the Study of the Presidency
 Church Music Association of America
 College and University Professional Association for Human Resources
 College Theology Society
 Commission on Accreditation in Physical Therapy Education
 Commission on Accreditation of Allied Health Education Program
 Commission on Collegiate Nursing Education
 Committee on Accreditation Respiratory Care
 Cooperative Center for Study Abroad
 Council for Exceptional Children
 Council of Colleges of Arts and Sciences
 Council of Independent Colleges
 Council on International Educational Exchange
 Gerace Research Center at the College of the Bahamas
 Greater Louisville, Inc.
 International Association of University Presidents
 International Communication Association
 International Society for Technology in Education
 International Society of Nurses in Cancer
 International Student Exchange Program
 Kennedy Institute of Ethics
 Kentuckiana Metroversity
 Kentucky Academy of Science
 Kentucky Association of Colleges of Teacher Education
 Kentucky Association of Collegiate Admissions Counselors
 Kentucky Association of Collegiate Registrars and Admissions Officers
 Kentucky Association for Homes for the Aged
 Kentucky Association of Student Financial Aid Administrators
 Kentucky Association of Teacher Educators
 Kentucky Board of Nursing
 Kentucky Chamber of Commerce
 Kentucky Council for International Education
 Kentucky Education Professional Standards Board
 Kentucky Institute for International Studies
 NAFSA/Association of International Education
 National Accrediting Agency for Clinical Laboratory Science
 National Association Biology Teachers
 National Association of College and University Business Officers
 National Association of College Admission Counselors
 National Association of Foreign Student Advisors
 National Association of Independent Colleges and Universities
 National Association of Student Financial Aid Administrators
 National Catholic College Admission Association
 National Catholic Educational Association
 National Council for Accreditation of Teacher Education
 National Council for the Social Studies
 National Council of Teachers in Mathematics
 National Council of Teachers of English
 National Council of Teachers of English Comprehensive

National Education Association
National Geographic Society
National Middle School Association
National League for Nursing Accreditation Commission
National Science Teachers Association Institutional Comprehensive
Natural Student Nurses Association
Natural Law Society
Oncology Nursing Society
Smithsonian National Associates
Smithsonian Resident Associate Program
Society for Research in Child Development
Society for the Study of Christian Spirituality
Southeastern Library Network
Southern Association of Student Financial Aid Administrators
Southern Association of College Admission Counselors
Southern Association of Colleges and Schools, Inc.
Southern Association of Collegiate Registrars and Admissions Officers
Southern Historical Association
Tennessee Association on Young Children
Tuition Exchange, Inc.





All applications and correspondence relevant to admission should be directed to the Office of Admission. Applicants are considered without regard to race, religion, sex, age, nationality, or disability. Application forms may be obtained by writing or calling:

Office of Admission
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: 502/452-8131 or 1-800-274-4723
 Email: admissions@bellarmine.edu
 Application On-Line: www.bellarmino.edu

Procedures and Requirements

Freshmen Students

Specific requirements for admission include submission of:

1. A completed application form and a \$25.00 nonrefundable application fee.
2. Entrance examination scores from either the American College Test (ACT) or the Scholastic Assessment Test (SAT I). Entrance examination scores are not required of applicants who have been out of high school for five years or more.
3. An official transcript from the high school last attended, or, for those who have not completed their high school work, a General Educational Development (GED) test score.

Applicants who have not attended college and transfer students who have attempted fewer than twelve semester hours should meet the following minimum standards for admission:

1. A high school GPA of 2.5 or better.
2. An ACT composite score of 21 or an SAT I composite score of 1000 or higher.
3. A class rank of 50% or higher.
4. A favorable recommendation from a counselor.
5. A college preparatory curriculum consisting of a minimum of 20 units (1 unit = 1 year) including:

English	–	4 units
Mathematics	–	3 units
Science	–	2 units
Social Science	–	2 units
6. A writing sample (200-word essay).
7. A high school transcript.

Students who do not meet all of the above standards will be reviewed by the Undergraduate Admission Committee and may still be admitted for good reasons based upon their overall high

school academic performance, test scores, recommendations, essay quality, and results of personal interviews.

Students who have completed significant portions of high school work but have not received a diploma will be evaluated for admission on the criteria stated above, substituting a score of 500 (Prior to 2002 a score of 50 was required) on the General Educational Development (GED) test for the high school diploma. They may also be considered for admission as a Special Student.

Transfer Students

Specific requirements for admission include submission of:

1. A completed application form and a \$25.00 nonrefundable application fee.
2. An official high school transcript or GED score and transcripts from all post-secondary schools attended. A high school transcript is not required for transfer students who have completed 24 or more college credit hours.
3. Applicants with less than twenty-four semester hours completed must also submit official ACT or SAT scores. ACT or SAT scores are not required of applicants who have been out of high school for five years or more.

Transfer student applicants are considered for admission if they have a cumulative grade point average of 2.0 from an institution recognized by Bellarmine University for the transfer of credits. Applicants who do not meet standards for admission will be referred to the Undergraduate Admission Committee for review. For information on the transfer of credits, completion requirements, and graduation with honors, see the Academic Information section of this catalog.

International Students

Bellarmino University is authorized under federal law to enroll non-immigrant alien students. Students from all countries are encouraged to seek admission to Bellarmine. International candidates for admission to any undergraduate program are required to submit the following:

1. A completed International Student Application.
2. A \$25.00 nonrefundable application fee (must be in United States currency).
3. *Certified* copies of official records from all schools or universities attended. Certified copies must be translated into English and must bear the school's official seal.
4. *Official* score report of the Test of English as a Foreign Language (TOEFL). The score must be above 550 on the paper-based TOEFL or 213 on the computer-based TOEFL. (Bellarmine's TOEFL code number is 1056.) Applicants for whom English is a second language may submit entrance examination scores from either the American College Test (ACT) or the Scholastic Assessment Test (SAT I), in lieu of the TOEFL.
5. Two letters of recommendation from former professors and/or employers attesting to the candidates's educational potential.
6. A financial statement certifying ability to fund the cost of attending Bellarmine University for one academic year. Figures must be expressed in United States currency.
7. Statement of purpose – a letter outlining the candidate's academic and professional goals.
8. Transfer students must submit a course evaluation of all classes taken at a foreign university (contact <http://www.aacro.org/credential/individual.htm>).

International student applicants should meet the University's standards for admission and score a minimum of 550 or 213 on the computer-based TOEFL, or have satisfactory ACT or SAT I scores and meet the University's regular admission standards.

Special Students

Persons whose applications have been denied for admission to degree programs at Bellarmine may be admitted on Special Student (non-degree) status, in consideration of such factors as age, confidential recommendations, tests of college ability, and experience in a particular field. Admission as a Special Student is subject to one or more of the following conditions: (1) approval by the Undergraduate Admission Committee, (2) a limited class load, (3) selection of courses with an academic advisor, (4) participation in a counseling program, and (5) "Special Student" status recorded on the person's permanent record. Special Students may petition for degree status after completing twelve semester hours with a cumulative grade point average of 2.00 or above. Upon approval of change of status, the courses passed while on Special Student status will apply toward a degree.

Senior Adults Grants for Education (SAGE)

Persons 62 or older are invited to enroll for classes at Bellarmine at one-third the normal tuition. They may pursue a degree or simply take courses for personal enrichment. The University has an open admissions policy for all persons 62 or older. To apply, submit a completed application form and a \$25.00 nonrefundable application fee to the Office of Admission. The following conditions apply:

1. Students must be 62 years of age at the beginning of the class for which they are enrolled.
2. Enrollment is contingent upon space availability after regular paying students have enrolled. SAGE students must enroll after regular registration.
3. This discount does not apply to non-credit classes.
4. To receive the discount the class must contain at least ten regular paying students.
5. Any fees required for the class must be paid by SAGE students at the regular rate.

Veterans

Veterans who are high school graduates or have satisfactory General Educational Development (GED) test scores may be admitted without respect to their high school class standing or entrance test scores, provided they submit DD Form 214 as proof of their military standing. To apply, submit a completed application form, a \$25.00 nonrefundable application fee, DD Form 214, an official transcript from the high school last attended and, if not a high school graduate, GED test scores to the Office of Admission.

Visiting Students

Persons enrolled in other accredited colleges or universities may take courses at Bellarmine University during any semester. A record of the course work done at Bellarmine will be maintained and sent upon request to the student's home institution. The \$25.00 application fee is waived for Visiting Students. To apply, students should submit a Visiting Student Letter from the Dean or Registrar of their home institution and a completed application form to the Office of Admission.

Post-Baccalaureate Students

Persons who have already completed a bachelor's degree but wish to enroll at Bellarmine in undergraduate credit courses may apply for admission as post-baccalaureate students. This designation indicates that the student is not classified with any particular class year. A record of the credit course work done at Bellarmine will be maintained and will become a part of the student's permanent record. To apply, submit proof of degree, a completed application form, and a \$25.00 nonrefundable application fee to the Office of Admission.

Early Entry Admission Program

Persons who have completed their junior year in high school and demonstrate outstanding scholastic ability and a high level of maturity may be admitted to Bellarmine University prior to high school graduation. Recommendations by the high school principal, guidance counselor, and a teacher are required for admission, as well as interviews with the student and his or her parents or guardians. For more information on the Early Entry Admission Program, contact the Office of Admission.

Auditors

Persons wishing to enroll in undergraduate credit courses at Bellarmine not for a grade or for credit may apply for admission as auditors. Audit registrations are not permitted in any applied-music courses or in field-biology courses. A student who is registered as an auditor may change to credit status within the three weeks following the first day of classes. A change from audit to credit status requires the approval of the instructor, the completion of all regular class work, and payment of the balance of course fee for credit status. A student who is registered for credit may change to audit status up to four weeks before the last day of classes. The specific dates are stated in the respective semester or term Class Schedule. No academic credentials are required for admission as an auditor. To change from audit to credit status, persons not already enrolled at Bellarmine for credit must fulfill the University's admission procedures and standards. To apply for admission as an auditor, submit a completed application form and a \$25.00 nonrefundable application fee to the Office of Admission.

Admission to Selected Programs of Study

The following programs of study are subject to additional admission provisions:

1. Bachelor of Science in Nursing

This program is available to persons beginning the study of nursing and to graduates of approved associate degree or diploma programs in nursing. For admission procedures and requirements, see the Nursing section of this catalog.

2. Teacher Education Program

This program is open to students already pursuing studies at Bellarmine in preparation for the teaching profession and initial teacher certification. For admission procedures and requirements, see the Education section of this catalog.

Credit Options

Students are encouraged to pursue opportunities for earning academic credit based on prior learning experiences by taking advantage of the following credit options. For more information, contact the Office of the Registrar.

AP Credit

Bellarmino offers academic credit, placement, or both, to students who earn scores of 3, 4, or 5 on AP (Advanced Placement) tests sponsored by the College Entrance Examination Board.

ACCESS Credit

ACCESS (Advanced College Credit for Exceptional Secondary Students) is a three-way partnership involving Bellarmine University faculty, exemplary secondary school teachers, and high school scholars. Eligible high school juniors and seniors earn academic credit for advanced courses taught by highly qualified high school teachers affiliated with academic departments of Bellarmine University. ACCESS courses, which correspond to equivalent Bellarmine classes at the freshman and sophomore level, serve as general education requirements for many colleges and universities. Courses taken for ACCESS credit become part of the permanent record of the students who matriculate to Bellarmine University. To receive Bellarmine credit, students must receive an A or B in the ACCESS course. These courses also may be accepted at other colleges and universities. Students applying for academic credit must be enrolled in an AP-level course and must meet eligibility criteria regarding GPA, class rank, and placement on ACT/PLAN or SAT/PSAT. For more information, contact either the Admission Office or the Office of the Registrar.

IB Credit

Bellarmino offers academic credit to students who earn scores of 5, 6, or 7 on the IB (International Baccalaureate) tests.

External Examinations

Up to 30 credits may be gained through the following testing avenues. Information regarding these exams may be obtained in the Office of the Registrar.

Credit for CLEP and Excelsior Exams

Both of these agencies (CLEP and Excelsior Exams) offer a series of examinations designed to assess knowledge in a wide variety of subjects. For a listing of exams, contact the Office of the Registrar. CLEP examinations are administered at the University of Louisville Testing Center. Call the Center at 502/852-6606 for information on cost and examination dates. Bellarmine University's code number is 1056.

Credit for Armed Force Courses (DANTES)

College credit may be earned for various educational experiences gained in the Armed Forces. Bellarmine University uses the "Guide to the Evaluation of Educational Experiences in the Armed Services" to determine academic credit (DANTES Program—Defense Activity for Nontraditional Education Testing Service). Tests are offered in traditional academic, vocational/technical, and business subjects.

Credit for Company-Sponsored Training Programs

Some company-sponsored training-program courses may be considered for academic credit. Bellarmine uses two guides for this purpose: (1) the National Guide to Educational Credit for Training Programs, and (2) the Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI). Adults who have completed courses listed in either directory may be eligible for Bellarmine credit.

Internal Options

Credit for Demonstrated Competency (Challenge Exam)

Enrolled Bellarmine students may petition the department chair to take a comprehensive examination on the material covered in any credit course offered by that department. A grade for this exam is strictly on a Pass/Fail basis. A fee, equal to one credit hour, is charged for each course equivalent.

Portfolio

Up to twelve undergraduate credits and six graduate credits may be gained in this category. Bellarmine University recognizes the value of life and work achievement by awarding academic credit for knowledge gained through experience. A detailed explanation and documentation of the learning acquired outside the academic classroom are presented in portfolio format for evaluation by Bellarmine faculty. A fee equal to one credit hour of tuition is charged for each course equivalent after a portfolio has been evaluated. A non-refundable \$70.00 fee is charged at the point of portfolio application.

Tuition and Fees

The tuition charge at Bellarmine covers the cost of both instruction and supporting services. Bellarmine, as a private institution, receives no support through taxes or other public revenues. Tuition covers only a part of the total educational cost, and Bellarmine depends upon support of alumni and other friends for gifts and grants to supplement tuition and fees in paying the total cost of educating its students. All charges are subject to change upon action of the Board of Trustees of Bellarmine. Notice of any change will be given to students and applicants after changes are approved. Tuition is due and payable in full at the Bursar's Office of the University on the dates indicated in the Academic Calendar printed in each semester's Academic Calendar and Class Schedule. An appeals process exists for students or parents who feel that individual circumstances warrant exemptions from published policy. For more information, please contact the Bursar in the Bursar's Office.

Tuition Payment

Tuition and fees are due in full near the beginning of each semester. A student's registration for a semester may be cancelled for failure to pay tuition and fees in full, when due, for that semester. Cancellation does not relieve responsibility for payment. Due dates for payments are published in the Class Schedule. Accounts date from the last registration day. All special fees must be paid when the service is rendered or when billed.

Tuition for 2003–2004

Tuition per semester for undergraduate students	
carrying from 12 through 19 credit hours	\$8,910 per semester
Tuition per credit hour for undergraduate students	
carrying fewer than 12 hours or for hours exceeding 19 hours	\$420 per credit hour
Tuition deposit (this deposit is applied as a credit toward tuition)	\$100
Audit fee per course (for auditing a course rather than taking	
it for credit). Plus any course fees if applicable	50% of above rate

Course Fees

Applied music fee for private music instruction per credit hour	\$80.00*
Applied art fee for each applicable course	46.00 to 75.00*
Education art fee (Educ. 231)	40.00*
Lab fee (Natural Sciences and Nursing)	14.00 to 115.00*
Student teacher and intern fee for each applicable course	60.00*
Clinical practicum fee for each applicable course	115.00*
Fee for comprehensive examination in any course for which	
full academic credit might be awarded	one credit hour
Portfolio evaluation fee	70.00*
Portfolio tuition fee	one credit hour

*Fee is in addition to the regular tuition rate and is subject to changes each semester.

Other Fees

Student Activities Fee per semester	85.00
Technology fee	\$250 per semester for full-time
	\$25.00 per class for part-time
Application fee (on filing first application only)	25.00
Service charge for each approved change of course or section after registration	5.00
Transcript of grades:	
First copy (each request)	5.00
Each additional copy	1.00
Student Insurance for semester (where applicable)	TBA
Residence Hall Activities Fees (Residents only) per semester	10.00
Parking Permit Fee	30.00

Penalties and Fines

Fee for reinstatement after suspension.....	\$40.00
Fee for late payment of bill (1½% per month of unpaid balance).....	variable fee
Fee for each check issued to College on which the bank	
refused payment (first offense only).....	15.00
Fee on any check refused for payment by the bank after the first occurrence.	25.00

Transcripts and grades may be withheld for non-payment of amounts owed to the University.

Room and Board

Fall and Spring Semesters

Kennedy/Newman, Double occupancy, per semester	\$1565
Kennedy/Newman, Single occupancy, per semester	\$2350
Newman, Triple occupancy, per semester	\$1175
Petrik, Double occupancy, per semester	\$1675
Petrik, Single occupancy, per semester	\$2515
Anniversary Hall, Double occupancy, per semester	\$1815
Anniversary Hall, Single occupancy, per semester	\$2725

Summer Session

Anniversary Hall, Double occupancy, per week	\$100
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Meal Plans

Residential Students

All students living on campus are required to purchase a meal plan. The meal plan options give students maximum flexibility, affording students the opportunity to select a plan that best meets their needs. These options allow a student to use his/her meals at any time during the week, up to the limited number allotted for the week. Food service is not available for residential students during the Thanksgiving break, semester break, and spring break. Residential students select a meal plan on the Residence Hall Application form.

<u>Option 1</u> – Any 16 meals per week plus \$250 Flex Dollars per semester	\$1355 per semester
<u>Option 2</u> – Any 10 meals per week plus \$300 Flex Dollars per semester	\$1320 per semester
<u>Option 3</u> – Any 10 meals per week plus \$300 Flex Dollars per semester	\$1245 per semester
<u>Option 4</u> – Any 10 meals per week plus \$250 Flex Dollars per semester	\$1215 per semester
<u>Option 5</u> – Any 7 meals per week plus \$400 Flex Dollars per semester	\$1265 per semester

IMPORTANT: Meal card balances carry over from fall to spring semester, but NOT year to year. When a student leaves the University, any unused balance is non-refundable.

Commuter Students, Faculty, and Staff

Three meal plan options are available for Commuters, Faculty, and Staff. Contact the Bursar’s Office at (502) 452-8264 to select one of the plans outlined below.

- Option 1 – 25-Meal Plan Plus Flex - This plan includes any 25 meals during the semester, plus \$50 Flex Dollars. Cost: \$199.
- Option 2 – Flex Dollar Plus Plan – If you open a Flex Dollar account with \$50, you will receive \$5 Flex Dollars free. Additional Flex Dollars may be purchased at any time.
- Option 3 – Basic Flex Dollar Plan – You may open a Flex Dollar account with \$10 or more, and add more Flex Dollars in increments of \$10 at the Bursar’s Office at any time during the semester.

Flex Dollars

All of the meal plan options offer Flex Dollars which are accepted like cash at the various dining locations. Flex Dollars work on the same principle as a pre-paid debit card. You can draw from your Flex Dollars for snack items or full meals. You can purchase additional Flex Dollars in \$10 increments at the Business Office. Unused Flex Dollars roll over from the fall to spring semester, however, they must be used by the end of the spring semester. Unused Flex Dollar balances are non-refundable. Refer to the section on Food Service in this Catalog for a description of the various dining locations.

Room Damage Deposit

A one-time \$100.00 damage deposit is required of each residence hall student. This fee is paid prior to receiving a room assignment. Return of the deposit may be applied for whenever a resident permanently leaves the residence hall. The amount of the deposit to be returned to the resident is contingent upon the condition of the room at the time of his/her leaving and dependent upon following all check-out procedures, including return of keys.

Room Reservation Deposit

A \$100.00 room reservation deposit is required of each residence hall student. This deposit is applied to the semester's rent charges.

Special Payment Plans

Sponsoring Agency or Employer: Bills may be sent to an outside agency who will be responsible for payments on dates and terms agreed upon in the contract with Bellarmine. Students using this plan must present written evidence of the extent of the responsibility assumed by the sponsoring agency each semester. Students registered with the Veterans Administration or other government agencies must present evidence of their certification. Students sponsored by the State Vocational Rehabilitation Agency must present evidence of their approval and grant each semester. Students sponsored by a business or industrial corporation must present evidence of the fact and extent of the corporation's responsibility each semester. All charges not paid by the sponsoring agency must be paid by the student according to the general payment regulations of Bellarmine.

Scholarship Grants: Scholarship and student aid grants must be applied first to direct university expenses and then to other costs.

Other payment plans are available for qualifying students. Details of these plans are available in the Bursar's Office.

Adjustments and Refunds of Tuition

The refund policy is published each semester in the official Class Schedule of the University.

Fees listed under "Course Fees" and "Other Fees" are not refunded. No refunds will be made following disciplinary dismissal from the University. No refunds will be made to a student who has accounts due in any area of Bellarmine. Any student whose registration is cancelled will be charged according to Bellarmine's general refund policy. An appeals process exists.

The date of withdrawal from or dropping a course is not the day the student stops going to class, but the date the student returns the properly completed withdrawal form to the Registrar's Office. The last opportunity to change enrollment status from full-time to part-time is before the end of the first full week of classes.

Any student who withdraws from any or all of the courses in which they had registered may be entitled to an adjustment of the amount of tuition charged. The amount of the reduction is contingent on the following factors:

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1. Date of withdrawal and,
2. The amount of any federal Title IV student financial aid received, if any, and,
3. The refund policy established by the institution.

The Federal Title IV student financial aid programs subject to the federal refund regulations are the Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant Program, Federal Perkins Loan Program, Federal Stafford loans (either subsidized or unsubsidized), and Federal Parents Loans for Undergraduate Students (PLUS loans). The benefits under these programs will be recalculated as prescribed by the U. S. Department of Education regulations pertaining to the Return of Title IV Funds. Under these regulations, any adjustment is based on the students withdrawal date as defined in the regulations. This date and the date of withdrawal reflected in the student's academic records will not necessarily be the same. For further information regarding the adjustment to the Title IV student financial aid benefits, if any, received by the respective student should be directed to the Office of the Bursar.

After the determination of the adjustment, if any, to Title IV student financial aid, any adjustments or refunds under the University policy is then calculated after taking into consideration the effect of any federal Title IV student financial aid benefit refunds. Any adjustments to the tuition charges will be made in accordance with the Semester Refund Schedule **stated in the respective academic period Class Schedule**. The percentage of adjustment is based on the official date of withdrawal as reflected on the student's academic records, which may be different from the withdrawal date used in determining any refunds of Title IV student financial aid benefits under the Department of Education's Regulations. For further information regarding the University policy, please contact the Office of the Bursar.

Military Service and Serious Illness or Injury

Students enrolled in courses at the time they are called for active military service will have their registration for classes, cancelled **once the appropriate documents** are provided to the Office of the Registrar. All tuition and academic fees will be removed from the student's account and any financial aid will be refunded to its source. This policy will also apply to any enrolled student who becomes incapacitated by serious illness or injury **once the appropriate documents** are provided to the Office of the Registrar.

Penalties for Delinquent Accounts

Students who fail to make full payments of amounts due on dates agreed upon or those set forth in the Class Schedule will be notified of their past-due account. At this time a fine of 1½% per month of the unpaid balance will be charged against the account for late payment. If payment in full of the amount due is not received within thirty days of the past due date, the student may be dismissed from college. A student owing charges for a previous semester will not be permitted to register for the following semester until the debt is paid in full or other satisfactory arrangements are made with the Bursar's Office. A transcript of credits will not be issued for a student with an unpaid balance. No student may graduate with an unpaid balance at Bellarmine. Grades will be withheld from students with past due bills.

Personal Liability

Bellarmino assumes no responsibility for accidents to students that may occur in attendance at or participation in classroom, laboratory, campus work, or intramural athletics.

Financial Aid





Financial Aid

The Financial Aid Program at Bellarmine University has a dual purpose: to recognize superior academic achievement and to provide assistance to qualified students who, without such aid, would be unable to attend college. All aid given through Bellarmine is intended to supplement the resources of the student and his or her parents. To determine financial need with a degree of uniformity, Bellarmine requires that students submit the Free Application for Federal Student Aid (FAFSA), designating Bellarmine as one of the information recipients. To receive financial assistance a student must be accepted into an eligible program of study offered by the university. The appropriate forms may be obtained from the Office of Admission.

Satisfactory Progress

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Bellarmine University. Progress is determined quantitatively and qualitatively. Progress is monitored at the conclusion of the spring and summer semesters.

Enrollment

A minimum standard for full-time enrollment at the undergraduate level is 12 credit hours per semester. A minimum standard for part-time enrollment (at least half-time) at the undergraduate level is 6 credit hours per semester.

Quantitative: Undergraduate students attending full-time will be required to earn a minimum of 12 credit hours per semester. Undergraduate students attending part-time will be required to earn a minimum of 6 credit hours per semester. Undergraduate students who only receive student loans will be required to earn a minimum of 6 credit hours per semester. A maximum of six (6) academic years will be permitted for the completion of a baccalaureate degree, or a total of 144 hours attempted.

If a student enrolls for an excessive number of repeated or unrelated courses, he/she will not be making satisfactory academic progress. Classes for which students receive grades of “AU” (audit), “F” (failing), or “W” (withdrawal) are not counted as earned hours, but are counted as attempted hours. “I” (incomplete) and “NR” (not reported) grades will not be considered as hours earned for a semester until a grade is received. Transfer hours accepted at Bellarmine are considered in calculating the total number of hours attempted.

Qualitative: Undergraduate students who have earned 60 credit hours or greater will be required to have a cumulative Grade Point Average (GPA) of 2.0 or better.

Appeal: If a recipient becomes ineligible to receive financial assistance, reinstatement of federal or state aid will occur either when the student successfully meets the above requirements following a subsequent semester of enrollment, or when the Committee for Financial Aid Appeals approves the continuation of assistance through a student’s written appeal. The Committee for

Financial Aid Appeals shall consist of at least one representative from the Office of Financial Aid, Office of the Registrar, faculty, and student body.

Institutional Scholarship and Merit-Based Awards

Institutional scholarships and merit-based awards are offered to undergraduate degree-seeking students enrolling full-time (at least 12 credit hours per semester) as a first-year student; incoming transfer students who enroll full-time are also eligible for consideration. A separate scholarship application is not required, but applications for admission must be received by the designated due date for a given year. Applications and dates may be obtained from the Office of Admission.

Institutional scholarships and grants may be used to pay Bellarmine tuition only, unless otherwise specified, and are awarded on a full-academic year (2 semesters), fall and spring semesters only.

Bellarmino Scholars Program

These full-tuition scholarships are awarded to the most promising and talented high school students and are based upon the following minimum standards: high school grade point average of 3.9 with an exceptionally strong college prep curriculum, top 5% rank, test scores of 30+ ACT or 1300+ SAT, on-campus interviews and writing sample. Bellarmine Scholars participate in the University's Honors Program and receive a stipend to support a summer study abroad or internship program after the junior year. Qualified applicants applying by the scholarship deadline will be invited to campus for a scholarship competition. Awards are renewable pending satisfaction of renewal requirements.

Monsignor Horrigan Scholarships and Knight Scholarships

Partial tuition scholarships are awarded to talented high school students who have demonstrated scholastic achievement levels measured by high school grade point average (usually 3.2 or above), class rank (upper ¼ of class), standardized test scores (ACT 24 or above, or SAT 1100 or above), and college prep curriculum. Qualified applicants applying by the scholarship deadline will be invited to campus for a scholarship competition. Awards are renewable pending satisfaction of renewal requirements.

Monsignor Treece Awards

Awards are made to students for academic achievement. Generally students with a 3.2 GPA and an ACT score of 21 or SAT score of 1000 are considered. Students receiving other academic scholarships or recognition grants are not eligible for Monsignor Treece Awards. Awards are renewable pending satisfaction of renewal requirements.

McDonough Service Grants and Wyatt Leadership Grants

Awards are made to students for outstanding service or leadership to their school, church, and community, with preference given to the strongest students. Usually a minimum composite ACT score of 21 or SAT score of 1000 is expected. Students receiving an academic scholarship are not eligible for McDonough Service or Wyatt Leadership Grants. Awards are renewable pending satisfaction of renewal requirements.

Minority Scholarships and Grants

To assure that minority students are given full access to an education at Bellarmine, the University has committed funds to recognize students from minority backgrounds. Scholarships and grants are awarded on the basis of academic merit and/or demonstrated financial need. Awards are renewable pending satisfaction of renewal requirements.

Art and Music Scholarships

Scholarships are available to outstanding performers who plan to major in art or music. Art students must submit samples of their work. Music students must arrange for an audition or submit a musical tape. Scholarship recipients must maintain a 2.5 cumulative GPA, and music award winners must also participate in two ensembles each year to renew the award.

Athletic Grants-in-Aid

Athletic Grants-in-Aid are awarded to students who meet the qualifications for such aid as determined by the University and the Athletic Department. Grants are awarded to women for basketball, softball, volleyball, tennis, cross-country, track and field, field hockey, golf, and soccer. Men may receive Grants-in-Aid for basketball, baseball, soccer, cross-country, track and field, tennis, lacrosse, and golf. All inquiries concerning Athletic Grants-in-Aid should be addressed to the Athletic Director or to the Head Coach of the sport in which the student is interested.

Transfer Student Scholarships and Grants

Scholarships and grants are available to full-time transfer students based upon high school and college grade point average and strength of the student's high school/college curriculum. Awards are renewable pending satisfaction of renewal requirements.

Institutional Scholarships and Grants

Nolen C. Allen Scholarship
Alumni Chapter Scholarships
Elise Amshoff Scholarship
Jayne and Art BecVar Endowed Nursing Scholarship
Bellarmine University Accel Nursing Program Scholarship
Bellarmine Women's Council Scholarships
Rev. Joseph Bowling Scholarship
J. Graham Brown Scholars
Clayton Scholars
Mary Agnes Dugan Clayton Scholarship
Coy Family Endowed Fund
Dr. John Daly Endowed Chemistry Scholarship
English-Speaking Union Scholarship
Dr. Jonas L. Fields Minority Grant
John Finnegan Accounting Scholarship
Robert J. Fitzpatrick Endowed Accounting Scholarship
Barbara and Otto Goethals Education Scholarship
Grant '54
Colin C. Griffaw Memorial Scholarship
Elizabeth Norton Hagan Scholarship (Literature)
Michael Hale Memorial Scholarship
Paul Christopher Hardin Endowed Music Scholarship Grant
Harrison County Community Foundation Scholarships
William Randolph Hearst Foundation Endowed Scholarship

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Mary Beth Heine-Wade Scholarship
Patricia B. Hoeck Scholarship
The J and L Foundation Scholarships
Maurice D.S. Johnson Endowed Business Leadership Award
The Kalmey Family Endowed Scholarship
Morton Kasdan Scholarship Fund
JFK/John XXIII Scholarships
Fred C. and Florence Koster Scholarship
Lansing Scholars
Roland McDonough Scholarship
Jeffrey Miles Memorial Scholarship
Morrison Family Trust
Robert Munson Scholarship Fund
Nelson County Alumni Association Scholarship
Genevieve Norton Scholarship (Art)
Norton Healthcare, Community Trust Fund Endowed Nursing Scholarship
Charles and Helen O'Malley Scholarship
Vicki B. Owsley Scholarship
Bennie Sue Peterson Endowed Nursing Scholarship
Helen and Gene Petrik Scholarship
Taylor Drug Company Nursing Scholarship
Mother Teresa Scholarship
Helen and Dan Ulmer Scholarship
UPS/JCPS Project Teach
Vermont American/Patsy Nugent Scholarship
Ella Norton Walsh Scholarship (History)
Art Walters Minority Scholarships
WHAS Education Grants
H.K. & Carolyn A. Williams Scholarship

Additional Forms of Aid

Federal Pell Grants

These federal grants are designed for students who need assistance to attend post-secondary educational institutions. To qualify for these grants a student must establish financial need (as determined by the Free Application for Federal Student Aid) and be enrolled as an undergraduate student at Bellarmine University.

Kentucky Tuition Grants

These state grants, based on financial need, are available to Kentucky residents for attendance at Kentucky private institutions only. Eligibility is determined by the Free Application for Federal Student Aid.

State Student Incentive Grant: College Access Program

These state grants are intended for those students whose parents have the least ability to contribute toward educational expenses, with preference given to those students with the greatest need. Eligibility is determined by the Free Application for Federal Student Aid.

Kentucky Educational Excellence Scholarship

The KEES scholarship is available to Kentucky high school graduates who have demonstrated a level of academic achievement in the high school classroom and on a standardized college entrance examination. Eligibility is determined by the Kentucky Higher Education Assistance Authority.

Federal Supplemental Educational Opportunity Grants

These federal grants are intended to encourage and enable needy students, who otherwise would be unable to continue their education, to pursue their studies at institutions of higher education. To qualify for these grants a student must establish financial need (as determined by the Free Application for Federal Student Aid), be a recipient of a Federal Pell Grant, and be enrolled as an undergraduate student at Bellarmine University.

Federal Work-Study Program

Bellarmino participates in the Federal Work-Study Program. To participate in the Work-Study Program, students must be in need of earnings from such employment in order to pursue a course of study (as determined by the Free Application for Federal Student Aid). On- and off-campus employment opportunities are available. Students work up to 15 hours per week while classes are in session, and up to 40 hours per week when classes are not in session.

Federal Carl D. Perkins Loans

These loans are awarded to students with demonstrated exceptional financial need (as determined by the Free Application for Federal Student Aid). The Perkins program is a low-interest (5%) loan requiring repayment nine months after graduation, leaving school, or dropping below half-time status. Award amounts depend on available funding at the time of application and the level of a family's demonstrated financial need.

Federal Stafford Loans

A federal Stafford Loan is a low-interest loan made to students by lenders such as banks, credit unions, or savings and loan associations. Stafford Loans can be either subsidized or unsubsidized, contingent upon a student's eligibility for need-based financial aid (as determined by the Free Application for Federal Student Aid). Repayment begins six months after graduation, leaving school, or dropping below half-time status.

Other College Loans

Alumni Loan

George L. Bagby Loan

Joseph C. Hofgesang Loan

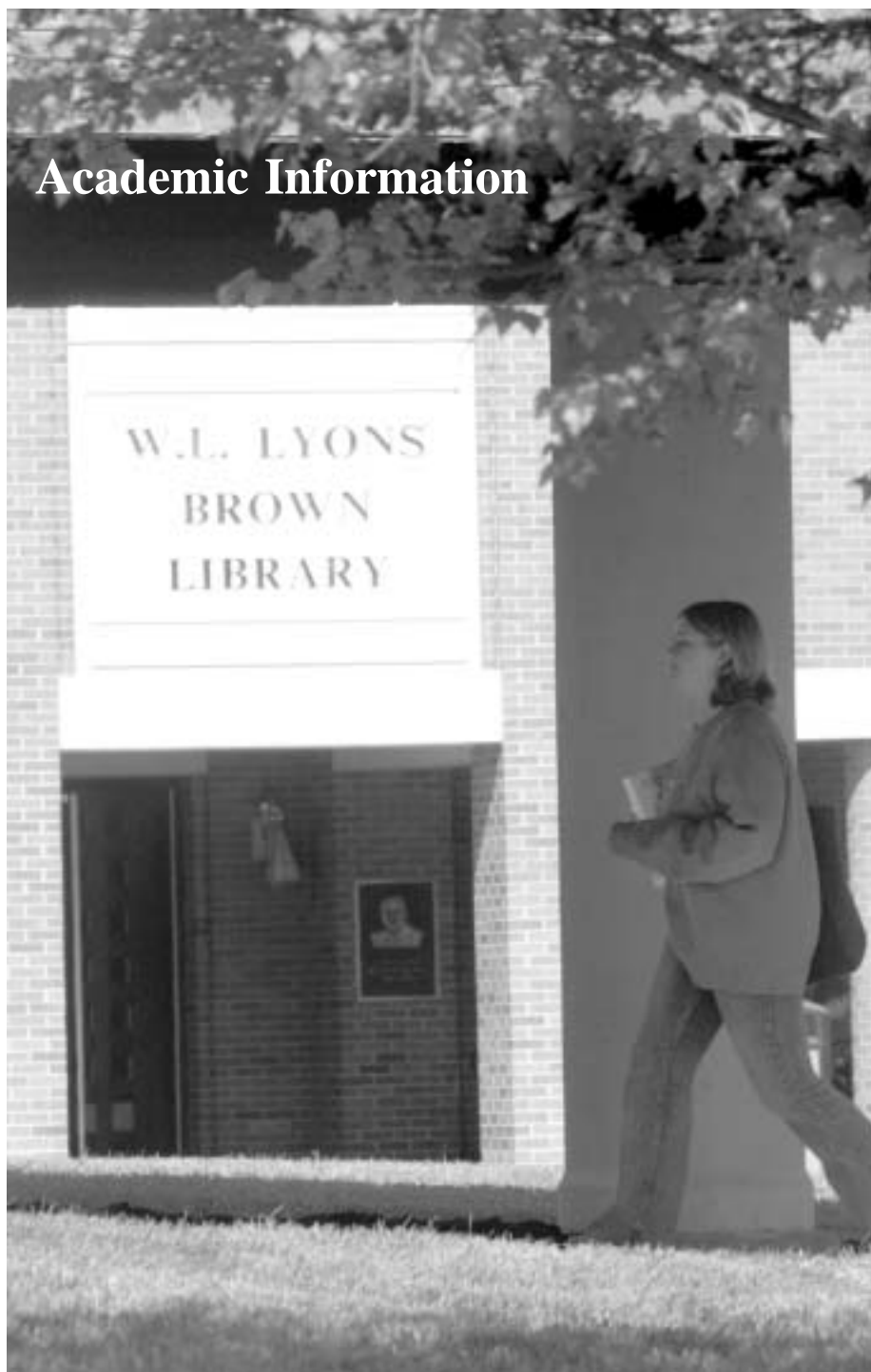
Student Government Loan

Thomas Kalmer Memorial Loan (pre-medical)

Charles E. Schell Foundation Loan Fund

Contact the Office of Financial Aid for information about these loans.

Academic Information





Academic Information

Degree Requirements

To graduate from Bellarmine University with a baccalaureate degree, a student must meet the following requirements:

1. Complete a minimum of 126 semester hours and achieve a minimum cumulative grade point average of 2.00.
2. Complete a minimum of 24 semester hours in upper-level courses. These 24 hours are exclusive of the General Education Requirements.
3. Complete the minimum course requirements for a major.
4. Complete at Bellarmine University a minimum of 36 semester hours, including at least 12 semester hours in the degree major.
5. Complete the General Education Requirements. In some cases, the minimum course requirements for a major include courses that also satisfy General Education Requirements.

General Education Requirements

The very heart of the University curriculum is the liberal arts core, which consists of a body of general education courses required of all students. These requirements have a twofold purpose. They seek, first of all, to help students develop the skills of a liberally educated person: reading, writing, thinking, and speaking. Secondly, and most importantly, they seek, through the use of these skills, to help students acquire a breadth and depth of vision by exploring the humanizing disciplines, those that expand the mind and soul and challenge us to realize the full range of our human potentiality.

Through the study of the fine arts, language and literature, history, mathematics, the natural and social sciences, and philosophy and theology, students acquire an appreciation for the cultural achievements of past generations and the ability to make a meaningful contribution to their own. Philosophy and theology play a special role in the University curriculum, since they raise the ultimate questions concerning the meaning and purpose of human existence. By exploring these questions from the perspective of both faith and reason, the basic compatibility of religious belief and the quest for truth become evident. These two fundamental disciplines also give the whole curriculum an integrative focus, providing a spiritual and intellectual context within which to view the various realms of human endeavor.

Bellarmino's General Education courses form a set of common educational experiences designed to meet faculty expectations for student learning in the following areas basic to a liberal arts education in the Catholic intellectual tradition:

Goal 1: A Philosophical Foundation

Objective 1. Students will develop the ability to articulate, critique and support judgments about the ultimate meaning of being, truth, goodness, and beauty.

Objective 2. Students will develop the ability to incorporate those judgments in their lives and actions.

Expectations for students who demonstrate a philosophical foundation include:

- a. Understanding the nature of philosophy as fundamental to all learning
- b. Investigating how philosophy identifies and responds to the ultimate questions that the experience of being evokes
- c. Understanding the key concepts and principles in the history of philosophy
- d. Recognizing the philosophical assumptions in other disciplines
- e. Understanding the theory and practice of ethics for leading a virtuous life
- f. Applying philosophical reflection to issues that affect their lives and the lives of others

Goal 2: A Theological Foundation

Objective 1: Students will be able to demonstrate that they have encountered Christian faith as an honest intellectual venture through their understanding of Jewish and Christian scriptures.

Objective 2: Students will be able to identify or define significant terms, texts, movements, and personalities in theological history.

Objective 3: Students will be able to demonstrate an appreciation of moral and justice questions as integral to faith.

Objective 4: Students will be able to demonstrate that they have explored the variety of spiritual experiences available in their own and world cultures.

Expectations for students who demonstrate a theological foundation include:

- a. Being conversant with basic theological terms and concepts
- b. Having a historical-critical knowledge of the Gospels and Christology
- c. Having a knowledge of significant movements and personalities in Christian history
- d. Understanding Christian faith as a viable and intellectually respectable option that can be trusted in confrontation with historical and contemporary ideologies
- e. Appreciating religious ethics, grounded in faith, hope and charity as a source of moral life
- f. Appreciating justice exercised as a response of faith to communal and social needs
- g. Discriminating essential theological issues from marginal ones as a basis for ecumenical and interfaith dialogue to enrich faith
- h. Understanding the varieties of spiritual experience expressed in major world religions

Goal 3: Scientific Knowledge

Objective 1. Students will develop an understanding of the foundations and processes of scientific discovery crucial to our knowledge of the universe.

Objective 2. Students will investigate the ways in which science, mathematics, and technology are applied to human needs and to the development of society.

Expectations for students who demonstrate scientific knowledge include:

- a. Being aware of the impact and relevance of science upon their lives
- b. Being familiar with the natural world and recognizing both its diversity and its unity
- c. Understanding the natural laws, basic concepts, and interactions of physical and living systems
- d. Using scientific methodology for individual and social purposes

Goal 4: Historical and Social Consciousness

Objective 1. Students will come to understand themselves as individual and social beings by analyzing the political, economic and geographic variables that influence the world's historical evolution.

Objective 2. Students will demonstrate knowledge of the world's diversity of cultures, traditions and people.

Expectations for students who demonstrate historical and social consciousness include:

- a. Appreciating cultural, racial, ethnic, and religious diversity
- b. Understanding Western culture through the study of past and present civilizations
- c. Recognizing the strengths and weaknesses of major social, political and economic systems
- d. Understanding world events in a historical, social, political, economic and geographic context
- e. Drawing upon the social sciences as a framework for understanding individual and group behavior
- f. Being able to interpret social, political, and economic data
- g. Drawing upon knowledge, values, and logic to make informed social, political and economic decisions

Goal 5: Artistic and Literary Comprehension

Objective 1. Students will develop aesthetic understanding by interpreting texts and art forms.

Objective 2. Students will develop aesthetic understanding by learning to critique their artistic and aesthetic contribution.

Objective 3. Through their experience of the fine arts and literature, students will come to recognize what diverse cultures have as common values.

Expectations for students who demonstrate artistic and literary comprehension include:

- a. Appreciating how the arts and literature interpret, explore, reflect, challenge, and shape social values
- b. Participating in creative experiences
- c. Recognizing that the arts and literature require discipline and commitment
- d. Developing and articulating responses to aesthetic experiences
- e. Appreciating the value of the creative imagination and their own creative powers

Goal 6: Quantitative Literacy

Objective 1. Students will be able to employ mathematical tools in quantitative problem solving.

Objective 2. Students will be able to explore how the framework and methods of mathematics allow us to construct both concrete and abstract models of our universe.

Expectations for students who demonstrate quantitative literacy include:

- a. Understanding the impact and persuasiveness of numeric and symbolic concepts
- b. Employing quantitative analysis as a method of problem solving
- c. Applying graphical, mathematical, statistical, and symbolic models
- d. Appreciating mathematics both as a creative endeavor and as a practical tool

Goal 7: Thinking Skills

Objective 1. Students will learn to describe and employ higher-order cognitive skills.

Objective 2. Students will learn to think critically and creatively.

Objective 3. Students will learn to solve problems by applying such thinking to both fresh and familiar situations.

Expectations for students who demonstrate thinking skills include:

- a. Recognizing the strengths and weaknesses of particular models of inquiry
- b. Using inductive and deductive modes of reasoning
- c. Employing analytic, logical, evaluative, and integrative thinking in processing information and in drawing conclusions
- d. Making and evaluating decisions based on appropriate criteria and projected consequences
- e. Generating new images, concepts, possibilities, and interpretations and connecting apparently disparate ideas

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- f. Analyzing their thinking processes, including how their experiences, feelings, ideas and intuition affect thinking

Goal 8: Communication Skills

Objective 1. Students will learn to write clearly and thoughtfully.

Objective 2. Students will learn to speak clearly and thoughtfully.

Objective 3. Students will learn to read and listen with insight.

Expectations for students who demonstrate communication skills include:

- a. Writing and speaking with clarity, grace and thoughtfulness
- b. Reading and listening with understanding and insight
- c. Understanding and communicating in a second language
- d. Using logic, persuasion and consensus-building skills in interpersonal, group and public settings
- e. Understanding that their perception of reality is shaped by communication

Goal 9: A Commitment to the Pursuit of Virtue

Objective 1. Students will come to pursue the virtuous life by learning to make informed moral choices, to respect the dignity of all persons, and to confront intolerance in all its forms.

Objective 2. Students will become community leaders committed to personal, civic and ecological betterment.

Expectations of students who have a commitment to the pursuit of virtue include:

- a. Living in the light of temporal and eternal truths
- b. Making informed and responsible moral choices
- c. Integrating their spiritual, moral, intellectual and professional lives
- d. Assuming personal, civic and social responsibilities
- e. Working for peace and justice
- f. Confronting bigotry, intolerance, bias and prejudice
- g. Being involved critically and compassionately as leaders in society
- h. Developing a healthy lifestyle that seasons work and intensity with leisure and humor
- i. Respecting the fundamental dignity of the human person

Goal 10: Comprehensive Integration

Objective 1. Students will develop the ability to discern interconnections and interdependencies among various realms of being, forms of knowing and modes of acting.

Objective 2. Students will develop the ability to grasp reality as a multidimensional whole.

Expectations for students who demonstrate comprehensive integration include:

- a. Understanding alternative ways in which a problem can be conceptualized
- b. Realizing that all problems are multifaceted and beyond the comprehension of any one discipline
- c. Discovering the connections among disciplines
- d. Identifying and critiquing the underlying values in different world views
- e. Working in multidisciplinary groups in order to address complex problems
- f. Developing a habit of mind that unites perspectives

General Education consists of **49 hours of course work** selected from the options listed. No course may be used by a student to fulfill more than one general education core requirement. Transfer students who enter Bellarmine with 24 hours or more of transfer credit are exempt from Freshman Focus and Freshman Seminar. Associate degree transfer students may have the sophomore experience courses if there was an appropriate transfer course in their previous curriculum.

Hrs	Requirement	Course Options
1 hr	Freshman Focus	IDC. 100 Freshman Focus
3 hrs	Freshman Seminar	IDC. 101 Freshman Seminar Hon. 150 Freshman Honors Seminar (Honors students only)
3 hrs	English Composition	Eng. 101 Expository Writing
3 hrs	Literature	Eng. 200 Reading Literature Eng. 201 The World of Texts Eng. 207 American Literature Survey I Eng. 208 American Literature Survey II Eng. 209 British Literature Survey I Eng. 210 British Literature Survey II
3 hrs	Western Tradition	Hist. 116 Western World I (1450 – 1870) Hist. 117 Western World II (1870 – present)
3 hrs	Fine & Performing Arts	Any course(s) in Art, Music or Theater (check course for pre-requisites) <i>For Art and Music majors, the General Education requirement in Fine & Performing Arts must be taken outside the major department.</i>
3 hrs	Mathematics	Math. 101 Foundations of Mathematics I Math. 107 Mathematics for Liberal Arts Math. 116 Elementary Functions and Coordinate Geometry Math. 117 Calculus I Math. 125 Business Calculus Math. 205 Elementary Statistics
6 hrs	Natural Sciences	Any courses in Biology, Chemistry or Physics (check course for pre-requisites) (Each natural science course must include a lab experience)
3 hrs	Social Sciences	Econ. 111 Principles of Economics I Econ. 112 Principles of Economics II Or any course in Criminal Justice Studies, Political Science, Psychology, or Sociology (check course for pre-requisites) <i>For Criminal Justice Studies, Economics, Political Science, Psychology, and Sociology majors, the General Education requirement in the Social Sciences must be taken outside the major department.</i>

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Hrs	Requirement	Course Options
6 hrs	Philosophy	Phil. 160 Introduction to Philosophy Phil. 301 Ethics
6 hrs	Theology	Theo. 200 Ultimate Questions and one course selected from the 300-400 level Theology courses
3 hrs	U.S. Experience	IDC. 200 U.S. Experience
3 hrs	Transcultural Experience	IDC. 301 Transcultural Experience Since the Experience courses are designed to work as a sequence, it is essential to complete IDC. 200 before moving on to IDC. 301.
3 hrs	Senior Seminar	IDC. 401 Senior Seminar

Majors and Minors

The majors and minors offered by the University allow students to build upon the broad foundation of the liberal arts core by specializing in one or more areas of study. The wide variety of available majors and minors provides students with opportunities for further self-enrichment and also prepares students for advanced studies and professional careers. Students may choose from among the majors and minors offered in the Bellarmine College of Arts and Sciences, the W. Fielding Rubel School of Business, the Annsley Frazier Thornton School of Education, and the Donna and Allan Lansing School of Nursing and Health Sciences.

All students are required to major in one area selected from the available majors listed below. The University also recognizes double majors, provided that all requirements for both majors have been satisfactorily completed. Students may also minor in one or more areas. All majors require a minimum of 24 semester hours and may not require more than 48 hours. All minors require a minimum of 18 semester hours and may not require more than 24 hours.

Majors and minors are recorded on students' transcripts. Students with double majors may, prior to graduation, declare which major they wish to have stated first on their transcript. If a student does not declare a preference, the majors are listed in alphabetical order.

Majors

Bachelor of Arts (BA)

Accounting
Art: Painting
Art: Sculpture
Arts Administration: Art
Arts Administration: Music
Arts Administration: Theatre
Biology
Business Administration
Chemistry

Communication
Advertising, Public Relations, & Visual Media
Journalism & Professional Writing
Media & Cultural Studies
Business & Professional Communication
Computer Science
Criminal Justice Studies
Economics
Education
Early Elementary, P-5

Majors (Continued)

Education (cont.)

Middle Grades, 5–9
 Specializations in English,
 Mathematics, Science, Social
 Studies, Special Education
 High School, 8–12
 Specialization in Art,
 Biology, Chemistry, English,
 Mathematics, Music, Social Studies
 Learning and Behavior Disorders
 Early Elementary, P–5
 Middle School, 5–9

English
 Foreign Languages and International Studies
 History
 Interdisciplinary Studies
 Liberal Studies
 Mathematics
 Music: Instrumental
 Music: Jazz
 Music: History
 Music: Sacred Music

Music: Technology
 Music: Vocal
 Philosophy
 Political Science
 Psychology
 Psychology: Human Resource
 Psychology: Human Services
 Sociology
 Theology

Bachelor of Science (BS)

Computer Engineering
 Computer Information Systems
 Mathematics: Actuarial Science
 Nursing

Bachelor of Health Science

Cardiopulmonary Science (Respiratory Therapy)
 Clinical Laboratory Science (Medical Tech.)
 Cytotechnology
 Physical Therapy

Minors

Accounting
 Art
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 Criminal Justice Studies
 Economics
 English
 French
 German

Health Care
 History
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Sociology
 Spanish
 Theatre
 Theology

Evening Degree Programs

Students who attend evening classes may choose from the degree programs listed below. For information on a specific program, see the corresponding section of this catalog or call the contact person named below.

Business Administration Dr. Tom Byrd, 502/452–8487
 Communication Dr. Gail R. Henson, 502/452–8223
 Liberal Studies Mr. Robert Pfaadt, 502/452–8267
 Nursing (BSN) Ms. Nancy York, 502/452–8214
 Psychology Dr. Don R. Osborn, 502/452–8438

Psychology: Human Resource Emphasis	Dr. Don R. Osborn, 502/452-8438
Psychology: Human Services Emphasis	Dr. Don R. Osborn, 502/452-8438

Academic Advising

Bellarmine’s academic advising system is designed to help students plan effectively a coherent, integrated program of study related to their personal interests as well as academic and professional goals. Academic advisors cooperate with students to help them make informed course scheduling, career or graduate school preparation, and various interim steps that will allow them to obtain their long-term goals.

All traditional age freshmen have a freshman advisor who is their instructor for Freshman Focus, a one-credit course that introduces students to various aspects of achievement in college. The advisor helps students make a successful transition to college. The advisor also provides direction concerning academic skills, social involvement, and personal issues as they relate to college. In addition, freshmen advisors help link their advisees with many campus resources. At the end of the first year, the Director of the Academic Resource Center assigns those students who have declared a major to an advisor in their major field of study. Transfer and part-time students should consult the department chair in their major or contact the Director of the Academic Resource Center for assistance in obtaining an academic advisor.

Students have the responsibility to meet regularly with their faculty advisors to plan their course of study and to explore issues related to their education. Such issues include a broad range of topics, from the exploration of intellectual ideas to the discussion of academic problems. Students should consult with their advisor as the chief resource person at the University who can help them become involved in the intellectual and extra-curricular life of the University.

The Office of Student Affairs maintains a Career Services Office staffed by a trained professional who provides career counseling, testing, and consultation. Student Affairs provides additional information on career planning through workshops, professional seminars, career fairs, and a career resource library. For more information about these services, contact the Office of Student Affairs at 502/452-8150.

For more information about the process of academic advisement, contact the Director of the Academic Resource Center, Dr. Catherine Sutton, at 502/452-8071.

Academic Resource Center (ARC)

Bellarmine’s Academic Resource Center serves all students - full-time and part-time - with various services designed to assist students throughout their career in the university.

First, ARC directs and supplements academic advising for undergraduate students by administering the Freshman Focus program - a one-credit extended orientation course. A student’s Freshman Focus instructor is his or her academic advisor for freshman year. At the end of the first year, students who have declared a major will receive an advisor in the department of their major. Transfer students and part-time students, especially those new to the university, might consult with ARC as a means of obtaining an advisor in an academic department. Finally, ARC staff will often serve as a clearinghouse, putting students in touch with various college resources that will help meet students’ needs.

ARC also provides various academic support services including tutoring, organized small group study sessions for many 100 and 200-level courses, peer editing, and speech practice sessions.

ARC assists students with assignments involving written and oral communications. In addition, ARC frequently provides small workshops for freshmen on special topics related to success in college, such as study skills, essay writing, stress and time management.

ARC offers preparation for Bellarmine students who wish to take the Graduate Record Exam, the GMAT, and offers materials for the MCAT and LSAT.

To use ARC services, call 502/452-8071. Visit our web page at <http://www1.bellarmino.edu/arc>

Waiver and Exception Policy

A student seeking a waiver of a degree requirement or an exception to an academic policy must petition the Waivers and Exceptions Subcommittee. The process for submitting a petition for a waiver or exception is as follows:

1. The student obtains a Waiver and Exceptions Petition Form from the Office of the Registrar and submits the completed form along with an unofficial transcript to the chairperson of the Waivers and Exceptions Subcommittee. A completed form includes the recommendation and signature of the chair of the department in which the student is majoring and the recommendation and signature of the chair of the department that offers the course or oversees the policy with respect to which the waiver or exception is requested.
2. The Subcommittee considers the student's petition and makes a decision. The Office of the Registrar then informs the student of the Subcommittee's decision.
3. If, upon being informed of the Subcommittee's decision, the student desires further consideration of his or her petition, the student submits a written request for review to the Vice-President for Academic Affairs. The VPAA may, upon consultation with the student and relevant academic personnel, ask the Subcommittee to reconsider the student's petition. The Subcommittee's action on a reconsidered petition is final.

Academic Honesty

Bellarmino students are expected to demonstrate a high standard of academic honesty in all aspects of their academic work and university life. Without intellectual integrity there can be no genuine learning. Academic dishonesty represents a direct attack on this integrity. In taking tests and examinations, completing assignments and laboratory work, writing papers, and using information technology, students are expected to perform honestly. The University follows the policies outlined below for detected acts of academic dishonesty.

1. All cases of detected academic dishonesty will be reported by faculty to the Vice-President for Academic Affairs.
2. Plagiarism or cheating in any academic work will result in a recorded grade of "F" for that work.

- 3. A second such offense during the course of a student’s academic career at Bellarmine University will result in an “F” for the course in which the academic dishonesty has occurred. In addition, students who have committed a second offense of academic dishonesty during their academic career at Bellarmine will be placed on academic probation for a minimum of one semester.
- 4. A third incidence of academic dishonesty during a student’s academic career at Bellarmine will result in immediate academic dismissal from the University.

Academic Bankruptcy

The Bellarmine University Academic Bankruptcy policy allows an undergraduate student to continue work toward a college degree without being severely academically punished by a semester with a high proportion of low or failing grades. This policy means that all credits and all grades for a given semester are excluded from the computation of the student’s grade point average and that the hours earned during that semester will not be counted toward the degree requirements or graduation. The bankrupted semester will be noted on the transcript with WX for all the courses in that semester. For this policy, the summer is considered an entire semester. To file for academic bankruptcy, a student submits a request in writing to the Academic Vice President **after the completion of a subsequent semester of satisfactory performance**. Satisfactory performance is defined as a minimum grade point average of 2.00 in a semester at Bellarmine that includes at least 12 credits of graded courses. Academic bankruptcy may be granted **only once** in a student’s academic career at Bellarmine and is **irrevocable**. If a student transfers to Bellarmine, no more than one semester or quarter may be petitioned for academic bankruptcy from any college/university including Bellarmine. Policies regarding course repetition, warning, probation, suspension, dismissal, and reactivation are not modified by the academic bankruptcy policy.

Grading Policies

Grading System

Bellarmine University uses a 4.00 scale for grading. For qualitative evaluations of student performance, the University has adopted the standard device of the Quality Point Index. The Quality Point Index is a ratio of points earned in courses to the sum of hours attempted. Quality points are assigned to letter grades as follows:

A+	4.0 points per earned hour	for truly exceptional work; to be awarded rarely
A	4.0 points per earned hour	Excellent
A-	3.67 points per earned hour	
B+	3.33 points per earned hour	
B	3.0 points per earned hour	Good
B-	2.67 points per earned hour	
C+	2.33 points per earned hour	
C	2.0 points per earned hour	Average
D	1.0 points per earned hour	Passing
F	0.0 points per attempted hour	Failing
P	Pass	Pass/Fail Option - hours earned only

I	0.0 points per earned hour	Incomplete
W	0.0 points per earned hour	Withdraw
WX	0.0 points per earned hour	Administrative Withdrawal
AU	0.0 points per earned hour	Audit

Incomplete Grades

A course in which a student receives a grade of “I” must be completed within the following fall or spring semester; otherwise this grade will become an “F.” The responsibility for course completion rests solely with the student.

Pass/Fail Option

The University’s Pass/Fail policy encourages students to enrich their liberal arts experience by enabling them to take one course per semester on a Pass/Fail basis. Students may use this option to explore subjects outside their primary areas. For example, students may take courses primarily for personal enrichment in areas to which they were introduced through the University’s General Education Core Requirements or take courses to expand their general knowledge in professionally related areas.

The Pass/Fail option is open only to juniors and seniors. Students may take only one course per semester on a Pass/Fail basis. The total number of courses a student may take on a Pass/Fail basis may not exceed four, excluding internships, practica, and field-based experiences. Internships, practica, and field-based experiences may be offered on a Pass/Fail basis at the discretion of the department or program, and are not calculated in the one-course per semester limit mentioned above. Courses that may not be taken on a Pass/Fail basis include courses used to satisfy General Education Core Requirements, courses in the department of the student’s major or minor, and courses designated as required related courses for the student’s major or minor.

To receive a Pass grade, a student must earn the equivalent of a C or better for the course. No quality points are assigned to a Pass grade, which is entered on the student’s record as hours earned but not as hours attempted. A student whose performance in the course falls below the level of a C will receive a Fail grade.

Students registered for a course on a Pass/Fail basis may change to grade status and vice versa during the first three weeks of classes. A change from Pass/Fail to grade or from grade to Pass/Fail requires the approval of the instructor. The deadline for making such changes is listed in the Class Schedule.

Semester Grade Reports

Semester Grade Reports are issued by the Office of the Registrar at the end of each semester. Instructors will use assessment tools such as quizzes, papers, and examinations frequently enough to establish a pattern of regular study of course content by the students. Within reasonable time, instructors will return quizzes, examinations, papers, and projects in order that students may know at least the general level of their performance in courses.

Class Attendance

Each student is expected to attend all classes for which he or she is enrolled. The attendance policy for each course is determined by the instructor. The policy is made known to the class at the beginning of each semester. It is the student’s responsibility to know the policy on attendance

for each course in which he or she is enrolled. A detailed statement regarding attendance and punctuality may be found in the Student Handbook.

Withdrawal from a Course

Students may withdraw from a course during the first week of classes with no entry on their official transcript. From the second through the tenth week of classes (or two-thirds of the semester for classes not offered on a regular semester basis), students may withdraw from a course with a grade of W on the transcript. Students may not withdraw after the end of the tenth week of classes except for documented reasons of serious illness or family or financial problems. To withdraw after the tenth week, students must obtain the permission of their school's Dean. Deadlines for withdrawal from a course are published in the Class Schedule.

Final Examinations

Students are required to take final examinations in each course at the time and date printed in the official semester Class Schedule. In some cases procedures other than final examinations may be used for student evaluation. Such substitute procedures, noted on the course syllabus, require approval of the department chair and dean.

There are occasions when the time and date of a final examination may be changed according to the following policy:

1. No student shall be required to take more than two legitimately scheduled final examinations in one day. A student having three legitimately scheduled final examinations on one day may request adjustment of his or her exam schedule by following the procedures published each semester in the Class Schedule. For information and assistance, contact the Registrar.
2. In a circumstance other than that of three or more examinations scheduled in one day (with the agreement of the instructor, and for reasons of a serious nature supported by evidence) a student may request postponement of an examination. A postponed examination must be taken prior to the published date for submission of grades.
3. Any single or group final examination given earlier than the scheduled date and time for the respective semester requires the written approval of the department chair and dean.

Dean's List

To acknowledge publicly the high scholastic achievement of its students, Bellarmine follows the traditional practice of publishing a Dean's List at the end of each semester. Placement on this list is merited by a full-time student with a semester average of 3.5. Part-time students qualify provided they have completed 15 semester hours with a cumulative average of 3.5 and, in the semester of eligibility, have earned a grade point average of 3.5 for no less than two courses and six semester hours. Students doing student teaching are eligible for the Dean's List if they have a 3.5 in courses for that one semester and if they have been on the Dean's List for the two previous semesters.

Classification of Students

A student is considered to be in full residence and is classified as a full-time student if enrolled for 12 semester hours. A student enrolled for fewer than 12 hours is considered a part-time student. A student is considered a freshman until successful completion of 30 semester hours, a sophomore until completion of 60 semester hours, a junior until completion of 90 semester hours, and a senior while engaged in completion of final requirements for graduation.

D and F Repeat

A student is permitted to repeat a course in which a grade of D or F has been earned. In deciding to exercise the D and F repeat option, the student agrees to accept for record the grade earned for the course as repeated. The earlier grade and grade-points will remain on the transcript but will not be used in computing the student's grade-point average and number of hours attempted/earned. The student will receive the grade and grade-points of the repeat, which will be used in determining the grade-point average and the number of hours attempted/earned. Upon the completion of a course repeated for grade under the above policy, it is the student's responsibility to request the re-calculation of the grade-point average in the Office of the Registrar.

Maximum Course Load

Full-time undergraduate students must register for at least 12 hours of academic work a semester. The maximum credit-hour limit for undergraduate students is 19 hours per semester. Any additional course load requires the approval of the department chair and dean.

Academic Status

Academic status is expressed in a Quality Point Index. A student's Quality Point Index is found by dividing the sum of quality points by the sum of hours attempted. For analysis of academic status, Bellarmine computes both a semester index and a cumulative index. To be eligible for graduation, a student must have a cumulative Quality Point Index of 2.00 or higher.

Good Standing

The status of good standing indicates that a student has a cumulative Quality Point Index of 2.00 or better and that s/he is making satisfactory progress toward a degree. Refer to the Student Affairs section of the Catalog regarding non-academic good standing.

Probation

A student will be placed on probation for any of the following reasons:

- Cumulative index falls below 2.00.
- Semester index falls below 1.60.
- Assigned two "F's" in any semester.

Students will continue on academic probation until they raise their cumulative index to 2.00. A warning letter is sent to any student whose semester index falls between 2.00 and 1.60.

Dismissal

A student whose cumulative index falls below the following scale will be dismissed for poor scholarship:

At the end of 2 semesters—1.40

At the end of 3 semesters—1.50

At the end of 4 semesters—1.60

At the end of 5 semesters—1.80

At the end of 6 semesters—2.00

All appeals of academic dismissal should be made to the Vice-President for Academic Affairs.

Readmission

A student dismissed a first time for poor scholarship may, after a lapse of one complete semester, apply for readmission. If the application is approved, the student will be readmitted on probation. A student dismissed a second time for poor scholarship may, after a lapse of two years, apply for readmission. If the application is approved, the student will be readmitted as a Special Student. Students readmitted to the University must comply with any stipulations made by the Vice-President for Academic Affairs. Within a reasonable period of time, which may be specified by the VPAA, the student must attain the cumulative index for the specific class level.

Independent Study and Contract Courses

A student may take up to six credit hours in independent study and contract courses. No more than three hours may be taken during any one semester. Application forms for independent study and contract courses are available in the Office of the Registrar.

Internships

Internships for credit or not for credit are available in many majors and other programs. Placements are made in a variety of businesses, institutions, agencies, and organizations. Programs offering internships include Accounting, Art, Arts Administration, Business Administration, Chemistry, Communication, Computer Science, Criminal Justice Studies, Economics, English, Foreign Language and International Studies, History, Mathematics, Music, Political Science, Psychology, Sociology, and Theatre. Information on internships is available from the Registrar, department chairs, Director of Internships and Experimental Learning, and in the Career Center, 502/452-8151. Application forms for internships are available in the Office of the Registrar and the Internship Office.

Internship Credit

A student may enroll for a maximum of 12 hours of academic credit in departmental internships. Only six (6) of these hours may be in the student's major. The remaining six (6) hours must be in another academic discipline – either a student's second major or an academic discipline outside the student's major. Each registered internship for academic credit must be a different experience from previous internships.

Study at Other Institutions

Bellarmino students who wish to take courses at another accredited institution and transfer the credit to Bellarmine University must obtain a Visiting Student Letter from the Office of the Registrar. Only students in academic good standing—those possessing a cumulative grade-point average of 2.00 or higher—are eligible to obtain a Visiting Student Letter. Students not in good standing are not permitted to take courses at other institutions for transfer back to Bellarmine. Courses taken at another college or university will not be accepted toward a degree unless a student has obtained a Visiting Student Letter. Bellarmine reserves the right to determine the acceptability for credit of courses taken at another institution.

Bellarmino considers its courses specified for General Core Education Requirements, undergraduate degrees, and major requirements an integral part of the Bellarmine education. Once a student, first-time college-level or transfer, has been accepted by Bellarmine for study, not more than eight semester hours or two courses may be applied under “Visiting Student” arrangements to the General Education Core Requirements or to major or minor requirements. Specific approval for that credit transfer must be given by the appropriate department chairperson and by the Waiver and Exception Subcommittee.

Candidates for a baccalaureate degree who began and have continued their studies at Bellarmine (non-transfer students) are restricted to 12 semester hours or four courses from another institution. Students who have transferred 60 or more hours to Bellarmine are restricted to six hours or two courses.

Summer Sessions

The University offers a variety of for-credit and not-for-credit undergraduate and graduate courses in the summer. Courses vary in length from one to ten weeks. The Summer Sessions permit currently enrolled and visiting students to accelerate the completion of their degree programs. The Summer Sessions also allow faculty, students, and interested members of the community to participate in unique experiential-type courses not offered during the fall and spring semesters. Finally, the Summer Sessions give recent high school graduates the opportunity to explore educational alternatives and allow mature students to pursue realistic career options. For a free schedule of summer offerings, call 502/452-8131.

Kentuckiana Metroversity

Bellarmino University is a member of the Kentuckiana Metroversity, a consortium of colleges and universities in Kentucky and southern Indiana. Bellarmine students may enroll in the Metroversity under the following conditions:

1. Metroversity students may take a maximum of two courses per semester at the other participating institutions provided the combined total of the work at Bellarmine and the other college constitutes full-time status.
2. These courses will be treated as part of the student’s normal load at his/her home institution and tuition is paid accordingly. Specific course fees declared by the host institution are paid by the student.

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3. The maximum number of credit hours to be taken as a Metroversity student will be determined by the home institution.
4. Students who wish to take courses under this program must obtain the Metroversity form from the Office of the Registrar and follow the procedure as directed. Bellarmine reserves the right to determine acceptability for credit of courses taken at other institutions.

Registration for courses at other institutions in the Kentuckiana Metroversity consortium is not usually permitted as substitution for courses offered and required at Bellarmine. The opportunity for registration in Metroversity courses exists to enlarge the student's curriculum selection under free electives, or to enhance a student's major when related study is not available at Bellarmine. General Education course requirements and major course requirements for a degree at Bellarmine may not be satisfied through Kentuckiana Metroversity registration unless:

1. The student can demonstrate a bona fide schedule conflict at Bellarmine University;
2. The student's progress for degree is unreasonably delayed due to Bellarmine's course schedule; or
3. By petition of the student, specific approval for the substitution has been given by the Waiver and Exception Subcommittee.

Metroversity registration for the substitution of university courses required in General Education or the major (when requested for bona fide reasons of conflict in schedule or unreasonable delay of progress for degree) requires only the approval of the Office of the Registrar with the recommendation of the appropriate department chair.

Metroversity registration for music courses at Bellarmine University is restricted to those courses that do not entail private lessons or small-group instruction. If Metroversity students wish to enroll in a course that involves private lessons, they may register only as Visiting Students and must pay regular tuition and fees. The \$25.00 application fee is waived.

Study Abroad Opportunities

www.bellarmino.edu/studyabroad

Gabriele W. Bosley, MA, MAT, Director, International Programs
Horrigan Hall 202, Phone 502/452-8476, gbosley@bellarmine.edu

Bellarmino University views study abroad as an ideal venue in support of its mission to help Bellarmine students gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. The University seeks to ensure that study abroad is available as an integral component not only for foreign language study but for all other academic areas as well, and that it is accessible to all students, regardless of social and economic background. Bellarmine offers a wide variety of study abroad options, ranging from departmental programs to summer enclave programs and semester or academic year exchanges. General information sessions on study abroad are offered during all college orientation sessions, as well as toward the middle of the fall semester at the Study Abroad Fair. Unless otherwise noted, for more information on the study abroad opportunities listed below, contact Professor Bosley.

Academic Year Programs

One- and two-semester study abroad opportunities during the academic year are available to Bellarmine students through the following programs and bilateral exchange partnerships:

1. **International Student Exchange Program (ISEP):** In 1993, Bellarmine University joined the International Student Exchange Program, a consortium of more than 200 universities and colleges around the globe. Through the institution's membership in ISEP, a Bellarmine student has the opportunity to study at any of the affiliated universities with credit transferred back to Bellarmine. For students without foreign language proficiency, study is available at English-speaking universities in Australia, Europe, Africa, and Asia. The cost of a semester or academic year abroad is basically the same as a semester spent on the Bellarmine campus, plus the cost of the airline ticket and approximately \$400.00 in ISEP placement/administrative fees. Scholarships are available on a competitive basis for study at most sites. Brochures are available in October in the International Programs office and in the University's library. See also www.isep.org.
2. **Kansai Gaidai University, Osaka, Japan:** Through a bilateral exchange agreement with Kansai Gaidai University near Osaka, Japan, Bellarmine students have an opportunity to live either on campus or with a Japanese family for one or two semesters while furthering their Japanese language proficiency and pursuing content studies taught in English on Asian history, culture, religion, politics, business, management, marketing, international law; Asian thought, theatre, studio art, and more. Students are encouraged to have studied one or two semesters of Japanese before applying to this program. The cost will be about the same as studying a semester in residence at Bellarmine University. Scholarships of up to \$10,000 are available through the Japanese government on a competitive basis. Brochures are available in October in the International Programs Office and in the University library. See also www.kansai-gaidai-u.ac.jp.
3. **Eberhard-Karls-Universität Tübingen, Germany:** Through a bilateral exchange agreement with Eberhard-Karls-Universität (founded 1477), Bellarmine students have the opportunity to study for one to two semesters at one of Germany's most renowned universities which counts among its alumni and professors some of the greatest German philosophers, theologians, poets, writers, and scientists, including Nobel laureates. Credits earned at the University of Tübingen are transferred to Bellarmine University. Tuition is the same as study on campus at Bellarmine. Room and board is paid directly to the University of Tübingen and comparable to the cost at Bellarmine. Scholarships are available through the International Programs Office. Check with IPO for details. See also www.uni-tuebingen.de.
4. **Curtin University, Perth, Australia.** Through a bilateral agreement with Curtin University which is located in Western Australia, Bellarmine students have access to study in a variety of academic areas in an English speaking setting. Curtin University has a well known Nursing program, and the Business School ranks among the top three in Australia. Tuition is the same as study on campus at Bellarmine. Room and board expenses differ from those at Bellarmine. Check with IPO for details. See also www.curtin.edu.au.

5. **Université Paul Valéry, Montpellier, France:** Through a bilateral exchange agreement with the Université Paul Valéry in Louisville's sister city, Montpellier, a Bellarmine student can study at Montpellier III under the ISEP exchange, as well as under our bilateral agreement. The student will also qualify for an internship at Montpellier City Hall or area businesses arranged with the assistance of the Montpellier Mayor's office during or upon completion of studies at the University of Montpellier. Tuition, room and board is basically the same as study on the Bellarmine campus. Scholarships are available through the International Programs Office. Check with the IPO for details. See also www.univ-montp3.fr.

6. **Université Haute Bretagne, Rennes, France:** Through a bilateral exchange agreement with Université Haute Bretagne in Rennes, France, Bellarmine students have the opportunity to study in the strongest "French as a Foreign Language" department in France and in other departments in the School of Arts and Letters. The university began in the Medieval Period with the creation of the Breton University. The school's present status comes from the 1968 reform when the university split into two entities: Rennes I and Rennes II, with a total student population of 47,000, five thousand of whom are doctoral students. For more information contact the International Programs Office or www.uhb.fr.

7. **Universidad San Francisco de Quito, Ecuador:** Through a bilateral exchange agreement with the Universidad San Francisco de Quito, located in one of Louisville's sister cities, Bellarmine students have the opportunity to study for one or two semesters at one of the most dynamic educational institutions in Latin America. USFQ is an institution of 2200 students, offering 39 undergraduate majors and 6 masters programs. This liberal arts university has many valuable resources, such as professors from the best universities in the world, the most modern library and computer services in Ecuador, and one of the most beautiful campuses in Latin America. For more information contact the International Programs Office or www.usfq.edu.ec.

8. **Yokohama National University, Yokohama, Japan:**
Study at YNU is accessible to Bellarmine students through a bilateral exchange agreement between BU and YNU and conducted in both English and Japanese in a variety of academic areas. YNU was founded in 1949 and consists of four undergraduate schools (Education and Human Services, Economics, Business Administration, Engineering,) and three graduate schools (Education, Engineering Social Sciences), serving over 10,000 students in the port city of Yokohama, Japan's largest international trading city. Scholarships of up to \$10,000 are available to Bellarmine students for study at YNU. www.ynu.ac.jp

9. **Université de Paris, France:**
Through a bilateral exchange agreement between Bellarmine University and the combined course and research potential of 14 Paris and Paris region institutions of higher learning under MICEFA, Bellarmine students now have an opportunity for direct enrollment with Bellarmine credit at the world-renowned "Sorbonne", the superb "Institut Catholique de Paris", the excellent Business School "Dauphine", the world famous University of Paris Medical School, along with many other excellent institutions within the University of Paris system. All regular scholarships and financial aid are portable with additional scholarships available through the International Office.
Each exchange student selects an individualized study program with the counseling of MICEFA's faculty members, as well as the Offices of International Programs of each participating Paris University. Disciplines and course selection are not limited to one particular participating university or department. Thus, students benefit from the most ad-

equate offerings in their field, given their fluency in French, degree of specialization and requirements. A three week orientation and intensive French language course is offered to American students, designed to make adaptation easier before the year begins. During the academic year, specially selected MICEFA teachers offer courses in French as a second language on a weekly basis. www.micefa.org

10. **Universidad de Salamanca, Spain:**

Through a bilateral agreement of educational and cultural exchange between Bellarmine University and the Universidad de Salamanca, Bellarmine students now have an opportunity to study at one of the oldest and most prestigious universities in the world. Founded in 1218, the University of Salamanca is the oldest university in Spain. Today, the University of Salamanca is Spain's leading national institution for teaching of Spanish to foreign students, having been designated by the Spanish government to create an innovative educational program for foreigners to learn Spanish in the region of Spain where the purest Castilian Spanish is spoken. Bellarmine students matriculate in the University of Salamanca for one to two semesters. Students fluent in Spanish who wish to participate in the superior level may enroll in the many courses offered within the University alongside Spanish students. Other students take courses designed exclusively for foreign students taught by University of Salamanca professors. www.usal.es

General Prerequisites. Study abroad during the academic year is available to any student who has studied at Bellarmine University at least two semesters and who is in good academic and social standing, with a minimum grade point average of 2.75. For study within a non-English speaking curriculum, proficiency in the language of study is a prerequisite. Minimum proficiency is demonstrated through the successful completion of four semesters of college-level study or its equivalent.

Cost. Generally speaking, the cost of a semester or academic year abroad is about the same as study at the Bellarmine campus (Bellarmine tuition, room and board, and student fees). The only additional cost a student will incur is approximately \$400 in ISEP processing fees plus transportation expenses to and from the study site.

Financial Aid/Scholarships. Most forms of financial aid are applicable to the ISEP and bilateral exchange programs. Study abroad scholarships of up to \$10,000 are available to Bellarmine students on a competitive basis from a variety of sources. Please consult our website for the most up-to-date information, www.bellarmino.edu/studyabroad.

Academic Credit. All acceptable credits earned during a student's semester study abroad are transferred back to Bellarmine University as official credit earned toward graduation.

Application Procedures. At least one year prior to the intended study abroad (generally sophomore year), a student interested in studying abroad should contact the International Programs Office. In consultation with the student and the student's academic advisor, the International Programs Office will assist the student in the study site selection process as well as in the design of the program of studies and general preparation for the entire experience. Computer access to all partner universities is available on the World Wide Web, www.bellarmino.edu/studyabroad. Actual university catalogs will be provided upon acceptance to a particular site. By December 1 of the year preceding the exchange, the student must submit an official study abroad application to Bellarmine University for consideration of study in the following year. By January 10 of the year in which the study abroad takes place, the student must pay all application and placement

fees. At the beginning of each semester of study abroad, the student will pay Bellarmine University a \$150 administration fee plus the regular tuition, as well as room and board if applicable. A student from a foreign country will make a similar arrangement with his or her home institution.

Summer and Winter Break Programs

1. **Kentucky Institute for International Studies (KIIS).** Study abroad through KIIS is available in four to six week summer programs in Austria, Brazil, China, Costa Rica, Ecuador, France, Germany, Greece, Italy, Japan, Mexico, and Spain through Bellarmine's membership in the Kentucky Institute for International Studies, a consortium of mostly Kentucky colleges and universities. A student can earn up to six hours of transfer credit in most academic areas, with emphasis on providing opportunities for foreign language and culture study. Program costs range from around \$2000 in Mexico to around \$3800 at the European and Asian sites. Costs represent air fare, room and board, and up to six hours of transfer credit. Applications and brochures are available in October in the International Programs Office and in the University library, as well as online under www.kiis.org.
2. **Center for Cooperative Study Abroad (CCSA).** Study and internships in England, Scotland, Ireland, New Zealand, Barbados, Australia, Ohana, and Singapore are available through Bellarmine's membership in the Cooperative Center for Study Abroad (CCSA) during the summer and winter breaks, with courses representing a variety of academic areas, including business, marketing, management, health care, social sciences, and the liberal arts. Program costs range from \$2500 to \$4000, plus 50% of the cost of Bellarmine tuition. All credits and grades are transferred to Bellarmine. Applications and brochures are available in October in the International Programs Office and in the University library, as well as under www.nku.edu/~ccsa.
3. **Council on International Educational Exchange (CIEE).** Founded in 1947, CIEE is a consortium of U.S. colleges and universities, including Bellarmine, providing summer and semester study, internships, field projects, intensive language study, and a variety of courses in the liberal arts, business and economic development, as well as social and natural sciences at its international study centers, as well as over 600 volunteer opportunities for Service Learning around the globe. Summer study is available in Brazil, Chile, China, Costa Rica, Dominican Republic, France, Spain, Thailand, and Tunesia and in academic areas not served by KIIS or CCSA. Semester study and/or academic year study is available mostly in countries throughout the world not served by ISEP. Credits earned abroad are evaluated on an individual basis. Program costs vary greatly. For details, please contact the IPO. See also www.ciee.org.
4. **Tropical Biology Field Study in the Bahamas.** Bellarmine offers a two-credit organized field-studies course (Biol. 226), in which students study the diverse habitats (coral reefs, tidal pools, mangrove swamps, turtle grass beds, rocky shores, sandy beaches, inland lakes, and terrestrial zones) on and around the topical island of San Salvador in the Bahamas. Prerequisites: Biol. 225 and consent of instructor.
5. **International Field Seminar in Italy**
The World of Saints Francis of Assisi and Robert Bellarmine (History 241)
This spring/summer course will use the lives of SS. Francis of Assisi and Robert Bellarmine as a lens to focus on the development of the Western world between the Late Middle Ages and the Catholic Reformation. We will study the history of this period, engage in a two-week field seminar in Italy, visit some of the most important sites in the saints' lives. For more information contact Dr. Eric Roorda, Pasteur Hall 208, 502/452-8168.

6. **International Field Seminar in China**

China in Transition (History 242)

This spring/summer course will sample the history, politics, religion, arts, and language of China through weekly class sessions and a two-week field seminar in the region of Hong Kong, Guangzhou (Canton), and Macao. For more information contact Bellarmine's International Programs Office, Horrigan Hall 202 or Dr. Eric Roorda, Pasteur Hall 208, 502/452-8168.

7. **International Field Seminar – Dominican Republic**

This spring/summer course will examine the politics, religion, language, and society of the Caribbean islands, with focus on the Dominican Republic as an example of the vibrant and diverse history and culture of the region.

8. **International Field Seminar in Canada**

International Experience (B.A. 445)

As part of Bellarmine's summer program, the Department of Business Administration offers a weeklong program at Université Laval in Quebec City, Quebec, Canada. English-speaking Université Laval faculty provide seminars on business topics and visit cultural, governmental, and business sites in and around Quebec City. The prerequisite for this course is junior standing. Students pay tuition for a three-hour summer course plus an additional fee to cover airfare, lodging, and some meals. For more information contact Bellarmine's International Programs Office, Horrigan Hall 202 or Dr. Julie Schrader, Horrigan 012, 502/452-8494.

9. **International Service Learning in Jamaica**

Critical Examinations of Third World Politics and Practices (IDC 301)

This trans-cultural summer course for juniors examines themes such as multiculturalism/antiracism, praxis, and social justice. Students will both investigate how Jamaican history, religion, economics, politics, and culture have been shaped by slavery/colonialism and post colonialism/globalization, and also develop deeper cultural sensitivities through theoretical study and practical experience working alongside Jamaican partners. For more information contact Bellarmine's International Programs Office, Horrigan Hall 202 or Dr. Adam Renner, Lenihan 17, 502/452-8135.

10. **Physical Therapy Experience in Australia.**

This is an intensive three week experience in Perth, Australia hosted by Curtin University. Junior and senior physical therapy students will spend three weeks learning about the practice of physical therapy in Australia. Students will have the opportunity to experience socialized medicine, rural healthcare in the outback and physical therapy education from an Australian perspective. For more information please call: Dr. David Boyce, PT, ECS, OCS for more information (502) 452-8373 or contact Bellarmine's International Programs Office, Horrigan Hall 202.

Other Opportunities

In addition to the opportunities listed above, other study abroad opportunities are available through IES, CCCS, the American Institute for Foreign Study (AIFS) and a myriad of other programs, although transfer of credit and financial aid cannot be guaranteed with nonaffiliated programs. Current information about such opportunities is posted on the bulletin board outside the International Programs Office, Horrigan Hall 202, on the Study Abroad Board in the Student Center in Frazier Hall, the Campus Center living room, and Bellarmine's website.

Transfer Students

The following policies apply to all students who have transferred to Bellarmine University from other colleges or universities:

Transfer of Credits from Other Institutions

1. Transcript credit evaluations are made by the Office of the Registrar, in consultation with faculty when necessary. Appeals concerning the decisions of the Registrar should be directed to the Vice-President of Academic Affairs, where final authority resides.
2. Credits are accepted only for those courses that apply to a Bellarmine degree program and in which the student has earned a grade of A, B, C, or D.
3. Transferred credits and grades become a part of the student's Bellarmine transcript but are not calculated in the student's Bellarmine grade point average.

Bachelor Degree Requirements

For the baccalaureate degree, transfer students must satisfactorily complete at Bellarmine University a minimum of 36 semester hours, including at least 12 upper-level semester hours in the degree major. In some cases, transfer students may be required to complete course work at Bellarmine that is additional to the minimum requirements stated above if that course work is designated as a requirement for a particular program of study.

Articulation Agreements

Bellarmino University has formal transfer-student articulation agreements with Jefferson Community College, the Kentucky Community College system (KCTCS), and Ivy Tech at Sellersburg (Indiana). The purpose of these partnerships is to facilitate the transfer of associate degree-bearing graduates to matriculation at Bellarmine. Prospective students may contact the Office of the Registrar at Bellarmine for further information.

Reserve Officers Training Corps (ROTC)

Students may enroll through the Metroversity to pursue one of two ROTC programs:

1. *Four-Year Program.* Incurs no military obligation the first two years. Students attend one-hour classes while receiving an indoctrination to the Air Force or Army. Upon successful completion of course work and a four-week summer camp, the qualified applicant may compete for the Advanced Two-Year Program.

2. *Advanced Two-Year Program.* Students attend three-hour classes while learning leadership and management skills as part of their officer training. All cadets in the Advanced Two-Year Program receive \$1,000 in non-taxable pay per year.

Highly qualified students are eligible to compete for scholarships that cover full tuition, housing fees, lab fees and a book allowance. Upon completion of degree requirements and ROTC, graduates are commissioned Second Lieutenants and serve on active duty for four to six years. Interested students should contact the Air Force ROTC or the Army ROTC unit at the University of Louisville.

Severe Weather

In all cases of severe weather, the Vice-President of Academic Affairs will officially announce delayed or cancelled classes. Information regarding severe weather announcements and procedures are published in the Student Handbook and Class Schedule.

Transcripts

Requests for transcripts of academic records should be directed to the Office of the Registrar. These requests must be in writing and accompanied by a \$5.00 payment for the first transcript and \$1.00 for each additional transcript ordered with that request. Official transcripts will be mailed directly to institutions at the written request of the student. Only the student may request that a transcript be mailed.

Graduation Information

Review of Transcript

Prior to registering for their final semester, students who have completed 90 semester hours must request a graduation audit form from the Registrar in order to assure that they will have met all degree requirements by their anticipated date of graduation.

Application for Degree

All degree candidates must submit an application for degree by the date specified in the Academic Calendar for the semester in which they expect to complete their degree requirements. Application forms are available in the Office of the Registrar.

Participation in the Commencement Ceremony

To be eligible to participate in the commencement ceremony, a student must complete all degree requirements by the end of the semester in which they are graduating.

Graduation with Honors

Honors are based on a student's cumulative Quality Point Index. Honors will be granted at graduation and indicated on the student's permanent record and diploma in keeping with the following scale of academic achievement:

1. *Cum laude*, for a Quality Point Index of 3.50 to 3.69.
2. *Magna cum laude*, for a Quality Point Index of 3.70 to 3.84.
3. *Summa cum laude*, for a Quality Point Index of 3.85 to 4.00.

A transfer student must have earned a minimum of 60 semester hours at Bellarmine University and meet the current standards regarding honors (Bellarmine GPA of 3.5 or better) in order to be a candidate for graduation with honors at Commencement. Grades received **both in courses transferred to Bellarmine and in courses completed at Bellarmine** will be used in determining the student's GPA for the recognition of honors.

Academic Awards for Graduating Seniors

Each year at the spring commencement, the University confers two awards for outstanding intellectual achievement. The Wilson Wyatt Fellowship of Academic Excellence recognizes a graduating senior's sustained intellectual distinction; the recipient is selected through a rigorous process, which includes an essay competition and interviews with faculty and trustees. The Archbishop's Medal for Scholastic Excellence is awarded to the graduating senior with the highest cumulative grade point average. The Archbishop's Medal is also awarded at the Fall Commencement.

School of Continuing and Professional Studies

Gretchen Anderson, PhD, Dean
452-8148
ganderson@bellarmine.edu

Linda S. Bailey, Director of Continuing Education
452-8161
lbailey@bellarmine.edu

Non-Credit Courses

Bellarmino University offers a stimulating variety of non-credit courses designed to provide intellectual, cultural, personal enrichment, and professional development for lifelong learners. These courses, generally held on weekday evenings and Saturday mornings, vary in length. For more information and a free catalog, call 502/452-8166.

Certificate Programs

Certificate programs provide professional development through a series of required and elective non-credit courses. There are no prerequisites and formal application to the University is not required. Earning a professional certificate documents a specific curriculum of study and emphasizes commitment to professional improvement (CEUs are available). Students are required to complete between 120 and 150 class hours and must achieve at least a 2.0 cumulative grade point average. Bellarmine offers the following certificate programs:

- Human Resource Management
- Nonprofit Leadership

For more information, call 502/452-8166.

Online Non-credit Courses

Bellarmino University partners with EducationToGo to offer non-credit ONLINE courses in the following areas: business, healthcare, computer skills, personal enrichment, writing, and test prep. For more information, visit www.ed2go.com/bellarmino or call 502-452-8166.

Elderhostel

Elderhostel is an educational experience for people age 55 and older who come together from across the United States to be challenged by new ideas and learning activities in a five-day program. Classes are presented by Bellarmine faculty and other competent members of the community. Bellarmine houses Hostellers at local hotels. A single fee includes housing for five nights, 15 meals, all classes, all activities and admissions, and transportation to and from activities. For more information, call 502/452-8166.

Veritas Society

The Veritas Society is an educational organization for people age 55 and older who are interested in lifelong learning. Society members develop the curriculum, select course facilitators and instructors, and provide leadership for the organization. In a typical six-week term, twenty or more courses and study groups are offered in areas such as literature, history, philosophy, theology, the arts, current events, and other subjects of interest to members. For more information, call 502/452-8374.

Student Affairs





Student Affairs

The primary goal of the Division of Student Affairs at Bellarmine University is to encourage and enhance the intellectual and personal growth and development of students. Student Affairs includes athletics and intramural sports, campus ministry, career services and internships, co-curricular transcript, counseling, disability services, food services, health insurance, health services, residence life, international student services, orientation, student activities, student discipline and judicial procedures, student organizations, and volunteerism.

Bellarmine University is committed to meeting the social, psychological, spiritual, and physical needs of its students through integrated and diverse programs and services that will both challenge and support the development of life skills. The resources of the Division of Student Affairs facilitate the learning process of students both inside and outside of the classroom in achieving the University's goal of developing the whole person.

Service to others, appreciation of diversity, and a global perspective are strongly and actively encouraged through the programs and services of the Division of Student Affairs. More detailed information on the following programs and services is available in the Student Handbook.

Athletics

The University believes that athletics are an important facet in the development of a total educational program. Students are encouraged to participate in some form of athletic activity. The growth of athletic activities and facilities over the years has provided the University the opportunity to develop an athletic program that complements the academic program of the University, providing quality athletics with quality academics, while providing opportunities for the students to enrich their talents in the area of leadership, cooperation and fair play.

The intercollegiate programs are governed not only by the rules and regulations of the University, as they pertain to all co-curricular activities of any student, but are also under the auspices of the National Collegiate Athletic Association and the Great Lakes Valley Conference. Financial aid in the form of athletic grants is available on recommendation of the coach and approval by the director of athletics and director of financial aid. The amount of athletic aid is subject to the regulations of the national associations governing the men's and women's sport programs, as well as state and federal grant regulations.

To be eligible to represent the institution in intercollegiate athletes, a student must be enrolled in a minimum of 12 credit hours, be in good academic standing and maintain satisfactory progress toward a degree.

Varsity Sports

Baseball - M

Basketball - M/W

Cross Country - M/W

Field Hockey - W

Golf - M/W

Partial Tuition Grants

Full NCAA Financial Aid

Partial Tuition Grants

Partial Tuition Grants

Partial Tuition Grants

Lacrosse - M	Partial Tuition Grants
Soccer - M/W	Partial Tuition Grants
Softball - W	Partial Tuition Grants
Tennis - M/W	Partial Tuition Grants
Indoor & Outdoor	
Track & Field - M/W	Partial Tuition Grants
Volleyball - W	Partial Tuition Grants

Campus Ministry

Campus Ministry at Bellarmine University serves students, faculty, administrators, and staff. In a collegiate community committed to intellect, faith and service, Campus Ministry seeks to become an open and compassionate center of excellence in religious exploration, worship and the enhancement of personal and community life. Bellarmine encourages and celebrates people of all faiths and strives to serve all members of this diverse community.

As a Catholic university, Bellarmine offers a Campus Ministry program that embodies the life-quickenning vision and mandate of the Gospel of Christ as it is understood in the Catholic community and been articulated by the Second Vatican Council. The movements of the Spirit of God in scripture, sacrament, and service are encouraged as components of growth for all students in order to recognize and answer God's call.

The Campus Ministry Council focuses on the ecumenical community by supporting and encouraging faith-based initiatives from a variety of student groups in addition to those associated with the Catholic tradition. The Council oversees activities and programs for:

- CSA- Catholic Students Association
- FCA-Fellowship of Christian Athletes
- Hillel- Foundation for Jewish Campus Life
- Ichthus -Interfaith Christian Praise and Worship Group
- Muslim Students at Prayer
- Our Lady of the Woods Chapel Ministers

In addition, the Campus Ministry Office assists students in locating young adult programs specific to their denomination within the Highlands neighborhood and greater Louisville area.

Career Center and Internships

The purpose of the Career Center is to work with all students throughout their college years to ease the transition from college student to professional. Career planning services offered to students and alumni include career testing instruments, Myers Briggs Type Indicator and the Strong Interest Inventory, and a web-based career guidance system, Discover. Opportunities to meet with professionals in a wide variety of fields are provided through information interviews arranged through the office. Workshops are held on resume writing, interviewing skills, job search techniques, and career decision making. Mock interviews are conducted with students to evaluate their skills. Eligible seniors, alumni, and graduate students have the opportunity to participate in the on-campus recruitment program and annual job fair meeting with local and national corporate and non-profit representatives.

The Career Center website provides excellent information on services and resources for career

planning, job search, and graduate school search. Students and alumni can access employment and internship position notices as well as part-time employment opportunities at the website. Go to www.bellarmine.edu, find Student Affairs/Campus Life, and click on the Career Center link.

Internships are coordinated with academic departments for students seeking professional career experience within a specific major. Paid and unpaid internships may be used for credit or non-credit experiences. An internship is a supervised learning experience that will provide practical and career-related experience for the student. The internship bridges classroom theory with professional practice. Students should contact the Director of Internships in the Career Center regarding internship information.

Counseling Services

Students seek personal counseling for many reasons: a personal crisis, interpersonal relationship problems, family problems, depression, stress, alcohol/drug problems, eating disorders, etc. Recognizing the impact that personal concerns can have on academic performance, Bellarmine provides personal counseling services to its students. Dr. Myrna Boland, a clinical psychologist, is the director of the Counseling Center. She and four other professionals are available to all students enrolled in classes at Bellarmine. All information is confidential. The Counseling Center is located in Bonaventure Hall. Students may call 502/452-8480 to schedule an appointment.

Disability Services

Bellarmine University is committed to providing equal educational opportunities and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subject to discrimination with regard to any University program or activity. This policy derives from Bellarmine's commitment to nondiscrimination for all persons in employment, access to facilities, student programs, activities, and services.

Bellarmine offers a wide range of support services and accommodations designed to assist students with disabilities. Each person has a unique set of needs, and academic support services or accommodations are determined on an individual basis. To receive disability-related support services, students must:

1. Contact the Disability Services Coordinator. Students are encouraged to contact the Coordinator upon acceptance to Bellarmine.
2. Provide official documentation regarding the disability (prepared by a licensed physician, psychologist, learning disability specialist, speech/language specialist, or comparable professional). All files and information are kept confidential.
3. Meet with the Disability Services Coordinator to determine the appropriate academic accommodations, and to review the University's policies and procedures regarding disability support services.

Students who believe they have suffered disability discrimination may utilize the disability discrimination grievance procedure found at www1.bellarmine.edu/studentaffairs/disabilityservices. In the event the University determines that discrimination has occurred, it will take steps to prevent its recurrence and will correct its effects, if appropriate.

Questions, official documentation, and requests for a copy of the University's material regarding disability support services may be addressed to: Disability Services Coordinator, 2001 Newburg Road, Louisville, KY 40205. Tel. (502) 452-8150. TTY. (502) 452-8440.

Flex Dollars

All of the meal plan options offer Flex Dollars which are accepted like cash at the various dining locations. Flex Dollars work on the same principle as a pre-paid debit card. You can draw from your Flex Dollars for snack items or full meals. You can purchase additional Flex Dollars in \$10.00 increments at the Bursar's Office. Unused Flex Dollars roll over from the fall to spring semester; however, they must be used by the end of the spring semester. Unused Flex Dollars balances are nonrefundable.

Food Service and Catering

Food Service is available to students, faculty, and staff at the following locations:

Koster Commons

This area offers the all-you-care-to-eat Board Plan for residential students. This food service option is also available to cash-paying customers and those with a Flex Dollar account for a flat rate per meal. Koster Commons is located in the Brown Activities Center. Food Service is not available for residential students during the Thanksgiving break, semester break, Spring break and Easter break. All residential students are required to be on the board plan. Please refer to the Meal Plan section of this Catalog or call the Food Service office 452-8325 for more details

Café Ogle

Café Ogle is an active location in the Campus Center that offers breakfast, lunch, dinner or snacks on a cash or Flex Dollar basis during the week. Saturday and Sunday evening at the Café, a meal can be used with the board plan.

Sally's Cart

This food service location offers lunch and snack items on a cash or Flex Dollar basis, Monday through Friday. Sally's is located in front of the library during warmer weather and in the lobby of Pasteur Hall during the cold weather.

The Snack Shack

The campus convenient store is located in the Koster Dining Room in the Brown Activities Center. The Snack Shack offers a wide variety of snack and sundry items for cash or Flex Dollars.

Fly By Knight Delivery

This is an on-campus food delivery program that is operated out of Café Ogle. Fly By Knight is available during late night hours and students may use cash or Flex Dollars for purchases.

Catering

Catering service is available for all departments and student organizations, as well as for external clients. The on-campus catering service must be used for any food purchase for which Bellarmine University or student organization accounts will be used. Contact the Catering Director via email at cateringdirector@bellarmine.edu or call the Catering Office at 452-8324 for further information.

Good Standing – Non-Academic

A student found in violation of University or Residence Hall policy with a sanction of probation or suspension may no longer be considered in good standing with the University and may have his/her campus privileges and involvements restricted, suspended, or eliminated (e.g. athletic competition, honors program involvement, scholarships, student organization leader/officer, or other privileges deemed appropriate). The Vice President for Student Affairs, in consultation with other appropriate Vice Presidents, will determine this on a case-by-case basis, depending on the severity of the violation and the student's disciplinary record.

Health Insurance

Bellarmino requires all full-time undergraduate students to carry health insurance. The University, in conjunction with an insurance company, offers health insurance for eligible students. If a student has health insurance coverage from another source, it is necessary to contact the Office of Student Affairs and provide proof of the insurance. Information regarding the health insurance plans may be obtained in the Office of Student Affairs.

Health Services

The Health Services Office exists to enhance the educational process by reducing health-related barriers to learning, promoting wellness, and empowering students to be self-directed and well-informed consumers of health care. A full-time registered nurse and exercise physiologist directs Health Services by providing treatment for injuries and illness, emergency and acute illness care, information regarding choices about health and related care, a strong emphasis on health promotion and disease prevention for individuals and groups, health education programs, and consultation and/or referral to other health care providers. Most services are free. Commuter and resident students with concerns about health issues are encouraged to phone or visit the Health Services Office. All students are required to complete a health history form, including health insurance information, and all residents are required to provide evidence of current immunizations. Students' confidential health records are maintained by the Health Services Office.

ID Cards

All Bellarmine University students are required to have a valid Bellarmine University identification card. When new students register for classes, they are issued an official Bellarmine ID card. The Bellarmine ID card allows students to withdraw materials from Bellarmine's library and Metroversity libraries, attend university sporting events and use the golf course free of charge, and obtain discount rates for campus events. The Bellarmine ID card may also be required for admittance to many University events. This card must be updated annually and replacement cards may be obtained for a nominal fee. For more details, see the Student Handbook.

International Student Services

The Assistant Dean of Students, located in the Office of Student Affairs on the second floor of the Campus Center, provides services for international students. The primary goal is to assist international students attending Bellarmine to adjust to the changing lifestyle in order to achieve

their educational goals and gain meaningful living experience in the United States. A wide range of services are available: immigration information and the processing of related paperwork; administration of international health insurance plan; counseling on personal, financial, academic, and cross-cultural communication matters; and promotion of social events.

Orientation

Orientation is a mandatory two-part program that assists students in making a smooth transition to the University. The first part, *SOAR*, is a one-day program in which students receive an overview of Bellarmine's liberal arts program, receive information about choosing a major, meet with an academic advisor, and register for fall semester classes. The second part, *Freshman Orientation*, is an opportunity for students to learn more about Bellarmine, attend their first Freshmen Focus class, and meet faculty, staff, and students. Orientation sessions for transfer, adult, and international students are conducted before the beginning of each semester to familiarize them with the University and the surrounding community.

Residence Life

The University provides on-campus housing as a convenience for students and to further their personal development. On-campus residence affords students an added opportunity to become fully involved in college life.

All out-of-town, full-time first-year, second-year, and third-year students are required to live in the residence halls. All in-town, full-time first-year, second-year, and third-year students are required to live either with a parent/legal guardian or in the residence halls. Students who violate or ignore this regulation will be assessed a \$700 fine for each semester they do not abide by the residency policy and will be subject to suspension from the University. The Director of Residence Life or his/her designee handles violations in an official hearing.

For reasons of student development and the desire for each student to become involved and connected with the wider college community, all full-time first-year, second-year, and third-year students are required to live either in a residence hall or with a parent/legal guardian. Requests for exception to the residency policy must be submitted to the Director of Residence Life. Exception Forms are available in the Residence Life Office. Exceptions to this policy are made only in cases with extreme circumstances.

The residence halls are carpeted, air-conditioned, and equipped with lounge, study, recreational, and laundry facilities. Each room is furnished with twin beds, closets or wardrobes, desks, chest of drawers, bookshelves, chairs, and waste baskets. Residents are required to furnish their own linens and pillows. Telephones for local services are available for each room. Computer labs with internet and e-mail access are available in each hall.

To apply for on-campus housing, students should complete the Residence Hall Application and Contract and return them with the room and damage deposits to the Office of Residence Life. The damage deposit is retained by the University until a student permanently withdraws from the residence hall. The application for a residence hall reservation becomes a contract upon payment of the deposit. The University's acceptance of the application does not guarantee assignment or admission to the University. Assignments are contingent upon final acceptance of ad-

mission by the University and space availability. Bellarmine has the right to refuse any application.

The Residence Hall Contract is for **both fall and spring semesters**. Students are billed each semester and are financially obligated for both semesters as long as they are enrolled as full-time, unmarried students. Residence hall charges may be paid in advance but must be paid upon receipt of billing. A statement of all charges will be mailed to the student's home address along with the tuition and fees due for the applicable semester. If payment is not received, the room deposit is forfeited to the University. *Room charges do not include housing during semester breaks and spring recess*. The University reserves the right to change room charges upon four weeks' notification.

All resident students are required to participate in the meal plan (see "Food Service" and "Meal Plan" in this catalog).

Students with Disabilities

On-campus residence hall accommodations are available for students with disabilities. Adapted housing spaces are assigned on a first-come, first-served basis when the completed application and deposits are received. It is the responsibility of the student to inform the Residence Life Office if special accommodations are needed. If a student or the student's parents or advocate believe that the University's policy or the student's housing assignment does not reasonably accommodate the student's disability or endangers the student's safety or health, s/he may file an appeal. The Residence Life and Security staff will assist students with disabilities who may require assistance evacuating a building during an emergency. It is the responsibility of the student to inform the Residence Life Office if evacuation assistance will be needed. Detailed information on these policies is available at the Residence Life Office and on the web-site.

Sport, Recreation, Fitness Center ("SuRF Center") and Intramurals

The Sport, Recreation and Fitness Center provides Bellarmine University students with a supportive and casual atmosphere and the resources necessary to facilitate balance between academic, social, and physical growth. Working toward this balance naturally leads to enhancement of community growth and increases the quality of well-being and the educational experience. The SuRF Center strives to empower each person with the means to achieve his/her personal goals in a non-intimidating atmosphere for all fitness levels, to increase awareness of the benefits of a healthy lifestyle, and to encourage acceptance of responsibility for our personal health and well-being. The SuRF Center provides educational resources and programs conducive to a variety of leisure activities, exercise, nutrition, rest and relaxation.

Bellarmino's intramural activities include programs in basketball, golf, tennis, ultimate Frisbee, flag football, indoor and outdoor volleyball, and bowling. For specific information on Intramural sports and recreational programs, contact the SuRF Center.

Student Activities

Attending college means meeting new people, developing new skills, and exploring new opportunities. Classroom activities are only one aspect of a university experience. Through involvement in one of more than forty organizations, students have valuable learning experiences, make useful professional contacts, and have opportunities for social enrichment. Other benefits of belonging to student organizations are consultations with advisors and access to university facilities, publicity resources, and student organization space and equipment. Activities are planned by departments, student organizations, and the Bellarmine Activities Council (BAC). BAC is a student-run organization that provides programs and events to entertain, educate, and enlighten students at Bellarmine. BAC is funded by part of the student activities fee, as allocated by the Student Government Association.

Student Discipline and Judicial Procedures

As members of the Bellarmine community, students, faculty, and staff work cooperatively to achieve a common standard of academic excellence. A caring and disciplined atmosphere is central to providing an open environment for learning. The rules and regulations of the institution are stated to assist each person in the development of a responsible lifestyle, respectful of the rights of others and compatible with the norms of society. All disciplinary proceedings of the Bellarmine community are intended to be educational, non-adversarial, and confidential. They are not to be considered analogous to any civil proceedings. The community disciplinary process is based on the concepts of fundamental fairness and due process. The system emphasizes the equal and just treatment of all parties involved, with due respect for all individual rights and privileges. For a complete listing of Judicial Procedures and Policies, see the Student Handbook.

Student Handbook

Admitted students and guests of Bellarmine University are bound to abide by the Policy and Procedures found in the Student Handbook. It is your responsibility to annually view the contents of this handbook. You may receive a hardcopy of the handbook in the Student Affairs Office or visit the handbook on line at <http://www.bellarmino.edu>. Free computer access is available 24 hours a day every day of the year in the 24-Hour Study Room on the main level in the W. L. Lyons Brown Library so that you may view the handbook

Student Organizations

Campus Life offers numerous opportunities to get involved and take leadership roles outside of the classroom. Experiences in these co-curricular activities can make students more marketable upon graduation and can enhance skills in decision-making group dynamics, negotiation, organization and time management. Student organizations provide immeasurable benefits to the University and its students. These organizations provide opportunities for the development of social, intellectual and leadership skills. Student organizations change with student interest and new organizations form each semester. Below are the current organizations.

Governance

Bellarmino Activities Council
Campus Ministry Council
Executive Council
Residence Hall Association
Student Government Association
Volunteer Council

Academic-Related Organizations

Accounting Association
Ariel, the English Society & Literary magazine
Association for Computing Machinery
Bellarmino Association of Nursing Students
Bellarmino University Cytotechnology & Clinical Laboratory Science Society
Biology Club
Brass Society
Cardiopulmonary Association
Chemistry Club
Choral Club
The Concord, student produced newspaper
Early Music Society
Economics Society
Education Club
Handbell Society
Honors Council
Jazz Club
The Lance, student produced yearbook
Mathematics Association of America
Mock Trial Organization
Model Arab League
Music History Club
Music Technology
Music Theatre Society
National Education Association
Phi Beta Lambda, business organization
Philosophy Club
Physical Therapy Association
Political Science Club

Pre-Law Society
Pre-Physical Therapy Association
Psychology Club

Leadership and Other Involvement Opportunities

Alpha Delta Gamma, men's national fraternity
Bellarmino Ambassadors
Bellarmino International Club
Bellarmino University Democrats
Bellarmino University Republicans
Catholic Student Association
Chapel Musicians
Chess Club
Delta Sigma Pi, co-ed business fraternity
Fellowship of Christian Athletes
Hillel
Ichthus
International Club
Phi Mu, women's national fraternity
Resident Assistants
Students for Social Justice
Tae Kwon Do
Umoja (multicultural student organization)

Spirit Organizations

Cheerleaders
Dance Team
Pep Band
Pep Club
Knight Mascot

Volunteerism

Central to Bellarmine University's mission and Catholic heritage, students participate in a variety of Volunteer and Service Learning projects. The Division of Student Affairs works in partnership with Academic Affairs to provide an array of service opportunities to reach out to the local, national, and international communities. Service learning combines community service with academic instruction by linking classroom learning to meaningful practical out-of-the-classroom experiences. Volunteerism, while not connected to classroom instruction or academic coursework, provides a worthwhile service upon which many communities are dependent. Bellarmine University students, registered student organizations, faculty, staff, and administration are committed to providing volunteer service. The Campus and Community Service Committee of the Student Government Association, Campus Ministry Council, Non-Profit and Volunteer Fair, and Volunteer Clearinghouse Resource Manual connect students with the numerous service opportunities available.



Academic Administration



Academic Administration

Academically, Bellarmine is organized into the following schools:

1. The Bellarmine College of Arts and Sciences
2. The W. Fielding Rubel School of Business
3. The Donna and Allan Lansing School of Nursing and Health Sciences
4. The Annsley Frazier Thornton School of Education

Each of these schools have a distinct mission and purpose with a specific set of strategic objectives. Yet, there is a common theme that binds them together into a university that faces the challenges of growth, technology, globalization and contemporary culture by preparing its students to make a living and a life worth living.

Bellarmino College of Arts and Sciences

Mary Jo Vesper, Ph.D., Dean

Bellarmino College of Arts and Sciences houses the academic programs whose disciplines provide the courses that give the foundation as well as the background for a Bellarmine liberal arts education to all Bellarmine undergraduates. Through its courses and programs the College also sustains the Catholic liberal arts educational tradition that is the cornerstone of a Bellarmine University education for students in all programs.

Bellarmino College of Arts and Sciences embodies the liberal arts while delivering its curriculum in a specific way. Students in Bellarmine College will find a purposeful developmental sequence to their educational experience awaiting them. In the first year, students gain self-knowledge and come to understand themselves as individuals. They also acquire basic skills for individual success in college and beyond. Throughout this year they develop self-awareness, self-confidence and the proficiency in skills necessary for their personal achievement.

As our students proceed through their middle years of college study, they learn what it means to be part of community and our American society. Their learning experience frequently extends beyond campus as they participate in service learning, internships and community service, allowing them explore the “American experience.” The American community becomes a workshop for a significant part of their learning.

During their final semesters, our students develop a global world-view through international study opportunities and transcultural courses. The curriculum in their final semesters also pushes them to integrate the learning that has occurred in previous semesters through capstone courses within their majors and through their senior seminar. This seminar is our crowning undergraduate experience which ties the undergraduate years of study at Bellarmine together through discussion of social justice issues within the Catholic social teaching framework.

The majors within Bellarmine College of Arts and Sciences are those of traditional liberal arts and sciences, which include disciplines in the fine and performing arts, in the humanities and communication, in the natural sciences, mathematics and computer science, and in the social sciences. In all, the College offers majors in 35 different programs, and these programs are the following:

- Art: Painting and Sculpture
- Arts Administration: Art, Music, and Theatre
- Biology
- Chemistry
- Communication: Advertising/Public Relations, Journalism, Media & Culture,
Business & Professional
- Computer Engineering
- Computer Science
- Computer Information Systems
- Criminal Justice Studies
- English
- Foreign Language and International Studies
- History
- Interdisciplinary Studies
- Liberal Studies
- Mathematics
- Mathematics: Actuarial Science
- Music: Instrumental, Vocal, Jazz, Sacred Music, Technology, and History
- Philosophy
- Political Science
- Psychology
- Psychology: Human Resources and Human Services
- Sociology
- Theology
- Masters in Spirituality

Importantly, throughout their course of study, students are continually examining the question of what it means to be human, as befits a liberal arts education. But they are also developing values of responsibility to improve the human condition, as befits a Catholic liberal arts education.

Furthermore, the brand of a liberally educated person is unmistakable: these individuals have the power of “skilled thinking;” they can think critically, analytically, creatively and socially. Therefore, liberal arts graduates find personally rewarding employment and/or acceptance into graduate, law, medical and other professional schools. The “success” of a liberal arts education depends in large part on the transcendent skills of critical thinking, responsible decision-making and self-motivation that we inculcated throughout our curriculum in Bellarmine College of Arts and Sciences.

W. Fielding Rubel School of Business

Daniel L. Bauer, DBA, Dean

Mission Statement

The mission of the W. Fielding Rubel School of Business is to provide student- centered, quality education in the Catholic liberal arts tradition at the undergraduate and graduate levels. The School is enriched by the diverse intellectual perspectives inherent in the overall mission of Bellarmine University.

Strategic Plan

The Rubel School's strategic plan ties directly to its' mission and Bellarmine University's vision of becoming the premier private institution in this region. The school's goals and objectives, and program goals focus on continuing to improve the quality of the business school's programs and faculty.

- I. Provide a quality education for Bellarmine University students.
- II. Implement curriculums with a high quality faculty.
- III. Enhance external recognition.
- IV. Enhance the extramural experiences of students.

Degree Programs

Bachelor of Arts in Accounting

Bachelor of Arts in Business Administration

Bachelor of Arts in Economics

Master of Business Administration

Donna and Allan Lansing School of Nursing and Health Sciences

Susan H. Davis, Dean

Vision

The Lansing School is recognized as a diverse and innovative learning community seeking and offering collaborative, creative opportunities to advance health knowledge, engage in partnerships and alliances to promote health and wellness, and develop leaders in the field of health care.

Mission

The Lansing School of Nursing and Health Sciences, as part of Bellarmine University, serves Louisville and the region by providing nursing and health science education in the Catholic liberal arts tradition using innovative delivery systems designed to meet the needs of diverse learners.

Core Values

Respect

We believe in the dignity of all persons.

We believe that personal and professional integrity guides the practice of nursing and the health sciences.

Caring

We believe that caring is an essential component of the art and science of all health care practitioners

Student Centered Learning

We are committed to professional undergraduate and graduate education that is student-centered and responsive to diverse learners.

Academic Excellence

We are committed to providing a scholarly and creative environment grounded in the Catholic liberal arts tradition.

Quality Service

We are committed to providing quality services that support a diverse constituency.

Goals

The Lansing School strives:

- To be the first choice for education in nursing and health sciences in the community and region.
- For a faculty that excels in teaching, scholarship and service.
- To develop the resources necessary to implement the Lansing School strategic plan.

Programs offered by the Lansing School of Nursing and Health Sciences include the following:

1. Cardiopulmonary Science (Respiratory Therapy)
2. Clinical Lab Science (graduate and undergraduate)
3. Cytotechnology
4. Nursing (graduate and undergraduate)
5. Physical Therapy (graduate)

Annsley Frazier Thornton School of Education

Maureen R. Norris, PhD, Dean

The mission of the Annsley Frazier Thornton School of Education states that we prepare caring, effective educators in the Catholic liberal arts tradition of Bellarmine University to teach and lead in diverse settings.

One of the major issues of the teacher in today's schools is meeting the needs of a diverse student population. The education community has put an increased emphasis on the need for teachers to be knowledgeable in the content they will be teaching and to be broadly educated.

At Bellarmine, the undergraduate Teacher Education programs have always been grounded in, and informed by, the liberal arts. The University, by virtue of this strong liberal arts core, has developed an individual teacher with a background strong in the liberal arts, ethics and values, and with the knowledge, skills and dispositions of a professional educator. This foundation in the liberal arts develops just the characteristics needed by teachers to function effectively in multifaceted, complex school environments.

Our elementary and special education teacher preparation program is built on the core of the liberal arts with the addition of the professional education requirements. Our middle grades preparation program has the same core requirements with the addition of a 24 hour area of expertise in a teaching content area such as mathematics, English, social studies and science and certification in special education.

All of our secondary education programs require the liberal arts core and requirements in a teaching major in the content areas of art, music, English, chemistry, biology, mathematics, and social studies with required content major hours ranging from 36 to 55.

Graduate Education offerings in the School of Education include the following:

1. Master of Arts in Education in Elementary, Middle or Learning Behavior Disorders
2. Master of Arts in Teaching in Elementary, Middle or Secondary Education
3. Planned Rank I programs
4. Endorsement in Learning & Behavior Disorders

All initial teaching certification programs, undergraduate or graduate, are supported by early and rich field experiences that help connect theory to practice whether the theory be effective teaching of mathematics or ethical behavior of professional educators.

One of the true gifts of a Bellarmine education is that you are given the opportunity to become an educated person who is valued centered and who understands learning and the love of learning. Every classroom should be taught by a teacher who has a broad knowledge of the world, is competent in subject matter and who can caringly and effectively shares that knowledge with students in the schools of the 21st century.

Undergraduate Studies



Accounting

Keith Richardson, PhD, Department Chair

Horrigan Hall 012-U, Office: 502/452-8403, E-mail: krichardson@bellarmine.edu

Patricia Carver, MBA, CPA; David T. Collins, PhD, CPA; Alan B. Deck, PhD, CPA, CMA, MBA; Richard Schrader, PhD, CPA; Patricia M. Selvy, PhD, CPA

Bellarmino University Accounting graduates are well prepared for professional accounting careers with Certified Public Accounting (CPA) firms, corporations, and government agencies. Notable features of the accounting programs include: All of the “Big 4” international CPA firms, several regional firms, and all large Louisville area local CPA firms interview on campus and hire Bellarmine students. Many large Louisville and national and international businesses also interview on campus or request resumes. Currently, we have more accounting employers recruiting on campus each year than we have graduates. Most students obtain career positions prior to graduation. Professional internships are an integral part of the accounting program. Numerous part-time paid internships with corporations and CPA firms are available for freshmen, sophomore, junior, and senior students. In addition, spring semester and summer full-time paid internships, with “Big 4”, regional, and large local CPA firms, are available to outstanding juniors and seniors, on a competitive basis. These internships typically lead to career employment offers.

Accounting Baccalaureate Degree and Joint Degree Programs

The core of the Bellarmine accounting program is a four-year, 126-hour program that provides students with the knowledge necessary for a career in accounting and will allow students to obtain entry-level positions in corporate or governmental accounting. However, most Bellarmine University students plan to pursue professional careers with CPA firms and major corporations. These students complete 150 credit hour programs, the minimum required to take the CPA examination.

Bellarmino offers several 150-hour program alternatives. The accounting coursework is identical across the following programs.

Option 1 - Students may pursue a four and one-half year, 156-hour, joint degree program leading to an undergraduate degree in accounting and a Masters of Business Administration (MBA) degree. Students who elect this option will receive a baccalaureate degree at the end of four years and an MBA degree at the end of the program. (If students prefer, they may extend the program to five years.) The MBA program meets on alternate weekends allowing students to begin their professional careers after their fourth academic year.

Option 2 - Students may major in accounting and, also, major or minor in another field of study (i.e.: actuarial science, economics, communications, international studies, psychology, music – any of Bellarmine’s forty majors or twenty-two minors). The total number of hours earned by the student may exceed 150, depending on the requirements of the second major.

Option 3 - Students may satisfy the 150-hour requirement by completing the 126-hour accounting program and, after graduation, pursuing a graduate degree or Law degree at another university.

Option 4 - Students may elect to complete the four year, 126-hour accounting program, only. These students may meet the 150 hour requirement, for the CPA examination, by completing an additional twenty-four credit hours (in any courses they wish) at Bellarmine or at another university. These courses may be taken concurrently with the accounting program or after graduation.

Post-Baccalaureate Accounting Certificate

Students who have already completed a baccalaureate degree (in any field other than accounting) and wish to pursue careers in accounting may elect to enter the post-baccalaureate accounting certificate program. Business undergraduates complete twenty-seven credit hours and non-business undergraduates complete thirty-nine credit hours. The Bellarmine University MBA degree may be completed concurrently with the accounting certificate.

Accounting Minor

A minor in accounting also is available to students in other fields of study.

Multiple Start Dates / Year Round Schedules / Day and Evening Schedules

Courses are scheduled so that degree programs may be started fall, spring, or summer sessions. Students may attend during the academic year only or year round. Accounting classes are offered on both day and evening schedules to accommodate full-time and part-time students, and student internships.

Accounting Association, Internships, and Career Opportunities

The Bellarmine University Student Accounting Association and the accounting faculty provide extensive access to and interaction with potential professional employers from the freshman year through graduation, career placement, and commencement of students' careers. Bellarmine accounting students have the opportunity to obtain part-time internships with CPA firms, corporations, and government agencies (freshmen through seniors) and competitive one semester full-time internships with CPA firms (juniors and seniors). These paid internships provide students with professional accounting experience and employment opportunities upon graduation. The Kentucky State Board of Accountancy grants partial work-experience credit for internships in either public or non-public accounting or auditing, if the internship is under the supervision of a CPA, and if the student's employment after graduation is in the same field.

Accounting Scholarships and High School Student Scholarship Courses

In addition to regular sources of financial aid offered to students attending Bellarmine University, the accounting department has a number of monetary scholarships available to accounting students. A high school student scholarship program provides the opportunity for outstanding high school students to take Accounting 101 and one additional course, tuition free, during their senior year in high school or the summer before entering Bellarmine.

Requirements for a Major in Accounting, 33 hours of Accounting, and MBA, Four and One-half or Five-Year Program – Option 1

Basic courses: Acct. 101, 102, 211, 212, 215, 313, 317, 318, 414, 418, 424. Required related courses: B.A. 103, 203, 345, 403; Econ. 111, 112; Math. 125 (or 117), 205 (or 314) Comm. 205; Psych. 102. Students who meet admission requirements (grade point average and GMAT score) are admitted to the MBA program at the beginning of their fourth academic year. The MBA courses are taken nine credits per semester on an every-other-weekend schedule. The first eighteen credits of the MBA program satisfy eighteen credits of the undergraduate accounting de-

gree, B.A. 301, 305, 315, 346, Econ 405, and a free elective. The MBA program also includes an international experience during the summer between the fourth and fifth academic year. The nine hours of MBA electives, that are included in the forty-eight hour MBA program, may be taken in accounting and finance subjects. A Bachelor of Arts in Accounting degree is conferred at the end of four years. An MBA degree is conferred at the end of four and one-half or five years.

Requirements for a Major in Accounting, 33 hours of Accounting, and a Second Bellarmine University Major or Minor – Option 2; a Graduate Degree or Law Degree at Another University – Option 3; and a Major in Accounting Only – Option 4

Basic courses: Acct. 101, 102, 211, 212, 215, 313, 317, 318, 414, 418, 424. Required related courses: B.A. 103, 203, 301, 305, 315, 345, 346 (or Econ. 410), 403, 499; Econ. 111, 112, 405; Math. 125 (or 117), 205 (or 314); Comm. 205; Psych. 103.

Requirements for a Post-Baccalaureate Accounting Certificate, 30-33 hours of Accounting (Undergraduate Business and Non-business Degrees)

A bachelor's degree from an accredited college or university and the completion of the following courses: Acct. 101, 102, 211, 212, 215, 313, 317, 318, 414, 418; B.A. 203, 403, and three hours selected from other accounting or business administration courses. Previous accounting coursework may be substituted for Acct. 101, 102, and previous business coursework may be substituted for B.A. 203, 403, and the business elective. A minimum of twenty-four accounting hours must be earned at Bellarmine University. The accounting certificate may be completed in one to two years, depending on previous coursework. To sit for the CPA examination in Kentucky, total accounting hours must equal 27, total business hours 39, and total college hours 150.

Requirements for a Minor in Accounting, 18 hours of Accounting

Basic courses: Acct. 101, 102, 211, 212, and six hours selected from other available courses in accounting. Required related courses: B.A. 103, Econ. 111, Math 125 (or 117).

Recommended Class Schedules, Additional Information, and Advising

Four to five year class schedules for each of the programs and other additional information may be obtained, through the Bellarmine University web site home page; directly at <http://business.bellarmino.edu/programs/accounting.asp>; and/or by contacting the accounting chair, Keith Richardson at krichardson@bellarmine.edu.

Accounting Course Descriptions**Acct. 101 Principles of Financial Accounting (3)**

Designed for all business majors to present the essential core concepts of financial accounting and a complete overview of financial statement reporting. The focus is on introducing the principles and practices of financial information presentation, interpretation, and analysis. Financial reporting and analysis is approached from the perspective of the users of the information, both external and internal to the business enterprise. *Fall, Spring, and Summer.*

Acct. 102 Principles of Managerial Accounting (3)

Designed for all business majors to introduce managerial accounting concepts and tools for use in managerial decision-making. Basic managerial analysis and analytical decision skills are developed from the decision maker's point of view. The course focuses on the concepts of planning and control in decision making; manufacturing and cost accounting, control, and analysis; budgeting, planning, and variance analysis; and financial decision making including product pricing, asset acquisition, make or buy, and allocating scarce resource decisions. (Prerequisite: Acct. 101.) *Fall, Spring, and Summer.*

Acct. 211 Financial Accounting I (3)

Bellarmino's Financial Accounting courses (I–IV) are designed to prepare students for the financial reporting requirements accountants face in their professional career. These courses focus on the theoretical bases of Generally Accepted Accounting Principles. The reporting requirements of the Financial Accounting Standards Board are examined in depth. Financial Accounting I provides an overview of financial accounting theory, standards, and conceptual framework; the accounting model and accounting cycle; worksheets and the preparation and understanding of financial statements; present and future value concepts; and an in-depth examination of accounting for current assets. (Prerequisite: Acct. 102.) *Fall, Spring, and Summer.*

Acct. 212 Financial Accounting II (3)

An in-depth examination of the accounting and disclosure requirements for: non-current assets; derivatives; liabilities; deferred taxes; pensions and postretirement benefits; stockholders' equity; and earnings per share. It is recommended that Financial Accounting II be taken immediately following Financial Accounting I. (Prerequisite: Acct. 211.) *Fall and Spring.*

Acct. 215 Managerial Accounting (3)

Designed to prepare students to make managerial decisions based on both accounting and non-accounting data. Topics include budgeting, standard costing, variance analysis, cost-volume-profit-relationships, and capital budgeting. Quantitative techniques are used to assist in the decision process. Cost allocation for both internal and external reporting purposes and cost behavior and control are also covered. Emphasis is placed on accounting by nature of the process—job order costing, process costing, activity based costing—and by nature of the reporting—absorption costing and variable costing. (Prerequisite: Acct. 102.) *Fall and Spring.*

Acct. 313 Financial Accounting III (3)

An in-depth examination of the accounting for leases; accounting changes and error analysis; cash flows; full disclosure issues; foreign currency transactions; foreign currency translation; and the formation, profit/loss distributions and dissolution of partnerships. (Prerequisite: Acct. 211.) *Fall and Spring.*

Acct. 317 Taxation I**(3)**

An in-depth examination of the taxation of individuals; an introduction to the basic concepts underlying the taxation system, including its structure and administration; and an introduction to basic tax research sources and techniques. (Prerequisite: Acct. 102.) *Fall and Spring.*

Acct. 318 Taxation II

An in-depth examination of the taxation of corporations, flow-through entities, and tax-exempt entities, including the implications of multi-state corporate taxation; and an in-depth examination of the taxation principles and rules applied to estates and gifts. (Prerequisite: Acct. 317.) *Spring and Summer.*

Acct. 414 Financial Accounting IV**(3)**

An in-depth examination of advanced accounting and governmental/not-for-profit topics. Financial areas include business combinations; consolidated financial statements; interim reporting; financial accounting and reporting for governmental entities; and financial accounting and reporting issues for not-for-profit organizations. (Prerequisite: Acct. 211.) *Fall and Summer.*

Acct. 418 Auditing**(3)**

An in-depth examination of the attest function of accounting, including the ethics of auditing. Also includes the audit profession's responsibility for compilations and reviews, internal control, and compliance and operational audits. (Prerequisite: Acct. 211.) *Fall and Spring.*

Acct. 423 Independent Study**(1-3)**

Allows a student to work on a special study or research project. All projects must have prior approval of a faculty director. *As required.*

Acct. 424 Accounting Theory**(3)**

The accounting capstone course. Focuses on the theoretical aspects of Generally Accepted Accounting Principles and the conceptual framework as promulgated by the Financial Accounting Standards Board and its predecessor bodies. To be taken in the student's senior year. (Prerequisite: Senior standing – 90 credits completed.) *Fall and Spring.*

Acct. 441, 442 Contemporary Issues in Accounting I, II**(1-3, 1-3)**

Contemporary and/or special topics in accounting. Topics will be defined by the instructor in the course schedule. (Prerequisite: Acct. 211 or permission of the instructor.) *As required.*

Art

Caren Cunningham, MFA, Chair
Norton Art Building 206, Phone 502/452-8222
ccunningham@bellarmine.edu

Bob Lockhart, Jr., MFA

The Art Program is a dynamic interaction of creativity, instruction, and experimentation. The program offers an intensive examination of fundamental principles in visual phenomenon coupled with a wide exposure to various techniques and media, tempered by an environment designed to encourage creative expression and experimentation. The individual's inclinations and needs are considered in forming a program of study best suited to his/her tasks: those of utilizing technical skills, knowledge, and intuition to create an effective visual statement. The emergent major has a sense of self as creator and the tools necessary to put his/her creative flow into physical reality. Classes are small and each student receives generous amounts of individual instruction.

Requirements for a Minor in Art, 18 hours

Any six three-hour courses selected from the Art Department offerings.

Requirements for a Major in Art: Sculpture Emphasis, 45 hours

Basic courses: Art 101, 102, 201, 202, 211, 230, 240, 242, 313, 320, 410, 411, 420, 421, and three semester hours in Art electives.

Art: Sculpture Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year

Art 101	3	Art 102	3
Art 211	3	Art 230	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshmen Sem. (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus 100	1	Gen Ed Fine Arts: Mus or Theatre ..	3
Gen Ed Social Science	3		
	16		15

Sophomore Year

Art 313	3	Art 320	3
Art 201	3	Art 202	3
Gen Ed English 200	3	Gen Ed Natural Science	3
Gen Ed IDC 200	3	Gen Ed Theology 200	3
Elective	3	Elective	3
Elective	3		
	18		15

Junior Year

Art 242	3	Art 240	3
Art 420	3	Gen Ed Philosophy 301	3
Art Elective	3	Gen Ed Natural Science	3
Gen Ed IDC 301	3	Elective	3
Gen Ed Math	3	Elective	3
		Elective	3
	15		18

Senior Year

Art 410	3	Art 411	3
Art 421	3	Gen Ed Senior Seminar (IDC 401) .	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. A student may only have 45 hours in Art in their 126 hour degree program.

Requirements for a Major in Art: Painting Emphasis, 45 hours

Basic courses: Art 101, 102, 201, 202, 211, 230, 303, 304, 307, 309, 313, 320, 410, 411, and three semester hours in Art electives.

Art: Painting Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

Art 101	3	Art 102	3
Art 211	3	Art 230	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem. (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Gen Ed Fine Arts: Mus or Theatre ..	3
Gen Ed Social Science	3		
	16		15

Sophomore Year

Art 201	3	Art 202	3
Art 303	3	Art 313	3
Gen Ed English 200	3	Gen Ed Natural Science	3
Gen Ed IDC 200	3	Gen Ed Theology 200	3
Elective	3	Elective	3
Elective	3		
	18		15

Junior Year

Art 304	3	Art 307	3
Art 320	3	Gen Ed Philosophy 301	3
Art Elective	3	Gen Ed Natural Science	3
Gen Ed IDC 301	3	Elective	3
Gen Ed Math	3	Elective	3
		Elective	3
	15		18

Senior Year

Art 309	3	Art 411	3
Art 410	3	Gen Ed Senior Sem (IDC 401)	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. A student may only have 45 hours of art in their 126 hour program.

Art Course Descriptions

Art 101, 102 Drawing and Composition I, II (3, 3)

These courses are basic to all other studio courses for the fine arts major. They are an introduction to basic drawing concepts and techniques, including formal concerns such as contour and gesture drawing with an emphasis on line quality, value, and placement. Various media such as charcoal, crayon, pen and ink, and colored pencils or pastel give the student exposure to a range of media and self-expression. *Every semester.*

Art 201 Art History I (3)

A survey of painting, sculpture, and architecture from a wide range of cultures. Beginning with the art associated with prehistoric cultures, the course also considers the art of the indigenous peoples of Africa and the Americas, the Ancient Near East, Greece, Rome, and Medieval Europe. The course is designed to familiarize the student with key monuments and to promote an understanding of how they relate to their cultural context and fit into a historical evolution of style. *As required.*

Art 202 Art History II (3)

A continuation of Art 201. A survey of painting, sculpture, and architecture in the West from the dawn of the Renaissance to the stirrings of the Modern Age in the 19th century. *As required.*

Art 211 Two Dimensional Design (3)

This course is basic to all other studio courses for the fine arts major and should be taken in the fall of the freshman year. The formal concerns of composition such as color, color theory, perspective, and the realization of visual space formed by line, plane, texture, and value make for visual coherence on the two-dimensional surface. A wide variety of contemporary media are used to realize the formal concerns of two dimensional visual meaning such as paint, photography, video, and computer. *Every fall.*

Art 230 Three Dimensional Design (3)

This course is basic to all fine arts majors and should be taken in the spring of the freshman year. It is an introduction to problems relating to the study of volume, mass, shape, surface, and other aspects of three-dimensional design. An integral part of this course includes the study of various materials, tools, and sculpture techniques. *Every spring.*

Art 240 Ceramic Sculpture (3)

Sculpture, made in clay, must be approached by learning to build structures in clay. These include slab, coil, sling, and press mold methods of construction. The application of color to the finished product introduces the student to the use of engobes, paint, and stains. The student is also given instruction in the loading and firing of the kiln. *As required.*

Art 242 Beginning Ceramics (3)

Ceramics introduces the student to hand-built and wheel-thrown clay forms. Glazing and firing of finished pieces is required. *Every semester.*

Art 243 Advanced Ceramics (3)

Advanced ceramics continues the techniques of the beginning class with a greater emphasis upon glaze formulation and complexity. *As required.*

Art 250 Photography (3)

This is an introduction to photography as a fine arts medium. Learning to print and enlarge and an overview of the history of photography are basic to the awareness of photography as a fine arts expression. *Every semester.*

Art 255 Advanced Photography (3)

This course continues to explore black and white photography as an applied artistic medium, with special emphasis on alternative methods of photography such as use of infrared film, pin-hole cameras, solarization, and photograms. (Prerequisite: Art 250.) *As required.*

Art 288 Art History: 19th Century (3)

Nineteenth-century art is the most controversial and fertile area of art history scholarship today. This course will concentrate upon Neo-Classicism, Realism, Romanticism, the Victorians, and the French Royal Academy through Impressionism to the revolt of the Post-Impressionists in the early 20th century. *As required.*

Art 289 Art History: 20th Century (3)

Modernism is now a century-old tradition. This course traces its growth from its sources in the 19th century to the present post-modernist revision. *As required.*

Art 298 The History of Photography (3)

A comprehensive survey of the historical development of photography from its inception to the present. This course investigates artistic and technical developments in photography, major photographers and movements, and the thought and theory of photographic uses such as documentation, self-expression, and exploration of form. *As required.*

Art 299 African Art History (3)

Recent scholarship gives weight to the study of non-Western cultures and their differing assumptions concerning the function of art in its cultural setting. This course concentrates upon African art and its influence upon contemporary taste. *As required.*

Art 303 Painting I (3)

Painting I is an introduction to two-dimensional work in color. Foundation exercises in color theory, and composition. Basic materials and classical methods of paint application. Introduction to preparation of supports and grounds. *Every semester.*

Art 304 Painting II (3)

Painting II continues these technical concerns and develops its emphasis around visual conventions in post-renaissance visual space. *Every semester.*

Art 307 Painting III (3)

Painting III concentrates on advanced studio investigation of current ideas in painting. Exploration of contemporary and traditional procedures, materials, and issues in the context of a group discussion and review. Student chooses oil-based or acrylic paint. Student produces a cohesive series of paintings as contracted by student and professor. *Every semester.*

Art 309 Painting IV (3)

Painting IV involves advanced exploration of individual styles and personal expression. Emphasis on professional awareness and development. Student chooses oil-based or acrylic paint. *Every semester.*

Art 313, 314 Figure Drawing I, II**(3, 3)**

The basic proportions of the human figure, its skeletal and muscular anatomy, drawn from the live model form the basis of Figure Drawing I. The figure intersects with formal concerns of line, value, mark, and placement in Figure Drawing II. Demonstration and discussion strengthen individual attention in these classes. (Prerequisites: Art 101, 102.) *Every spring.*

Art 320 Figure Modeling**(3)**

A study of the figure through direct work in clay from a model. An introduction to basic casting skills. (Prerequisites: Art 101, 102, 230.) *As required.*

Art 410 Portfolio**(3)**

Studies in professionalism for career and graduate education. Through discussion, reading, site visits, and introspection, students will become more verbally articulate about their own work and contemporary art issues. As a result, organization of resumes and portfolios will take place. To be taken during the final year of study. *Every fall.*

Art 411 Senior Project**(3)**

This course is designed to give the graduating senior an opportunity to develop a final project in his or her area of emphasis and to work independently on this project. This project will be developed in consultation with a faculty advisor and presented to a faculty panel for evaluation at the end of the semester. *As required.*

Art 420 Sculpture: Wood**(3)**

Covers the entire process involved in creating a work of art in wood. The process begins with acquiring the wood and continues with the carving, polishing, finishing, and mounting of the piece, if necessary. Familiarizes the student with the process of fashioning a work of art from a piece or pieces of wood; utilizes the tools of wood carving: saws, wood chisels, files, and mallets. (Prerequisites: Art 101, 102, 230.) *As required.*

Art 421 Sculpture: Stone**(3)**

Covers the entire process involved in creating a work of art in stone. The process begins with the acquisition of the stone and continues with the carving, polishing, sealing, and mounting of the stone piece. The objective of this class is to enable the student to comprehend the physical requirements of carving a stone sculpture using the basic tools and methods that have remained relatively unchanged throughout the centuries. (Prerequisites: Art 101, 102, 230.) *As required.*

Art 423 Independent Study**(1-3)**

Guided study in an area of special interest under the direction of a faculty member. *As required.*

Art 444, 445 Internship I, II**(1-3)**

As required.

Arts Administration

J. Richard Burchard, MM, Program Director
Norton Music Building 205, Phone 502/452-8497
rburchard@bellarmine.edu

Caren Cunningham, MFA; Mark Sawyer-Dailey, MFA

Developed to meet the growing demand for professionals in the field who possess strong business and communication skills coupled with artistic sensibilities, this program prepares the student for a future in management in the arts. Programs are designed to satisfy the student's artistic orientation in fine arts, music, or theatre. Classroom experiences are enhanced by two required internships, which provide the student with practical work experience and an early entry into his or her chosen career path.

Students majoring in Arts Administration may select the Art Emphasis, Music Emphasis, or Theatre Emphasis.

Requirements for a Major in Arts Administration: Art Emphasis, 30 hours

Basic courses: A.A. 100, 200, 300, 444, 445; Art 101, 201 or 202, 211, 230, 313; Music 200I; Theater 110. Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 205; Econ. 111; Math. 125 or 117, 205. These required courses comprise a Minor in Business Administration.

**Arts Administration: Art Emphasis
Suggested Program for Bachelor of Arts Degree**

Freshman

Arts Administration 100	3	Business Administration 103	3
Art 101	3	Mathematics 125 or 117	4
Gen Ed History 116 or 117	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Natural Science Req	3	Gen Ed Economics 111	3
Gen Ed English 101	3	Accounting 101	3
Freshman Focus (IDC 100)	1		
	16		16

Sophomore

Arts Administration 200	3	Art 230	3
Art 211	3	Communications 205	3
Gen Ed Music 200	3	Gen Ed IDC 200	3
Mathematics 205	4	Business Administration 203	3
Elective	3	Gen Ed English 200	3
		Theater 110	3
	16		18

Junior Year

Art 201 or 202	3	Arts Administration 300	3
Art 313	3	Gen Ed Theology 200	3
Gen Ed Natural Science Req	3	Business Administration 301	3
Elective	3	Business Administration 305	3
Gen Ed Philosophy 160	3	Gen Ed IDC 301	3
Elective	3		
	18		15

Senior Year

Arts Administration 444	3	Arts Administration 445	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective	3
Business Administration 315	3	Elective	3
Elective	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Requirements for a Major in Arts Administration: Music Emphasis, 32 hours

Basic courses: A.A. 100, 200, 300, 444, 445; Music 101, 102, 204, 205; Applied Music (3 hours), Music Ensemble (2 hours); Art 201 or 202; Theater 110 . Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 205; Econ. 111; Math. 125 or 117, 205. These required courses comprise a Minor in Business Administration.

Arts Administration: Music Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

Arts Administration 100	3	Music 102	3
Music 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed History 116 or 117	3	Business Administration 103	3
Gen Ed Economics 111	3	Accounting 101	3
Gen Ed English 101	3	Elective	3
Freshman Focus (IDC 100)	1		
	16		15

Sophomore Year

Arts Administration 200	3	Music, Applied	1
Gen Ed English 200	3	Communications 205	3
Gen Ed Mathematics 125 or 117	4	Business Administration 203	3
Gen Ed IDC 200	3	Mathematics 205	4
Theater 110	3	Gen Ed Philosophy 160	3
		Elective	3
	16		17

Junior Year

Gen Ed Art 201 or 202	3	Arts Administration 300	3
Music 205	3	Music, Applied	1
Music, Applied	1	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed Philosophy 301	3
Gen Ed IDC 301	3	Business Administration 301	3
Gen Ed Theology 200	3	Business Administration 305	3
	16		16

Senior Year

Arts Administration 444	3	Arts Administration 445	3
Gen Ed Senior Seminar (IDC 401)	3	Music Ensemble	2
Gen Ed Theology Elective	3	Elective	3
Business Administration 315	3	Elective	3
Elective	3	Elective	3
	15		17

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Requirements for a Major in Arts Administration: Theatre Emphasis, 32 hours

Basic Courses: A.A. 100, 200, 300, 444, 445; Thea. 110, 150 (one hour), 151 (one hour), 202, 310, 311, 320, 350; Music 200; Art 201 or 202; Eng. 412. Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 205; Econ. 111; Math. 125 or 117, 205. These required courses comprise a Minor in Business Administration.

**Arts Administration: Theatre Emphasis
Suggested Program for Bachelor of Arts Degree**

Freshman Year

Arts Administration 100	3	Gen Ed Mathematics 125 or 117	4
Theatre 150	1	Business Administration 103	3
Theatre 151	1	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Accounting 101	3
Gen Ed Economics 111	3	Elective	3
Gen Ed History 116 or 117	3		
Freshman Focus (IDC 100)	1		
	16		16

Sophomore Year

Arts Administration 200	3	Theatre 310	3
Theatre 110	3	Communications 205	3
Theatre 202	3	Music 200	3
Mathematics 205	4	Business Administration 203	3
Gen Ed IDC 200	3	Gen Ed Philosophy 160	3
Gen Ed English 200	3	Gen Ed Natural Science Req	3
	19		18

Junior Year

Theatre 311	3	Theatre 320	3
Theatre 350	3	Arts Administration 300	3
Gen Ed Art 201 or 202	3	Gen Ed IDC 301	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
English 412	3	Gen Ed Philosophy 301	3
	15		15

Senior Year

Arts Administration 444	3	Arts Administration 445	3
Gen Ed Senior Seminar (IDC 401)	3	Business Administration 315	3
Gen Ed Theology Elective	3	Elective	3
Business Administration 301	3	Elective	3
Business Administration 305	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Arts Administration Course Descriptions**A.A. 100 Introduction to Arts Administration (3)**

Designed as an introductory examination and exploration into the field of arts management, this course will feature a team-taught approach to the study of arts administration by focusing on local arts organizations. Classes will be held off campus at local institutions and will consist of the study, research, and discussion of management, including staffing, organizational structure, marketing efforts, audience development, volunteers, promotion, performances, and other public events. *Fall, as required.*

A.A. 200 Writing About the Arts (3)

This course is geared toward music, theater, and art students who may wish to supplement their careers by writing reviews, liner notes, etc.; write program notes for their own performances or for others; write resumes, bios or promotional material for themselves or others; and publish instructional articles and/or books. For those hoping for careers as college instructors, who are expected to be published on a regular basis, the course will also provide valuable information. The course will be geared, however, toward commercial writing rather than academic writing. (Prerequisites: Engl. 101, 200 or permission from the instructor.) *As required.*

A.A. 300 Arts Administration Seminar (3)

This course features hands-on opportunities to practice knowledge gained in previous arts administration coursework. Class sessions will feature guest lecturers by local and regional arts administrators who have specialized in their field. Meeting at local arts institutions, class sessions will address grant writing, and fund-raising issues, copyright and intellectual property law, incorporation issues and various topics that will empower the student when making decisions about their individual careers in music and/or business. Assignments will consist of projects designed by local arts institutions and will reflect “real world” problems. *Spring, as required.*

A.A. 444, 445 Internship I, II (3, 3)

Internships are arranged with local arts organizations. Placement in local art, theatre, music and dance venues is based on the student’s individual career objectives. (Prerequisite: Junior status.) *Every semester.*

Biology

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Pasteur Hall 111, Phone 502/452-8009
dporta@bellarmine.edu

Thomas E. Bennett, PhD; Joanne J. Dobbins, PhD;
David L. Robinson, PhD; William J. Tietjen, PhD

The Department of Biology offers a broad, contemporary curriculum that prepares students for graduate, medical, dental, veterinary, and other studies. Biology students have the opportunity to participate in research with departmental faculty, as well as in exchange programs and studies abroad. The Department is an active member of Gerace Research Center at the College of the Bahamas on San Salvador Island in the Caribbean. This facility is used by students and faculty for tropical marine biology courses taught during the summer. Students and faculty are also involved with cooperative research at the Louisville Zoological Gardens. These activities and affiliations give students the opportunity to study life science in unique natural environments and at international research institutes. The Biology major enables students to be competitive for post-baccalaureate admissions, scholarships, and fellowships at graduate and professional schools.

Requirements for a Major in Biology, 42–50 hours

Basic courses: Biol. 130, 140, 220, 231, 240, 313, 314, 317, 408, 419, 430. Required, related courses: Chem. 103, 104, 205, 206; Math. 117; Phys. 205. Students planning to apply for admission to graduate programs in the Biological Sciences should take Math. 118 and Phys. 206 as additional required courses. Substitution for any of these courses requires the written approval of the department chairperson. For the maximum of 50 hours permitted in the Department, up to eight additional hours may be selected from Biology electives. Additional biology courses will not count toward the minimum 126 hours needed to graduate.

Requirements for a Minor in Biology, 24 hours

A minor in biology requires a minimum of six departmental courses with lab/field experience for a total of 24 credit hours. The minor may include *no more than* two 100-level Biology courses.

Biology
Suggested Program for Bachelor of Arts Degree
and for Pre-Professional, Pre-Medical Studies

Freshman Year

Biology 130	4	Biology 140	4
Gen Ed Chemistry 103	4	Gen Ed Chemistry 104	4
Gen Ed Mathematics 117*	4	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1	Elective**	3/4
	16		17/18

Sophomore Year

Biology 220	4	Biology 231	4
Chemistry 205	4	Biology 240	4
Gen Ed IDC 200	3	Chemistry 206	4
Gen Ed English 200	3	Gen Ed Theology 200	3
Gen Ed Philosophy 160	3	Gen Ed Fine Arts Req	3
	17		18

Junior Year

Biology 313	4	Biology 314	4
Physics 205	4	Biology 317	4
Gen Ed IDC 301	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective***	3/4
Gen Ed Social Science Req	3		
	17		14/15

Senior Year

Biology 408	4	Biology 430	4
Biology 419	2	Gen Ed Senior Seminar (IDC 401) .	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		16

* Students not having pre-calculus in high school take Math. 116 in the Fall and Math. 117 in the Spring.
** Students who plan on applying to graduate programs in the Biological Sciences should elect Math. 118.
*** Students who plan on applying to graduate programs in the Biological Sciences should elect Phys. 206.

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Biology Course Descriptions

Biol. 108 Human Anatomy and Physiology I (4)

An introduction to the major concepts in the study of human form and function. The course covers the hierarchy of human organization and the following body systems: Integumentary, Skeletal, Muscular, and a portion of the Nervous System. Although designed for Nursing and Health Science majors, non-science majors are welcome. Three hours lecture, three hours laboratory. *Every spring and fall.*

Biol. 109 Human Anatomy and Physiology II (4)

A continuation of the study of human form and function. Specific systems covered include: Nervous, Endocrine, Cardiovascular, Digestive, Urinary, and Reproductive. Although designed for Nursing and Health Science majors, non-science majors are welcome. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 108) *Every spring and summer.*

Biol. 111 Environmental Science (3)

An introduction to the physical, biological and social spheres of our environment. This course examines the sustainability of natural ecosystems and the impact of human population on it. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 112 Botany (3)

An introduction to botany with emphasis on major biological principles as they relate to the plant kingdom. Plant anatomy, morphology, classification, physiology, genetics, and evolution are examined in the context of ecological adaptation. Emphasis will be placed on the plants useful to humans and the native and exotic flora of Kentuckiana. Laboratories will include work in the campus greenhouse, as well as walking tours of the campus grounds and neighboring Beargrass Creek Nature Preserve. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 113 Microbial World (3)

An introduction to Microbiology as it relates to the human population, problems created by microorganisms and disease. The study of the normal bacterial flora and its role in the infection process are discussed. Topics of Immunology, gene therapy and biotechnology will be discussed. The laboratory will emphasize proficiency in microbial transfer, sterile technique and microbial identification. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 114 Human Biology: Health and Disease (3)

An introduction to current concepts of normal human physiology and anatomy with an awareness of how disease alters normal health. Themes of the course will include strategies for achieving and maintaining optimum health and wellness, the scientific method of inquiry, and quantitative analysis. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 115 Introduction to Life Science (3)

An introduction to major principles in Biology. The chemical and cellular bases of life are analyzed from molecules to cells and organs to organisms, with an emphasis on structure and function. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 116 Evolution, Ecology, and Behavior**(3)**

An introduction to mechanisms of evolution, ecology and animal behavior. A comparative approach to lifestyles of organisms is used. Laboratories will include survey, physiological, behavioral and statistical techniques. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 117 Modern Genetics and Cloning**(3)**

Genetics, the study of heredity, is important in biology because genes express themselves at many structural levels (cell, organism, and population) and because it represents the mechanism that guarantees both constancy and change from generation to generation. Starting with a discussion of fundamental genetic principles, this course explores current developments in the field of biotechnology, and advances in cloning and genetic engineering likely to occur in the future. Non-Science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

Biol. 118 Drugs and the Human Body**(3)**

Students will learn how drugs and poisons are introduced to the body, how they work, and their major effects on the nervous, digestive, and circulatory systems. Non-science majors are encouraged to take this class. Two hours lecture, two hours laboratory. *As required.*

Biol. 130 Principles of Biology**(4)**

An introduction to the major unifying principles of biology. The chemical and cellular bases of life are examined from the molecular to the organismal levels. This course establishes the foundational principles for all other disciplines of natural science. This course is intended for science majors, but non-majors with special interest are invited. Three hours lecture, three hours laboratory. *Every fall.*

Biol. 140 Animal Diversity**(4)**

An evolutionary approach to the animal kingdom using phylogeny and functional morphology to illustrate the diversity of major animal taxa. General evolutionary principles, the fossil record, homologies, convergence, and developmental sequences will be included. Three hours lecture, three hours laboratory. (Prerequisite: one semester of college-level biology.) *Every spring.*

Biol. 202 Clinical Microbiology**(4)**

The basic principles of microbiology with emphasis on the nature and behavior of microorganisms. Students will explore the interrelationships of microbes with the human host including immunology, virology, and the control of infectious disease. (Prerequisite: Biol. 108 or 130.) Three hours lecture, three hours laboratory. *As required.*

Biol. 220 Plant Diversity**(4)**

A survey of the plant kingdom with emphasis on phylogeny, development, physiology, and reproduction. Plant ecology and systematics will be included. Research skills such as literature searching, experimental design, statistical analysis, and scientific communication will also be emphasized. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 130 or permission of the instructor.) *Every fall.*

Biol. 225 Tropical Marine Biology: Lecture**(2)**

The purpose of this course is to prepare students to take the field studies portion of the class taught in the Bahamas. Students will learn about the various organisms, both plant and animal, that live in the ocean with a major emphasis on the ecology of coral reefs and other tropical ecosystems. This course will include a brief study of oceanography and current environmental issues. Non-science majors are encouraged to take this course. (Prerequisite: one semester of college-level science.) *As required.*

Biol. 226 Tropical Marine Biology: Field Studies**(2)**

This is a descriptive, field-oriented course involving direct observation (by way of ocean snorkeling and land hiking) of the plants, animals, and geologic features on and around a tropical island. Students will study the diversity of life found in various tropical habitats, including, coral reefs, tidal pools, sea grass beds, mangrove swamps, rocky shores, sandy beaches, and terrestrial areas. The cultural and historical uniqueness of the local inhabitants will also be discussed. Students will stay at the Gerace Research Center at the College of the Bahamas on San Salvador Island in the Bahamas. Non-science majors are encouraged to take this course. (Prerequisite: Biol. 225 and consent of the instructor.) *As required.*

Biol. 227 Field Biology: Lecture**(1-3)**

Lecture-based studies of plants and animals in both aquatic and terrestrial habitats. (Prerequisite: Consent of the instructor.) *As required.*

Biol. 228 Field Biology: Field Studies**(1-4)**

Field-based studies and experiments conducted at a variety of aquatic and terrestrial habitats. (Prerequisite: Must have consent of instructor for enrollment and number of credit hours.) *As required.*

Biol. 231 Cell Biology**(4)**

A detailed study of the structure and function of cells, emphasizing the chemical composition and organization of cells, cell metabolism, and bioenergetics. The molecular and supermolecular organization of each major cell organelle and structural component will be studied. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 130 and Chem. 104.) *Every spring.*

Biol. 240 Genetics**(4)**

Analysis of the laws of inheritance, including Mendelism, linkage, and cytoplasmic heredity at both the molecular and cellular levels. Genetics, cytology, and reproduction of cell organelles will be included. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 231.) *Every spring.*

Biol. 300 Pathophysiology**(4)**

The biological principles of disease from a molecular, cellular, tissue, and organ-system level. A homeostatic approach will be followed, stressing the dynamic interdependence of physiologic processes involved in human pathology. Three hours lecture, one hour recitation period. (Prerequisites: Biol. 108, 109, and 202, or similar background in anatomy, physiology, and microbiology.) *As required.*

Biol. 313 Microbiology (4)

The functional, ecological, and evolutionary relationships between bacteria, fungi, viruses, and protozoa with emphasis on microbial physiology, genetics, pathogenesis, and immunology. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 231.) *Every fall.*

Biol. 314 Vertebrate Physiology (4)

The study of vertebrate function, emphasizing the physical, chemical, and biological aspects of homeostatic mechanisms in cells, tissues, organs, and organ systems. Integrated control processes at all levels will be included. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 231.) *Every spring.*

Biol. 317 Molecular Biology (4)

Emphasis will be on the functional connections between nucleic acids and proteins, and the special role that DNA plays in both heritability and in regulating cellular processes. Molecular methodologies like gene cloning, genomics, and bioinformatics will be highlighted. The laboratory exercises will include experiments designed to illustrate concepts central to cell and molecular biology and to familiarize students with basic skills required at the laboratory bench. (Prerequisite: Biol. 313 and Chem. 206.) Three hours lecture, three hours laboratory. *Every spring.*

Biol. 319 Biology Research I (2)

An elective for students wanting to pursue a research project under the direction of a faculty sponsor. This elective does not replace the required Senior Research course (Biol. 419). Minimum of 6 hours lab/field work per week. (Prerequisite: Biol. 220 and consent of the instructor.) *Every semester.*

Biol. 320 Biology Research II (2)

An elective for students having taken Biology 319 and wanting to either continue their research or begin a new research project under the direction of a faculty sponsor. This elective does not replace the required Senior Research course (Biol. 419). Minimum of 6 hours lab/field work per week. (Prerequisite: Biol. 319 and consent of the instructor.) *Every semester.*

Biol. 401 Comparative Vertebrate Anatomy (4)

A detailed study of the similarities and differences in morphology of vertebrates. Emphasis will be on evolutionary relationships and developmental differences of fossil and modern chordate groups, as well as the adaptive changes of the organ systems throughout the vertebrate classes. Three hours lecture, three hours laboratory. (Prerequisite: one year of college-level biology.) *As required.*

Biol. 408 Ecology (4)

The study of the interrelationship between organisms and their environment. This course will emphasize populations, communities, and ecosystems and will include quantitative, evolutionary, and physiological ecology. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 130.) *Every fall.*

Biol. 410 Histology**(4)**

Functional microscopic anatomy of human and mammalian tissues. This course will emphasize the structural appearance and functional relationships of cells, tissues, and organs as observed with the light microscope. Cell and tissue ultrastructure viewed from transmission and scanning electron micrographs will be included. Three hours lecture, three hours laboratory. (Prerequisite: one year of college-level biology.) *As required.*

Biol. 413 Immunology**(4)**

An introduction to the basic concepts of immunology, including the immune response, antigen-antibody reactions, cell-mediated responses, hypersensitivity, transplantation, tumor immunity, and current developments. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 313 or similar background in microbiology.) *As required.*

Biol. 415 Animal Behavior**(4)**

The study of animal behavior from a zoological point of view. Emphasis is placed on evolutionary, ecological, genetic, and physiological aspects of innate behavior patterns (rather than learned behavior). Laboratories will cover physiological aspects of behavior, animal communication, social behavior, and behavior genetics. Students will also carry out research of their own experimental design. Three hours lecture, three hours laboratory. (Prerequisite: one year of college-level biology or consent of instructor.) *As required.*

Biol. 419 Senior Research I**(2)**

Introduction to laboratory research in biology. Each student is required to complete a laboratory research project and report. Minimum six hours lab/field work per week. *Every semester.*

Biol. 420 Senior Research II**(2)**

A second semester of laboratory research in biology taken as an elective. Minimum six hours lab/field work per week. (Prerequisite: Biol. 419.) *Every semester.*

Biol. 423 Independent Study**(1–3)**

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: consent of department chairperson.) *As required.*

Biol. 430 Evolution**(4)**

A theoretical and conceptual course discussing evolutionary processes including, evolution of life on earth, evolutionary genetics and genomics, evolution of ecosystems and behavior, geographical variation, speciation, and molecular evolution. Three hours lecture, three hours lab. (Prerequisite: Three years of college-level biology.) *Every spring.*

Biol. 435 Human Gross Anatomy**(4)**

Human gross anatomy will be explored via cadaver dissection. All organ systems will be examined. Students will be introduced to basic radiographic osteology as well as common traumatic injury. (Prerequisite: Biol. 314 and/or the consent of the instructor.) *As required.*

Biol. 444/445 Internship I, II**(1–3)**

(Prerequisite: Junior/Senior status in biology and consent of department chairperson.) *As required.*

Biol. 450H Honors Biology Research

(3)

Laboratory experimentation and/or field-based research supervised by biology department faculty in consultation with the Director of the Honors Program. (Prerequisite: Honors 353 and senior standing in Biology and Honors Program.) *As required.*

Biol. 451H Honors Biology Thesis

(3)

Thesis research and writing supervised by biology department faculty in consultation with the Director of the Honors Program. (Prerequisite: Biol. 450H.) *As required.*

Biol. 515 Dissection Laboratory in Human Anatomy

(4)

This course provides a guided experience in the dissection of the musculo-skeletal and peripheral nervous system of a human cadaver to first year students in the Physical Therapy Program. (Prerequisite: Permission of the program director required.) *Summer semester. Offered yearly.*

Biol. 523/623 Independent Research

(1–3)

(Prerequisite: graduate status and consent of department chairperson.) *As required.*

Biol. 525 Tropical Marine Ecology

(2–4)

A first-hand study of tropical marine ecosystems and surrounding terrestrial environments. The flora and fauna of the Caribbean region will be emphasized. The course will mainly consist of field studies which will be conducted at a Tropical Marine Field Station in the Bahamas. (Prerequisite: graduate status and consent of instructor.) *As required.*

Brown Scholars Leadership Program

Julie Toner Schrader, PhD, Program Director
Horrigan Hall 012, Phone 502/452-8494

Funded by the J. Graham Brown Foundation, this four-year program seeks to nurture the leadership and communication skills of young men and women of the region, to “grow talent” that will “take root” in Kentucky, enriching the Commonwealth in years to come. Because it is a program restricted to students meeting Bellarmine’s scholarship criteria, program participants can expect the courses to be more challenging. Each course in the program involves community activities, as well.

Program Features

- *Experiential learning*, with students actively involved in the Louisville community all four years of the program.
- *Collaborative teaching*, with Bellarmine professors from various disciplines working together and with members of the Louisville corporate and civic community to plan, implement, and assess the program.
- *Innovative approaches* to the general education courses required of all Bellarmine students, with the five core courses (Freshman Seminar, Expository Writing, U.S. Experience, Transcultural Experience, and Senior Seminar) specifically designed to address students’ leadership and communication skills in addition to each year’s particular focus.

Admission to the Program

Each year all students meeting Bellarmine’s scholarship criteria are encouraged to apply for admission to the Brown Scholars Leadership Program. In addition to the GPA (approximately 3.2) and ACT (typically 24–25) requirements, students are required to submit a resume detailing their extracurricular activities and volunteerism. Applicants must also submit an essay addressing a topic related to the program’s goals. A committee meets to read and rank the applications; 25–30 students are then invited to join the program each year.

Program Requirements

Brown Scholars are expected to maintain a 3.0 GPA at all times and to demonstrate good citizenship in both the Bellarmine and Louisville communities. Students are also enrolled in general education courses designed specifically for this program.

Program Course Descriptions and Emphases

Freshman Year

Becoming a member of a college learning community.

During this first year, students focus on various topics related to success and leadership, especially within the school setting, although students also work a bit within the community at large. There is also a strong emphasis on students in the program becoming well acquainted with one another and the faculty and administrators at the University. In the fall semester, students enroll in a specially designated section of **Freshman Seminar**, for which they receive three hours of credit. In addition to interesting readings and writings related to the course’s theme, students are

involved in university and community activities. In the spring semester, students enroll in a specially designated writing course, for which they receive three hours of credit for the required **Expository Writing** course. If students have already completed their English 101 credit through an AP exam or ACCESS credit, they earn credit for English 309 (Technical Writing) in this course and address writing demands associated with this course.

Sophomore Year

Becoming a member of a civic community.

In the fall of the year, students participate in a course designed after the Leadership Louisville model. That is to say, students visit various local sites (businesses, private agencies, cultural events, etc.), learning first hand what it means to know and be an integral part of one's local community. Seminar meetings prepare students for these visits and provide opportunities for students to discuss their reactions after the fact. Seminar readings, writings, and discussions constitute the framework for the class meetings. As is true with the freshman program, service learning is incorporated into this year's experience. This course satisfies the General Education **U.S. Experience** course requirement. In the spring semester, three seminars are also offered to students on various topics of interest (leadership, conflict resolution, etc.).

Junior Year

Becoming a member of larger communities.

During this year, students are exposed to various experiences through which they can encounter diverse communities at the local, national, and international levels. The goal is the creation of a course with both required activities and a menu of other options through which students can fashion their own plans for meeting some of the course's objectives. As is the case with the sophomore program, students attend seminar classes that focus on preparation for and discussion after the fact of these experiences. This course satisfies the General Education **Transcultural Experience** course requirement. The junior year involves some travel, for which at least partial funding is available from the grant awarded by the J. Graham Brown Foundation. During the spring semester of this year, students are individually matched with mentors from areas students have identified as possible career interests. For each of the remaining semesters in the program, students will work with these mentors.

Senior Year

Becoming a member of the world of work.

During this last phase in the program students complete their required **Senior Seminar** course. The seminar focuses on both the "nuts and bolts" of obtaining and holding a job (resumes, interviews, etc.) as well as more philosophical topics such as the nature of good work, the ethical demands of today's careers, and one's sense of self within the rapidly changing world of work. The last year of involvement in the Brown Scholars Leadership Program also provides students with the opportunity of weaving together the many strands of thought addressed in the previous three years of work. This capstone course also involves a final project of some depth.

Business Administration

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Daniel L. Bauer, DBA; Joan Combs Durso, PhD; Ida Kutschera, PhD;
 Michael R. Luthy, PhD; Michael D. Mattei, PhD; Cynthia Mulliken, JD, MBA;
 Curtis Richards, MBA; Mike H. Ryan, PhD; Julie Toner Schrader, PhD

The business administration curriculum focuses on the understanding and application of fundamental business skills. Consistent with the Business School's mission of programs in the Catholic Liberal Arts tradition and in recognition of the importance of the integration of the disciplines, business administration majors are strongly encouraged to double major or minor in second fields such as foreign language, communication, economics, psychology, computer science, and others. Professional internships are also an integral part of the business administration program. Internships provide students with relevant professional experience and employment opportunities upon graduation.

Requirements for a Major in Business Administration, 30 hours

Basic courses: B.A. 103, 203, 301, 305, 315, 345, 346, 410, 420 and 444. Required related courses: Acct. 101, 102; Econ. 111, 112, 405; Math. 125 or 117, 205 or 314; Comm. 205 and Psych 103.

Requirements for a Minor in Business Administration, 15 hours

Basic courses: BA 103, BA 203, BA 301, BA 305 and BA 315. Required related courses: Acct. 101, Econ. 111 and Math. 125 or 117. Recommended, but not required courses, are Math 205 and Psych 103. This minor not available for accounting majors.

Business Administration
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed Philosophy 160	3	Accounting 101	3
Gen Ed History 116 or 117	3	Business Administration 103	3
Gen Ed Natural Science Req	3	Economics 111	3
Gen Ed Mathematics 125 or 117	4	Gen Ed Natural Science Req	3
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1		
	17		15

Sophomore Year

Economics 112	3	Accounting 102	3
Gen Ed English 200	3	Business Administration 203	3
Gen Ed IDC 200	3	Communications 205	4
Gen Ed Fine Arts Req	3	Mathematics 205 or 314	3
Gen Ed Theology 200	3	Gen Ed Psychology 103	3
	15		16

Junior Year

Business Administration 301	3	Business Administration 410	3
Business Administration 305	3	Business Administration 444	3
Business Administration 315	3	Business Administration 346††	3
Business Administration 345†	3	Gen Ed IDC 301	3
Gen Ed Theology Elective	3	Gen Ed Philosophy 301	3
	15	Elective*	3
			18

Senior Year

Economics 405	3	Business Administration 420	3
Elective*	3	Business Administration 499	0
Elective*	3	Gen Ed Senior Seminar (IDC 401) .	3
Elective*	3	Elective*	3
Elective*	3	Elective*	3
	15	Elective*	3
			15

* These are free electives and may be taken in any area of interest, **except in Accounting and Business Administration courses**. Students are strongly encouraged to use their free electives for another major or minor in a second field.

† Computer Science majors can substitute CS 339

†† Economics majors should substitute Economics 410.

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Business Administration Course Descriptions

B.A. 103 Introduction to Business

(3)

Builds a foundation of basic business concepts and increases the student's appreciation of the functional areas of business. Emphasis is on the role of each functional area, how the organization integrates the functions, fundamental business concepts and the use of technology to operate successfully. Learning to use basic technology as it relates to business practices is integrated with knowledge of the concepts. The course incorporates a stakeholder perspective that takes into account all constituencies impacted by the firm. The perspective includes the traditional approach of being in business for profit, but not maximizing wealth at any costs to all stakeholders. *Every fall, spring and summer.*

B.A. 203 Business Law I

(3)

The legal and regulatory issues are covered in detail to form a context for the ethical and social considerations of decision-making. Discusses the impact of the common law, statutes, regulations and the U.S. Constitution on the business organization. It provides an understanding of the court systems, and the legislative and regulatory processes. The course also furnishes an analysis of the law as it affects marketing practices, defective products, contracting, employment, environmental practices and international business activities. (Prerequisites: B.A. 103) *Every fall, spring and summer.*

B.A. 301 Principles of Management

(3)

Examines management and leadership skills, processes and functions in public, private, and not-for-profit organizations; analysis of organization structure, systems, control, management theories and leadership practices, and an introduction to decision-making techniques. Managing a culturally diverse workforce by understanding and appreciating employee differences to build a more effective organization is an integral part of the course. Operations management topics such as quality, just-in-time, planning and continuous improvement are also covered. (Prerequisites: B.A. 103, prerequisite or corequisite Econ 111.) *Every fall and summer.*

B.A. 305 Principles of Marketing

(3)

This course includes a survey of the marketing mix elements (controllables) available to the marketing manager as well as a survey of the environmental factors (uncontrollables) affecting the decisions of the marketing manager. Special emphasis is placed on the many ethical issues encountered by marketing practitioners. Strategic implications of the attempts to satisfy the needs and wants of consumers and organizational customers are also studied. (Prerequisites: B.A. 103 and junior standing.) *Every fall and summer.*

B.A. 315 Business Finance

(3)

To provide a thorough overview of the contemporary financial concepts and techniques used by all businesses. Specific concepts and techniques needed for financial decisions, such as capital budgeting, international finance, financial analysis, and the time value of money are central to the course. The interdependence of finance, marketing, economics and accounting are emphasized through the problem-solving application of tools to the various functional disciplines. (Prerequisites: Acct. 101, Econ. 111; Math. 125 or 117, and junior standing.) *Every fall and spring.*

124 Business Administration

B.A. 341, 342 Basic Issues in Business I, II

(3)

Contemporary and limited scope topics that enhance the business education will be discussed. (Prerequisites: Acct. 101; B.A. 103, 203; Econ 111, 112; BA 301, 305 and 315; Psy. 103.) *As required.*

B.A. 345 Managing Information Technology

(3)

The role of information technology is examined as an integral partner in the successful organization. The tools and techniques necessary for implementing intra-organizational and inter-organizational systems are presented in theory and practice. The managerial issues of linking the planning and development of information systems with the organizational goals are covered in detail. (Prerequisites: B.A. 103 and junior standing.) *Every fall, spring and summer.*

B.A. 346 Management Science

(3)

This course applies quantitative methods to business models which support managerial decision-making. It begins with a review of probability and statistics using spreadsheet tools for business simulation and model-building. Further topics covered include regression analysis and forecasting, optimization, decision analysis and inventory management. Communication of results to management via a variety of desktop applications is included. (Prerequisites: B.A. 103; Math 205; and junior standing.) *Every fall and spring.*

B.A. 403 Business Law II

(3)

An in-depth examination of the regulatory environment in which business operates. The creation and evolution of the specific principles and substantive rules that govern contracts between parties are explored. A comprehensive discussion of federal and state court structures and procedures involved in a lawsuit from commencement to execution of the judgment is included. The rapid growth in the number of court decisions under the Uniform Commercial Code provides the basis for a study of the law of negotiable instruments and secured transactions. Coverage of bankruptcy laws, the various types of businesses, real property, and decedents' estates is also provided. This course is designed for Accounting majors. (Prerequisites: Acct. 101, B.A. 203) *Every fall and summer.*

B.A. 410 New Business Ventures

(3)

The course exposes students to the challenges faced by those attempting to start a business of their own. It will integrate many of the concepts of management, marketing, finance and law as they pertain to a career in entrepreneurship. In addition to exploring many of the opportunities and challenges encountered by budding entrepreneurs, the students will prepare a comprehensive three year business plan. (Prerequisites: Acct. 102; B.A. 301, 305.) *Every fall, spring and summer.*

B.A. 420 Business Policy

(3)

Building on the goal of integration begun in the New Ventures course, this course focuses on the strategic issues faced by large national and international organizations. Using cases and simulation, the course will focus on the development of long-term goals, strategies and policies of the firm. (Prerequisites: B.A. 301, 305, 315 or corequisite B.A. 410.) *Every fall and spring.*

B.A. 444 Business Internship

(3)

Placement under joint supervision at an organization dealing with business operations. The course will also explore the issues of career planning and the job search process. A semester abroad for students seeking an international experience will be accepted as meeting the requirements for this course. Prerequisites: Comm. 205 and sophomore standing.) *Every semester.*

B.A. 445 International Experience**(3)**

This course is held in a foreign country and exposes students to international business issues. Topics covered include international management, international marketing, international accounting and finance, and international economics. This course consists of a combination of seminars, projects and company visits. *Every summer.*

B.A. 499 Senior Comprehensive Review in Business Administration**(0)**

This course is required of all graduating seniors. It begins with a short review of the critical concepts in the areas of accounting, economics, finance, law, management, marketing, quantitative business analysis and international issues. Students will then take a standardized exam to assess their overall academic achievement in the above areas as gained through their academic experience at Bellarmine in the business program. Although the grade for the course does not affect the student's overall GPA, it will be reported on their official transcript.

Cardiopulmonary Science

Jerome F. Walker, EdD, Program Chairman
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Christy J. Kane, M.Ed

The Cardiopulmonary Science Program offers professional preparation in **respiratory therapy**. The education of cardiopulmonary science students relates to the use of diagnostic procedures and therapeutic aids in the treatment of patients with deficiencies, diseases, and abnormalities associated with heart or lung disorders. The student is prepared as a respiratory therapist and is expected to exercise independent judgment in activities including assessment of pulmonary function, measurement of blood gases, care of patients with artificial airways and requiring ventilatory support and cardiac resuscitation.

Cardiopulmonary Science Program Accreditation

The Bachelor of Health Science (BHS) in Cardiopulmonary Science is accredited by the American Association of Cardiovascular and Pulmonary Rehabilitation.

**Cardiopulmonary Science Program
Traditional 4-Year Program
Respiratory Therapy
Bachelor of Health Science**

Freshman Year

Freshman Focus (IDC 100)	1	Gen Ed. English 101	3
Gen Ed Freshman Seminar (IDC 101)	3	Gen Ed Philosophy 160	3
Gen Ed Psychology 103	3	Gen Ed History 116 or 117	3
Gen Ed Mathematics 105	3	Gen Ed Biology 109	4
Gen Ed Biology 108	4	Chemistry 214	4
	14		17

Sophomore Year

Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200	3	Gen Ed Theology 200	3
Mathematics 205	4	Physics 214	4
Biology 202	4	Gen Ed Philosophy 301	3
	14	Elective	3
			16

Junior Year

Gen Ed IDC 301	3	CPS 313/314	5
Biology 300	4	CPS 321	2
CPS 308/309	4	CPS 323	2
CPS 311	3	CPS 350	6
CPS 340	2		
	16		15

Senior Year

CPS 450	3	Gen Ed Theology Elective	3
CPS 312	2	CPS 410	3
Educ/business elective	3	CPS 455	2
CPS 460	3	CPS 490	3
Gen Ed. IDC 401 (Senior Sem)	3	CPS 485	3
CPS 420	3	CPS 440	3
	17		17

128 **Cardiopulmonary Science**

Second Degree Programs in Health Sciences

Candidates: All students must hold a minimum of a bachelor's degree

Admission Criteria:

- Acceptance to Bellarmine University
- Cumulative grade point average of at least 2.5
- Completion of required prerequisite courses for the specific program

Cardiopulmonary Science Program

Prerequisite Course

Anatomy and Physiology I and II	8 hours
Microbiology	4 hours
General College Chemistry	4 hours
Physics	4 hours
General Psychology	3 hours
Ethics	3 hours
Statistics	<u>3 hours</u>
Total	30 hours

Accelerated Cardiopulmonary Program

Fall		Spring	
Course	Credit Hours	Course	Credit Hours
Theology	3	CPS 313-314	5
CPS 308-9	4	CPS 350	6
CPS 340	2	CPS 323	2
CPS 311	3	CPS 321	2
Biology 300	4	CPS 455	2
CPS 312	<u>2</u>		
Total Hours	18	Total hours	17

Summer

Course	Credit Hours
CPS 420	3
CPS 440	3
CPS 460	3
CPS 485	3
CPS 450	3
CPS 490	<u>3</u>
Total Hours	18

Students complete 53 semester hours in residence at Bellarmine complying with the university policy to complete a minimum of 36 semester hours, including at least 12 upper level semester hours in the degree major.

Cardiopulmonary Science Course Descriptions

CPS 308/309 Respiratory Therapy Science I and Laboratory (3-1)

This lecture course introduces the student to topics in basic respiratory care. Considered are the use of oxygen in the treatment of oxygenation disorders; humidity and aerosol therapy in the prevention and treatment of pulmonary secretion disorders; deep breathing and incentive spirometry in the prevention and treatment of atelectasis; and postural drainage therapy and suctioning in the treatment of secretion disorders.

CPS 311 Health Assessment (3)

This course focuses on health assessment of individuals across the life span. Students will develop skills for obtaining health histories and performing physical examinations. (2 hrs. class and 3 hrs. laboratory.)

CPS 312 Health Care Research (2)

This course provides an introduction to the basic principles of the health care research process and problem solving method. It includes examination of selected research for applicability to clinical practice. Critical analysis of research studies is emphasized.

CPS 313/314 Respiratory Therapy Science II and Laboratory (4-1)

The course introduces bronchial hygiene therapies and mechanical ventilation. Arterial blood gas analysis principles and interpretation are considered in relationship to the topics of acute respiratory failure and mechanical ventilation. Laboratory session focus on pre-clinical practice motor skills.

CPS 321 Cardiopulmonary Pathology (2)

Selected cardiac and pulmonary disease states are considered during this course. Etiology, pathology, disease progression, and treatment and prognosis are emphasized.

CPS 323 Introduction to Pharmacology (2)

The course introduces facts and principles related to pharmacologic preparations, their administration routes, effects, and biotransformation/elimination mechanisms. The peripheral nervous system and neuropharmacology are considered with an emphasis on topically administered pulmonary medications. Cardiovascular drugs are also considered.

CPS 340 Respiratory Therapy Clinical Education I (2)

Respiratory therapy clinical practice is introduced by emphasizing patient care principles, e.g. vital signs, charting, body mechanics, and aseptic techniques. Supervised patient practice of the procedures introduced in Respiratory Therapy Science I follow.

CPS 350 Respiratory Therapy Clinical Education II (6)

The clinical application of the procedures introduced in Respiratory Therapy Science II is emphasized, as well as continued practice of skills gained in Respiratory Therapy Clinical Education I.

CPS 410 Advanced Physiologic Testing (3)

Energy expenditure measurements at rest and during exercise and determining body composition are considered in this course along with their application in the laboratory and clinical setting.

130 Cardiopulmonary Science

CPS 420 Respiratory Therapy Science III

(3)

Acute respiratory failure intervention is considered in this course as well as selected topics in pulmonary rehabilitation and pulmonary function testing.

CPS 440 Cardiopulmonary Monitoring

(3)

Detailed treatment of pressure, volume and flow scalars in mechanical ventilated patients; work of breathing and lung mechanics measurements; and end-tidal carbon dioxide monitoring. Also discussed are electrocardiograph, Holter monitoring and hemodynamic measurement.

CPS 450 Neonatal/Pediatric Respiratory Care

(3)

Fetal cardiopulmonary development and labor and delivery are discussed as well as factors placing infants at high-risk and the intervention required for moderately and severely depressed infants. Oxygen therapy and mechanical ventilation of the neonate and child are also considered.

CPS 455 Advanced Cardiac Life Support

(2)

This lecture/laboratory course introduces the student to Advanced Cardiac Life Support. Considered are the management of cardiopulmonary arrest, treatment of cardiac arrhythmias, clinical issues in ACLS, and pharmacologic treatment modalities. Upon course completion, student will be eligible to become an ACLS provider.

CPS 460 Respiratory Therapy Clinical Education III

(3)

Continued practice of clinical skills gained in Clinical Education I and II.

CPS 485 Respiratory Therapy Clinical Education IV

(2)

The clinical application of the procedures introduced in Respiratory Therapy Science III is emphasized as well as continued practice of those skills gained in Clinical education I, II, and III.

CPS 490 Seminar

(3)

Selected clinical topics in review of the literature and case presentation format.

Chemistry

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Syed Faiz Ahmad, PhD; Graham W. L. Ellis, PhD; Joseph F. Sinski, PhD

The Chemistry program offerings are designed for students who want to become chemists, for those who would like to use chemistry to understand the behavior of living systems, and for those who wish to apply chemistry to problems in physics, geology, and environmental studies. It is also an appropriate degree program for students pursuing careers in engineering, medicine, dentistry, veterinary medicine, or science teaching on the secondary level.

The program seeks to provide students an opportunity to acquire a sound foundation in chemistry, and to see its broader applications. Students are encouraged and expected to develop a comprehensive view of their subject as more than a simple sequence of courses. Course offerings, laboratory experiments, and independent study in the program are tailored to the background and goals of the individual student as much as possible. As the student progresses, emphasis shifts from relatively structured classroom and laboratory experiences to activities, which require increasing independence and initiative on the student's part. To this end, undergraduate research is an integral part of the typical experience in the laboratory for juniors and seniors, and is strongly encouraged at all other levels.

Prospective high school teachers in Chemistry: see Education.

Prospective medical school students: see Pre-Professional Programs

Requirements for a Major in Chemistry, 40–47 hours

Basic Courses: Chem. 103, 104, 205, 206, 307, 308, 411, 412, 430, 431, and six hours selected from 309, 420, 421, or 422. Required related courses: Math. 117, 118; Phys. 205, 206. For the maximum of 47 hours permitted in the Department, up to seven additional hours may be selected from Chemistry electives. No more than 47 hours in Chemistry may be taken in the student's 126 hour degree program.

Requirements for a Minor in Chemistry, 23 hours

Chem. 103, 104, 205, 206, and seven hours selected from 300- and 400-level Chemistry courses, one course of which must include a lab.

Chemistry
Suggested Program for Bachelor of Arts Degree
and for Pre-Professional, Pre-Medical Studies

Freshman Year

Chemistry 103	4	Chemistry 104	4
Gen Ed Mathematics 117	4	Mathematics 118	4
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed IDC 101	3	Gen Ed Philosophy 160	3
Gen Ed IDC 100	1	Elective	3
	15		17

Sophomore Year

Chemistry 205	4	Chemistry 206	4
Physics 205	4	Physics 206	4
Gen Ed English 200	3	Gen Ed Social Science Elective	3
Gen Ed Theology 200	3	Gen Ed Fine Arts	3
Gen Ed IDC 200	3	Elective*	3
	17		17

Junior Year

Chemistry 307	4	Chemistry 308	4
Chemistry Requirement/Elective	3	Chemistry Requirement/Elective	3
Gen Ed IDC 301	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective*	3
Elective*	3	Elective	3
	16		16

Senior Year

Chemistry 411	4	Chemistry 412	4
Chemistry 430	1	Chemistry 431	1
Chemistry Requirement/Elective	3	Gen Ed IDC 401	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		14

* Students planning to attend graduate school should use electives for mathematics and computer science courses.

Note – Gen Ed courses may be taken in semesters other than those listed above.

Chemistry Course Descriptions

Chem. 103 General College Chemistry I

(4)

Chemistry is defined as the study of matter and the change, both physical and chemical, that matter can undergo. This course, first in a two-part sequence, examines the first part of the definition by developing the basic underlying concepts that explain what matter is and how it is defined. Emphasis will be placed on atomic and molecular structure, bonding, molecular geometry, and the physical states of matter. Three hours lecture, one hour pre-lab, four hours laboratory-quiz section. *Every fall.*

Chem. 104 General College Chemistry II

(4)

The continuation of Chem. 103 that examines the second part of the definition by showing the relationship between the structure and reactivity of chemical systems. Major emphasis is placed on acid-base theory, oxidation-reduction chemistry, and chemical equilibria. The laboratory includes an introduction to analytical chemistry. Three hours lecture, one hour pre-lab, four hours laboratory-quiz section. (Prerequisite: Chem. 103.) *Every spring.*

Chem. 109 Liberal Arts Chemistry

(3)

A descriptive course *for non-science majors* that shows the relevance of chemistry in today's world in a conceptual framework. The laboratory is designed to illustrate key chemical concepts behind real-world chemistry. Two hours lecture, two hours laboratory. *Every fall.*

Chem. 110 Environmental Topics in Chemistry

(3)

An introductory course *for non-science majors* to the chemical nature of our environment and the impact humans are having on it. The topics format allows for coverage of issues of current importance such as acid rain, ozone depletion, and global warming. The laboratory component allows students to gain hands-on experience in some of the key chemistry behind environmental issues. Two hours lecture, two hours laboratory. *Every spring.*

Chem. 111 Health and Household Chemistry

(3)

This course provides a survey of specific chemical topics *for the non-science major*. It deals with the chemistry of: 1) everyday household items spanning everything from cleaners to cosmetics, 2) edible chemicals and how our body metabolizes them highlighting their effects on health issues such as diets and exercise, and 3) the classes of chemicals including poisons, over the counter prescriptions, and illicit drugs. Two hours lecture, two hours laboratory. *As required.*

Chem. 201 Psychopharmacology

(3)

A study of chemical structure and the physiological and psychological activity of drugs that affect the central nervous system. Important topics are explored in the laboratory. Designed primarily for *non-science majors*. Two hours lecture, two hours laboratory. (No previous chemistry required.) *As required.*

Chem. 205 Organic Chemistry I

(4)

The study of the basic concepts of carbon chemistry, including bonding, aromaticity, nomenclature, stereochemistry, spectroscopy, reaction types, and reaction mechanisms. The laboratory is designed to develop skills in basic techniques of experimental organic chemistry. Three hours lecture, one hour pre-lab, four hours laboratory. (Prerequisite: Chem. 104.) *Every fall.*

134 Chemistry

Chem. 206 Organic Chemistry II (4)

The continuation of Chem. 205, this course includes a study of all the major reaction mechanism types such as substitution, elimination, addition, and rearrangement. considerable emphasis is placed on problem solving in organic synthesis and analysis. The laboratory component includes synthesis and analysis (chemical and instrumental) of organic compounds. Three hours lecture, one hour pre-lab, four hours laboratory. (Prerequisite: Chem. 205.) *Every spring.*

Chem. 214 Health Sciences Chemistry (4)

This course is targeted at students interested in *careers in the health sciences industry*. It is designed to show the centrality of chemistry between the physical and life sciences. Basic concepts in general, organic and biological chemistry are covered. Critical thinking and problem solving skills are emphasized throughout the course. Three hours lecture, three hours laboratory. *Every spring.*

Chem. 230, 231 Sophomore Chemistry Research I, II (1–3, 1–3)

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. (Prerequisite: Chem 104 or permission of the instructor.) *As required.*

Chem. 301 Biochemistry I (3–4)

Introduction to biochemical processes, emphasizing conformation and dynamics of proteins (in particular for enzymes), generation and storage of metabolic energy, and storage and transmission of genetic information. Three hours lecture, four hours laboratory (optional). (Prerequisites: Chem. 206.) *Fall, as required.*

Chem. 302 Biochemistry II (3)

Continuation of Chem. 301. A study of the chemical phenomena of life with an emphasis on human systems but not limited to such systems. (Prerequisite: Chem. 301.) *Spring, as required.*

Chem. 302L Biochemistry Lab (1)

Introduction of classic and modern experimental techniques in biochemistry. (Corequisite: Chem. 302.) *Spring, as required.*

Chem. 307 Physical Chemistry I (3)

Introduction to atomic and molecular behavior. Emphasis will be placed on quantum mechanical and spectroscopic applications. This course provides the microscopic foundation that is necessary for a rudimentary understanding of chemical systems. (Corequisites: Math. 118 and Phys. 205, or permission of instructor.) *Fall, as required.*

Chem. 307L Physical Chemistry Laboratory I (1)

Introduction to experimental methods in physical chemistry. Emphasis will be placed on computational methods and basic spectroscopy. (Corequisite: Chem. 307.) *Fall, as required.*

Chem. 308 Physical Chemistry II (3)

Continuation of Chem. 307. This course focuses on macroscopic phenomena, building on the microscopic foundation provided by Chem. 307. Topics to be discussed include thermodynamics, statistical mechanics, chemical kinetics, and molecular dynamics. (Corequisites: Math. 118 and Phys. 206, or permission of instructor.) *Spring, as required.*

Chem. 308L Physical Chemistry Laboratory II (1)

Introduction to research methods in modern physical chemistry. Emphasis will be placed on laser-based experimentation. (Corequisite: Chem. 308.) *Spring, as required.*

Chem. 309 Inorganic Chemistry (3)

Systematic treatment of inorganic systems in terms of bonding, structure, and reaction mechanisms. (Prerequisite: Chem. 206.) *As required.*

Chem. 330, 331 Junior Chemistry Research I, II (1-3, 1-3)

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. (Prerequisite: Chem 206 or permission of the instructor.) *As required.*

Chem. 411 Analytical Chemistry I (4)

The theory and practice of classical "wet" methods of chemical analysis will be studied. Statistical methods of data analysis will also be covered. Three hours lecture, four hours laboratory. (Corequisite: Chem. 307.) *Fall, as required.*

Chem. 411L Chemical Analysis Lab (1)

The qualitative and quantitative analysis of chemical systems by non-instrumental methods. (Corequisites: Chem. 307, 411.) *Fall, as required.*

Chem. 412 Analytical Chemistry II (4)

The theory and practice of instrumental methods of chemical analysis will be studied. Three hours lecture, four hours laboratory. (Corequisite: Chem. 308.) *Spring, as required.*

Chem. 412L Instrumental Chemical Analysis Lab (1)

The qualitative and quantitative analysis of chemical systems by instrumental methods. Emphasis will be placed on spectroscopic and chromatographic methods. (Corequisites: Chem. 308, 412.) *Spring, as required.*

Chem. 420 Introduction to Polymer Chemistry (3)

An introduction to the synthesis, characterization and industrial applications of both natural and synthetic macromolecules. Three hours lecture. (Prerequisite: Chem. 206.) *As required.*

Chem. 421 Advanced Organic Chemistry (3)

This course is intended to build on, organize, and interrelate the factual information obtained in the introductory and intermediate courses. It serves as a basis for the study in greater depth of individual organic reactions and of the methods by which chemists obtain information about chemical processes. Three hours lecture. (Prerequisite: Chem. 206.) *As required.*

Chem. 422 Advanced Physical Chemistry (3)

Introduction to quantum mechanics with application to atomic and molecular spectra. (Prerequisites: Chem. 307/308.) *As required.*

Chem. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: Chem. 306 or permission of instructor.) *As required.*

Chem. 430, 431 Senior Chemistry Research I, II (1-3, 1-3)

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. Minimum of 2 credits required. (Prerequisite: Chem. 206 or permission of instructor.) *As required.*

Clinical Laboratory Science

Susan A. Keating, DA, Department Chair
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Michelle Draper, MT(ASCP), MBA; Cheryl K. Stewart, MT(ASCP), MS;
Madelon F. Zady, MT(ASCP), EdD
Adjunct Faculty: Carolyn Burns, MD; Karen George, MT(ASCP), MBA

Clinical Laboratory Scientists are LIFESAVERS! 80% of all medical decisions are based on laboratory test results generated by Clinical Laboratory Scientists. They apply science and sophisticated medical technology to medicine to provide accurate information on the biochemicals and cells in blood and body fluids, identify infection-causing microorganisms, and perform transfusion and transplantation testing. These laboratory results are essential to the accurate diagnoses, monitoring diseases, and establishing effective treatment.

Graduates are employed primarily in hospital laboratories, but also enjoy career opportunities in research, forensics, biotechnology, toxicology, medical research, health care administration, pharmaceuticals and other industries. Students who are interested in medical, dental, veterinary or graduate school are well advised to consider earning a degree in Clinical Laboratory Science. The degree program provides an excellent foundation in diagnostic medicine and pathophysiology. The many Clinical Laboratory Science graduates who have pursued further education enthusiastically attest to the intellectual and experiential advantages they enjoyed over their fellow medical, dental, or graduate students.

The Bachelor of Health Science in Clinical Laboratory Science is designed to facilitate students' acquisition of knowledge, analytical skills and technical expertise in clinical chemistry, medical microbiology, immunohematology, hematology and clinical immunology. The traditional degree program includes two years of general education requirements and biology and chemistry prerequisites. Students apply for the Clinical Laboratory Science program in their sophomore year and enter during their junior year for two years of specialized study including a clinical practicum at an affiliated Louisville-area hospital. The Department of Clinical Laboratory Science also offers a visiting student program and a medical sciences track. Upon successful completion of the degree program, graduates are eligible for national Board examinations.

For information about any of the curriculum options, contact us at cls@bellarmine.edu or 502.452.8357.

Admission Requirements

- A minimum cumulative grade point average of 2.5 on a 4.0 scale.
- A minimum science-math grade point average of 2.5 on a 4.0 scale.
- A minimum grade of C in all required courses.
- Official transcripts for all college course work.
- An application for admission to the Clinical Laboratory Science degree program, two letters of recommendation and personal statement. (Note: admission to Bellarmine University does not automatically admit a student into the Clinical Laboratory Science Program.)
- A personal interview, if requested by the CLS Admissions Committee.

Essential Functions for Admission and Retention

Since a degree in Clinical Laboratory Science attests to the mastery of knowledge and skills, graduates must possess the essential knowledge and skills to function in a broad variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner.

The Department of Clinical Laboratory Science faculty has therefore specified nonacademic criteria, Essential Functions for Admission and Retention, which all applicants/students are expected to meet in order to participate in the Clinical Laboratory Science program. These criteria include the following five categories: (1) observation; (2) communication; (3) motor function; (4) intellectual-conceptual, integrative, and quantitative abilities; and (5) behavioral and social attributes. All accepted students will be required to sign a statement certifying that they can meet the essential functions.

A copy of the essential functions will be sent to each applicant with an offer of admissions. Additionally, a copy may be obtained from the Department of Clinical Laboratory Science office in 108 Pasteur Hall.

Program Start Dates

Fall and Spring

Clinical Laboratory Science Program Accreditation

The Bachelor of Health Science in Clinical Laboratory Science is accredited by the National Accrediting Agency for Clinical Laboratory Science, 8410 Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415. Telephone: 773.714.8880; Fax: 773.714.8886; Email: naacisinfo@naacis.org.

Clinical Laboratory Science
Program for Bachelor of Health Science
Practitioner Track

Freshman Year

Freshman Focus (IDC 100)	1	CLS 110	2
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Mathematics 116	3	Gen Ed Social Science Req	3
Biology 130	4	Gen Ed Philosophy 160	3
Gen Ed Chemistry 103	4	Gen Ed Chemistry 104	4
	15		15

Sophomore Year

Gen Ed Theology 200	3	Gen Ed Fine Arts	3
Gen Ed IDC 200	3	Gen Ed English 200	3
Mathematics 205	4	Biology 231	4
Biology 313	4	Gen Ed IDC 301	3
Chemistry 205	4	Biology 317	4
	18		17

Junior Year

CLS 301	1	CLS 460	3
CLS 464	3	CLS 461	3
CLS 472	3	CLS 462	4
CLS 473	3	CLS 468	3
CLS 474	4	CLS 469	3
Gen Ed History 116 or 117	3		
	17		20

Summer

CLS 435	3
CLS 459	3
CLS 466	3
Gen Ed Theology	3
	12

Senior Year

CLS 476	2	CLS 480	3
CLS 477	3	CLS 490	14
CLS 478	4	CLS 491	1
Gen Ed Philosophy 301	3		
Gen Ed Senior Seminar (IDC 401)	3		
	15		18

**Clinical Laboratory Science
Program for Bachelor of Health Science
Medical Sciences Track**

CLS Medical Sciences Program

A medical sciences degree option if available to student's planning to enter medical, dental or veterinary school. This degree program includes the needed prerequisites and courses in diagnostic medicine. Graduates of this degree program are not required to complete the clinical experience and comprehensive examination courses and are therefore not eligible for national certification. Should graduates of the medical science program decide to pursue a clinical laboratory science career, completion of these two courses would qualify them for national certification

Freshman Year

Freshman Focus (IDC 100)	1	CLS 110	2
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Mathematics 117	4	Gen Ed Philosophy 160	3
Gen Ed Biology 130	4	Gen Ed History 116 or 117	3
Gen Ed Chemistry 103	4	Chemistry 104	4
	16		15

Sophomore Year

Gen Ed IDC 200	3	Gen Ed English 200	3
Mathematics 205	4	Gen Ed Theology 200	3
Physics 205	4	Biology 231	4
Biology 202	4	Physics 206	4
Chemistry 205	4	Chemistry 206	4
	19		18

Junior Year

CLS 301	1	CLS 460	3
CLS 464	3	CLS 461	3
CLS 472	3	CLS 462	4
CLS 473	3	Biology 317	4
CLS 474	4	Gen Ed IDC 301	3
Gen Ed Fine Arts Elective	3		
	17		17

Summer

CLS 435	3
CLS 459	3
CLS 466	3
Gen Ed Theology Elective	3
	12

Senior Year

CLS 476	2	CLS 468	3
CLS 477	3	CLS 469	3
CLS 478	4	CLS 480	3
Biology 314	4	Gen Ed Philosophy 301	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Social Science	3
	16		15

CLS Accelerated Degree Program

An accelerated second-degree program is available to students, who have already earned a degree and completed program prerequisites.

**Clinical Laboratory Science
Program for Bachelor of Health Science
Accelerated Second Degree Program**

Prerequisites

Biology, including microbiology	12
Chemistry, including organic or biochemistry	12
Mathematics	3
Statistics	3
Ethics	3
Social Science	3

Year 1

CLS 301	1	CLS 460	3
CLS 472	3	CLS 461	3
CLS 473	3	CLS 462	4
CLS 474	4	CLS 464	3
CLS 476	2	CLS 468	3
CLS 477	3	CLS 469	3
CLS 478	4		
	20		19

Summer

CLS 435	3
CLS 459	3
CLS 466	3
Gen Ed Theology 200	3
	12

Year 2

CLS 480	3
CLS 490	14
CLS 491	1
	18

Clinical Laboratory Science Course Descriptions

CLS 110 Exploring Medical Mysteries (2)

This course is designed to introduce the student to the discipline and current concepts of health care with emphasis on the development of attitudes and values supporting the role of the health care professional. (1 hr. class, 3 hrs. laboratory.)

CLS 301 Orientation to Clinical Laboratory Science (1)

An orientation to clinical laboratory science including professional responsibilities, basic clinical laboratory techniques, safety, general principles of quality assurance and medical terminology. (Prerequisite: Permission of Department Chair.)

CLS 435 Leadership and Management (3)

This course focuses on the baccalaureate graduate's leadership roles in practice. Leadership theories and models of planned change and decision making are used to develop plans for solving problems in the health care setting. Management roles and functions are addressed.

CLS 459 Body Fluids (3)

An introduction to the analysis of urine; cerebrospinal, serous, synovial, seminal and amniotic fluids; sweat; gastric and fecal specimens. Renal function, normal and abnormal urine constituents, fluid cell counts, specimen collection and preservation will be stressed. Permission of Department Chair and admission to the program required.

CLS 460 Medical Microbiology (3)

A study of medically important microorganisms including bacteria such as gram positive and gram negative cocci, and enteric organisms and such general principles as host-parasite relationships, sterilization and disinfection, microbial metabolism, antimicrobial assays, stains and microscopy and a study of indigenous flora encountered in clinical specimens. Also includes an introduction to parasitic helminths and arthropods, mycologic forms such as the yeast-like and systemic fungi. (Prerequisite: Biol. 202, 313 or equivalent and permission of the Department Chair.) *Spring only.*

CLS 461 Medical Microbiology Laboratory (3)

Laboratory instruction in the collection of specimens, microscopic preparation and examination, cultivation of bacteria, identification techniques and antimicrobial safety measures, quality control procedures, and professional conduct. (Prerequisites: Biol. 202 or equivalent and permission from the Department Chair. Corequisite: CLS 460.) *Spring only.*

CLS 462 Medical Microbiology II (4)

A study of medically important microorganisms including bacteria such as vibrios, gram-negative coccobacillary organisms, spirochetes, spore-forming and nonspore-forming bacilli and mycobacteria. Also included is a study of parasitic protozoa and filaria; fungal dermatophytes, subcutaneous and opportunistic organisms. Actinomyces and Nocardia; and specific viral organisms. The course includes an emphasis on quality control in microbiology, constituents and proper use of culture media and test reagents, microbial genetics, microbial metabolism, mechanisms of the action of antimicrobial agents and bioterrorism. (Prerequisite/Corequisite: CLS 460-461 or equivalent.) *Spring only.*

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CLS 464 Immunology (3)

A study of basic and clinical immunology, including history, immunoglobulin structure, function and synthesis, cellular interactions and cytokines, antigen-antibody interaction, complement, inflammation, hypersensitivity, autoimmunity and immunity to infection. (Prerequisite: Biol. 130, 202 or 313 or equivalent.)

CLS 466 Clinical Immunology (3)

A study of the serological application of immunology and the mechanics of serological testing. The immunological basis of syphilis, infectious mononucleosis, rheumatoid arthritis, cold agglutinin disease, streptococcal infections and pregnancy, as well as other physiologic states will be discussed. Serologic laboratory procedures to detect these states will be performed. (Prerequisite: CLS 464 or Biol. 413 or the equivalent and permission of the Department Chair.)

CLS 468 Immunohematology (3)

An intensive study of immunohematology concepts. Fundamental hemotherapy and immunohematology theory will be stressed. Antigen-antibody systems, blood group serology, blood donation, component therapy, adverse effects of transfusion and essential hemotherapy will be discussed. (Prerequisite: CLS 464 or Biol. 413 and permission of the Department Chair.) *Spring only.*

CLS 469 Immunohematology Laboratory (3)

An introduction to immunohematology and hemotherapy procedures. ABO blood grouping, Rh typing, rate antigen typing, irregular antibody detection and identification, compatibility testing and quality assurance procedures will be stressed. (Prerequisite: CLS 464 or Biol. 413 and permission of the Department Chair.) *Spring only.*

CLS 472 Hematology (3)

Basic hematology and hemostasis theory with emphasis on normal and abnormal hematopoietic cells, hematopoiesis, laboratory evaluation of hematologic cell production and function, and assessment of hemostatic function. (Prerequisite: Admission to program and permission of the Department Chair. Corequisite: CLS 473.) *Fall only.*

CLS 473 Hematology Laboratory (3)

An introduction to hematology and hemostasis procedures, including blood cell morphology, evaluation of cellular parameters, hematopoiesis, hemostasis procedures, and principles of clinical instrumentation. (Corequisite: CLS 472.) *Fall only.*

CLS 474 Hematopathology (4)

Advanced study in hematology and hemostasis focusing on correlation of clinical laboratory data and pathophysiology of hematological and hemostatic disorders. Sophisticated clinical laboratory procedures in hematology and hemostasis will be discussed. (Corequisite: CLS 472 and 473.) *Fall only.*

CLS 476 Physiological Chemistry I (2)

An introduction to chemistry of the human body. Correlation of metabolism with laboratory results, laboratory mathematics will be stressed. (Prerequisite: Organic chemistry or Chem 301, admission to the program and permission of the Department Chair.) *Fall only.*

CLS 477 Physiological Chemistry Laboratory (3)

Physiological chemistry procedures will be performed. Quality assurance, normal values and the clinical significance of results will be studied. (Corequisite: CLS 476.) *Fall only.*

CLS 478 Physiological Chemistry II (4)

An in-depth approach to physiological chemistry: pathological alterations of metabolism and endocrinology will be stressed. Problem solving will be demonstrated through case studies. (Prerequisite: CLS 476-477 or equivalent.) *Fall only.*

CLS 480 Clinical Pathology (3)

Integration of clinical laboratory science disciplines in the study of causes, frequency, mortality and diagnosis of disease states such as degeneration necrosis, inflammation, cancer, atherosclerosis, heart disease, physical and chemical injury and developmental abnormalities. (Prerequisite: Admission to program and permission of the Department Chair.)

CLS 490 Clinical Education (1-14)

Clinical experience in chemistry, hematology, microbiology, immunology, immunochemistry. Students will perform clinical laboratory procedures, applying analytical principles and technical skills. Under supervision, students will work independently, demonstrating initiative and problem solving skills performing clinical laboratory testing of patient specimens. (Prerequisite: Admission to program and permission of the Department Chair.)

CLS 491 Comprehensive Clinical Laboratory Science Examination (1)

Study sessions and comprehensive examination covering hematology, immunology, clinical immunology, physiological chemistry, medical microbiology, immunochemistry, body fluid analysis, journal article analysis, leadership and management. Course is intended to build upon the foundation of prerequisite courses and prepare students for national board examinations. (Corequisite: CLS 490.)

Communication

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The Department of Communication offers its students a foundation in the study and practice of communication. Students establish a foundation of written and oral communication skills as well as an understanding of how communication works among people, the media, cultures, and the work place. **The Communication major provides for a general communication studies degree or a focused course of study through one of four tracks: journalism and professional writing; advertising/public relations/visual communication; media studies; and business and professional communication.**

To assure that majors are prepared for graduate programs as well as for the workplace, students study a core curriculum that includes communication theory; public speaking; human interaction courses such as interpersonal communication, intercultural communication, group communication; media and society; and the ethics of communication.

All students have at least one internship experience as part of their Communication major, providing opportunities to tie together the classroom and the world of work. The major is offered to both day and evening students.

The Department also offers a minor in Communication. Communication students are encouraged to participate in the Mock Trial Team, *The Concord* (student newspaper), *The Lance* (yearbook), *Ariel* (literary magazine), and other campus activities. The Communication Department has a chapter of Lambda Pi Eta, the undergraduate national honor society affiliated with the National Communication Association. Juniors and seniors who meet the requirements are invited to participate.

Bachelor of Arts Requirements for a Major in Communication, 30-39 hours

Common core: 15 credits: Comm. 200, 303, one human interaction class: 301, 302, or 313; 400; and 444.

Communication electives: 15-25 hours Each track consists of 15-24 hours of electives in Communication courses, including one advanced Communication writing class.

Three hours in Comm. 160, 170, or 171 may count as an elective toward the major. Required related course: Math. 205 (GE). Comm. 103 and Comm 120 are required, but do not count toward the major. Comm. 205 does not count toward the major. We strongly encourage C. S. 117, Website Development. A foreign language is not required but strongly recommended.

Recommended double majors or minors: English, Art, Psychology, Economics, Philosophy, or Business Administration.

Requirements for a Minor in Communication, 18 hours

Comm. 103 or 205; Comm 400; and 12 hours of communication electives from one of the five tracks. Nine hours must be at the 300-400 level.

Majors within the Department

Communication Studies: This track offers a solid background in the study and practice of communication. It provides students with a foundation in written and oral communication and how communication works among people, the media, culture, and workplace. Students take the pre-major requirements of Comm 103 and Comm 120; the 15-hour Communication Core, one advanced three hour communication writing class, and 12–21 hours of communication classes.

Advertising/Public Relations and Visual Media Major. This track provides an opportunity for students to develop an understanding of communicating ideas to a target audience through visual design, public relations, and advertising activities. In addition to the pre-major requirements of Comm 103 and Comm 120, students take 15-24 hours of electives, including one advanced communication writing class, from Comm 306, 307, 308, 310, 319, 323, 325, 340 or 445. Double majors suggested: Art, Business Administration, Psychology, and Economics.

Journalism and Professional Writing Major. This major provides an opportunity for students to develop an expertise in writing. In addition to the pre-major requirements of Comm 103 and Comm 120, students take 15-24 hours of electives from these offerings: 203, 300, 304, 309, 310, 312, 349, 323, 325, 326, 340, and up to three credits from the publications lab or publications management lab. Double majors suggested: English, Economics, and History.

Media and Cultural Studies Major. This major addresses the interplay between culture and communication and the impact of media on society. In addition to the pre-major requirements of Comm 103 and Comm 120, students take 15-24 hours of electives, including one advanced communication writing course, to be selected from such courses as Comm 220, 221, 222, 313, 327, 331, 332, 335, 336, 345, 346, 347, 348.

Business and Professional Communication Major. This major emphasizes the oral and organizational communication skills essential for the student interested in law, human resources, business, public policy, and leadership. In addition to the pre-major requirements of Comm 103 and Comm 120, students take 15-24 hours of electives to be selected from 301, 302, 311, 313, 315, 316, 317, 325, 330, 350, and up to three hours of Mock Trial Practicum credits. Double majors suggested: Business Administration, Economics, Psychology, Philosophy, Psychology, Philosophy, and English.

*Note: The Department routinely offers topics courses under the designation of 341 or 342 which may be appropriate for any of the tracks. Students may take an independent study or a second internship within a track.

Communication 30-39 hours

Suggested Program for Bachelor of Arts Degree, all tracks

126 hours are required to graduate.

Freshman Year

English 101	3	Comm 103	3
Freshman Focus IDC 100	1	Comm 120	1
Gen Ed History 116 or 117	3	Gen Ed English 200	3
Gen Ed Social Science Req	3	Gen Ed Philosophy 160	3
Gen Ed IDC 101	3	Gen Ed Natural Science	3
Gen Ed Natural Science	3	Gen Ed Fine Arts	3
	16		18

Sophomore Year

Comm 200	3	Comm 301, 302, 313	3
Comm 303	4	Gen Ed IDC 200	3
Gen Ed Math 205	3	Comm Elective	3
Gen Ed Theology 200	3	Elective	3
Elective	3	Elective	3
	16		15

Junior Year

Comm elective	3	Comm 444	3
Comm advanced writing	3	Comm Elective	3
Gen Ed Philosophy 301	3	Gen Ed Theology elective	3
Gen Ed IDC 301	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Senior Year

Comm Elective	3	Comm 400	3
Comm Elective	3	Comm Elective	3
Gen Ed IDC 401 Senior Seminar	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Note: Gen Ed courses may be taken in semesters other than those listed above. Students are strongly encouraged to double major or pursue minors. Electives listed above **cannot** be additional Communication courses.

Communication Course Descriptions

COMM 103 Introduction to Public Speaking (3)

This course introduces students to the fundamentals of oral communication. This course examines the theories of rhetorical composition and practice in the art of speaking in varied contexts. Students will deliver informative, persuasive, demonstration, and special occasion speeches. Every semester *This class is required for all majors; it does not count toward the hours in the major.*

COMM 120 Grammar and Editing. (1)

This course is a review of grammar, punctuation, diction, and editing. It assists students who will need precision writing skills for the academic or career needs. *All communication majors must demonstrate the competencies of this class by written examination or through taking this class. It does not count toward the hours in the major.*

COMM 160 Mock Trial Practicum (1)

Students learn by practicing the communication skills needed by attorneys and witnesses in a courtroom trial. Emphasis is on developing critical thinking skills through analysis of the case developed for use in intercollegiate Mock Trial Competition. Students are expected to act as both attorneys and witnesses for both sides. May be repeated, with up to 3 hours (or combination of 170 and 171) counting toward the major. *Every semester*

COMM 170 Publications Laboratory (1)

This class is a weekly opportunity to work on one campus publication, e.g. *The Concord*, *The Lance*, or *Ariel*. Students learn techniques of gathering news or other content, writing editing, and producing their publications. Visual design and layout will be introduced. May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. *Every semester.*

COMM 171 Publications Management Laboratory (1)

This class is for editors of campus publications. Student will deal with essential aspects of editing, layout, design, and financing of student publications. May be repeated, with up to 3 hours (or combination of 160 and 170) counting as an elective toward the major. *Every semester.*

COMM 200 Media and Society (3)

This course provides a foundation in communication theory as applied to media institutions and their audiences. The course examines media institutions, their history, technological capabilities, and effects. *Every spring and as required.*

COMM 203 Business Writing (3)

This course provides instruction in the writing used in business communication, Students will have experience in writing business reports, letters of a variety of types, memos, and in learning to edit and revise manuscripts. Prerequisite: Eng. 101 *As required.*

COMM 205 Business and Professional Communication (3)

This is a course in the oral communication skills used in business and the workplace. Emphasis is on bringing the skills of public speaking, small-group communication, and interpersonal communication to the challenges of the business and workplace arenas. This course does not count towards the major in communication. *Every semester.*

COMM 220 Mass Media and American Popular Culture (3)

Media affect the way we see ourselves. Culture is learned; it is not innate, and mass media are means of transmitting the symbols, beliefs, and values of culture. The extent to which media reflect culture and shape culture will be studied, with particular regard to the ways in which media translate and represent ethnicity, race, gender, American values, attitudes toward lifestyle, and notions of community.

COMM 221 American Civic Life: Values and Society (3)

This course examines the values undergirding the United States and how they are played out through the various facets of the signs and symbols of culture and civic life of the United States. Through service learning, hands-on experiences, and immersion in the community, students will develop their own repertoire of experiences in civic life. The class is modeled on the Leadership Louisville model, and, as such, involves community partnerships, community involvement, and community service.

COMM 222 Mythology (3)

Myth is an essential tool for individuals to use as they construct social reality. Through myth, people find the language, motivation, and meaning for organizing life and culture. Students will examine myth and its functions to people around the globe. The study will start with creating a basis for understanding myth from a psycho-social understanding and continue with mythological themes, archetypes, culture-specific adaptations, and how cultures interpret and communicate meaning.

COMM 260 Mock Trial Practicum (1)

Students learn by practicing the communication skills needed by attorneys and witnesses in a courtroom trial. Emphasis is on developing critical thinking skills through analysis of the case developed for use in intercollegiate Mock Trial Competition. Students are expected to act as both attorneys and witnesses for both sides. May be repeated, with up to 3 hours (or combination of 170 and 171) counting toward the major. *Every semester.*

COMM 270 Publications Laboratory (1)

This class is a weekly opportunity to work on one campus publication, e.g. *The Concord*, *The Lance*, or *Ariel*. Students learn techniques of gathering news or other content, writing editing, and producing their publications. Visual design and layout will be introduced. May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. *Every semester.*

COMM 271 Publications Management Laboratory (1)

This class is for editors of campus publications. Student will deal with essential aspects of editing, layout, design, and financing of student publications. May be repeated, with up to 3 hours (or combination of 160 and 170) counting toward the major. *Every semester.*

COMM 300 Rhetoric (3)

This is a class in argumentation and persuasion. Emphasis is placed on the rhetoric of the sentence, rhetorical analysis, identification of audience and audience response, and the construction of persuasive arguments. *As required.*

COMM 301 Small Group Communication (3)

This course provides instruction in small group communication, theory and techniques. Topics to be covered include: the small group as system, group development, nonverbal communication, conflict resolution, problem solving, leadership. *As required.*

COMM 302 Interpersonal Communication (3)

Interpersonal communication is the basis for human relationships. In this class the student will study communication principles that affect interpersonal situations. Topics include self-concept, verbal and nonverbal communication, listening, conflict resolution. *As required.*

COMM 303 Introduction to Communication Theory (3)

This course introduces students to the multiple and conflicting explanations of the process of human communication. Theories to be examined include structural and functional theories, cognitive and behavioral theories, interactional and conventional theories, and interpretive and critical theories. *Every spring and as required.*

COMM 304 Writing for the Mass Media (3)

This course provides instruction in writing copy for advertising, public relations, corporate Communication, television news writing, radio news writing, print news writing, and editing. Junior status or permission of instructor. *As required.*

COMM 306 Visual Communication (3)

This class provides a foundation in visual communication. Students learn about the process of human visual perception, the use of light, human responses to visual presentations, the technological components of visual communication, cultural influences to determine the forms and responses of visual messages, and the ethical implications of visual communication. *As required.*

COMM 307 Advertising (3)

This is a fundamental course in advertising. Students examine the history of advertising, the organizational structure of agencies, advertising strategy, advertising budgets, legal and ethical issues of advertising. Students complete and execute an advertising campaign plan. *As required*

COMM 308 Public Relations (3)

This is a fundamental course in public relations. Students examine the history of public relations, and legal and ethical issues related to public relations. Students plan and execute a public relations campaign. *As required.*

COMM 309 Technical Writing (3)

This course prepares the students for the demands of technical reading and writing called for by today's technological environment. The student will demonstrate technical literacy and write a variety of technical pieces such as instructions, feasibility reports, specifications, user manuals, internal and external proposals, requests for proposals, query letters, and memos. The use of electronic communication, the ethics of technical communication, and the use of graphics in technical communication will also be covered. Eng. 101 *As required.*

COMM 310 Graphic Communication (3)

This class is an introduction to the theory and practice of graphic communication. Students will be introduced to the history and practices of graphic communication, then begin to learn a range of production techniques, computer software and hardware skills. Students will develop a portfolio of work to demonstrate their learning. *As required.*

COMM 311 Organizational Communication (3)

This is a course in the theory and practice of communication within an organization. Such topics as communication networks, organized power, and leadership will be explored. *As required.*

COMM 312 Newswriting and Editing (3)

This is an intensive class in foundations of journalism and editing, primarily in print media. Students will study the fundamentals of newsgathering, writing, and editing while writing extensively. Junior status or permission of instructor. *As required*

COMM 313 Intercultural Communication (3)

This course examines the unique relationship between communication and culture. The course examines what happens when people from different cultures and co-cultures come together to share ideas and information. The course examines communication among international cultures as well as communication among co-cultures and subcultures in the United States. Topics such as perception, worldview, nonverbal communication, and strategies for improving intercultural communication are covered. This course is frequently offered in the summer in an international location. *Every fall.*

COMM 315 Advanced Public Speaking (3)

This course will develop the student's skill in speech analysis and in the preparation and delivery of advanced speaking style. Comm. 103 or permission of instructor. *As required*

COMM 316 Great American Speeches (3)

This course is designed to enhance the student's ability to appreciate speeches. By examining the interaction of speaker, situation context, and the speech, the student can produce a richer interpretation of the speaking event. Students will analyze great American speeches and, through the process, improve their own speech construction and delivery. They will also more fully comprehend the context and effect of each speech analyzed. Junior status. *As required*

COMM 317 Leadership Communication (3)

Leaders must communicate expertise, credibility, and trustworthiness to their constituents. This course examines leadership theory and strategies, past and present. Students will research the body of literature on leadership, become aware of their own leadership style, and see how leadership affects and is affected by communication behavior. Junior status. *As required*

COMM 319 Multimedia Communication (3)

This course covers the design and execution mediated forms of communication. Animation, Web creation, videography are some of the components covered in this class. *Junior status. Prerequisites: Graphic Communication and Advanced Graphic Communication. As required.*

COMM 321 Feature Writing (3)

This is an advanced professional writing class that gives the student opportunities to write features for newspapers, magazines, and public relations publications. Researching story ideas, conducting effective interviews, writing, editing, and submitting stories will constitute the majority of the class. *As required*

COMM 323 Photojournalism (3)

This is a fundamental course in photojournalism. It covers the composing, editing, and production dimensions of the skills of photojournalism. The student learns the fundamentals of visual reporting and the ethical dimensions of photojournalism through this course. *As required.*

COMM 325 Communication Law**(3)**

This course examines essentials of communication law. Topics covered include issues related to the First Amendment, the limits of freedom of speech with regard to the press and new technologies, freedom of expression, Freedom of Information Act, copyright, broadcast regulation, invasion of privacy, libel, defamation, protection of sources, free press/fair trial, cameras in the courtroom, lotteries, and antitrust. This course will benefit those planning careers in law, journalism, advertising, public relations, and related fields. Junior status or permission of instructor. *As required.*

COMM 326 Literary Journalism**(3)**

Literary journalism presents a factual narrative of some aspect of contemporary life. It encompasses such forms as profiles, memoirs, personal essays, travel writing, and science and nature reporting. Through an exploration of examples of literary journalism, students will examine the relationship between journalism and literature and, in particular, how each has influenced the other. Students will also explore how this relationship has figured in the history of mass communication and the development of contemporary journalism. *As required*

COMM 327 Mass Media and American Politics**(3)**

This course examines the nature of the coverage of policy, politics, and politicians by the mass media. It examines the effects of media coverage on the American public, political campaigns, and government policy making. The perspectives of the politicians, the media, and the voters/citizens will be considered throughout the class. *As required*

COMM 330 Communication in the Courtroom**(3)**

This is a performance course designed to introduce students to the communication peculiar to the courtroom. This class concentrates on case analysis, argument development, and evidence, combining theory with practice. This course is relevant to anyone who needs to know about the American judicial system. The conventions and constraints within which participants in a trial may communicate provide the framework for this class. *As required.*

COMM 331 Aging in America**(3)**

A study of issues surrounding aging in America from the perspectives provided by a cultural studies approach. The biological and psychological aspects of aging are established to provide common ground for understanding the American culture's response to, interpretation of, and valuation of the elderly. Various units consider the variety of communication patterns, family and other interpersonal relationships, support networks, social and medical services, gender issues, ethnic minority status, socioeconomic status, lifestyle issues, quality of life issues, religious and spirituality. *As required.*

COMM 332 Urban Culture and American Society**(3)**

This course introduces the study of cities as both spatial and socio-cultural phenomena. Students explore diverse voices, co-cultural communication, media patterns, and other cultural issues as seen in urban cultures within the United States. *As required.*

COMM 335 Arts and Ideas I (3)

This study examines benchmarks of cultural and intellectual history through arts and ideas prior to 1600. The arts, as presented here, are seen as integral parts of the times, lives, and places of the artists and people who provide them. Architecture, sculpture, literature, drama, and music are studied in light of the historical events in which they were created. The focus may be on Western culture, beginning with the Mesopotamian and Egyptian cultures and ending with the Renaissance. Different semesters or summers it may focus on Latin America, Asia, or Africa or be taught on site in another country. *As required.*

COMM 336 Arts and Ideas II (3)

This study examines bench marks of cultural and intellectual history since the 1600s through arts and ideas. The arts, as presented here, are seen as integral parts of the times, lives, and places of the artists and people who provide them. Architecture, sculpture, literature, drama, and music are studied in light of the historical events in which they were created. The focus may be on Western culture, beginning with the Baroque era and continuing to the present. Different semesters or summers it may focus on Latin America, Asia, or Africa or be taught on site in another country. *As required.*

COMM 340 Advanced Graphic Communication (3)

This class continues the study of graphic communication. It continues a focus on design and communication theory with application. *Prerequisite:* *Graphic Communication* or permission of instructor.

COMM 341 Selected Topics in Communication (3)

This designation applies to courses offered in fields related to communication, usually on an occasional basis. Offerings have included total quality management, documentary film, visual communication, and the impact of mass media. *As required*

COMM 342 Selected Topics in Communication (3)

This designation applies to courses offered in fields related to communication, usually on an occasional basis. Offerings have included total quality management, documentary film, visual communication, and the impact of mass media. *As required*

COMM 343, 344 Internships for Non-Majors I, II (1-3)

The internship provides non-majors an opportunity to develop communication skills and knowledge in a communication-related field such as advertising, public relations, television, radio, newspaper and training. Non-majors may take up to six hours of internship credit. *As required.*

COMM 345 Film Studies (3)

This course examines film from a variety of perspectives. It seeks to establish the historical context of the film industry, illustrate the narrative technique of film, the aesthetic function of film, the propagandistic dimensions of film, as well as the instructional value and diversionary function of film. *As required*

COMM 346 Children and Media (3)

This course examines the changing nature of children's media environments, the developmental abilities of children to process the form and content of the media to which they are exposed, and critical issues such as gender and occupational socialization from the media, political acculturation, effects of violence, sex, and advertising, fantasy and reality, and family issues as they relate to media. *As required*

COMM 347 Film Genre Studies**(3)**

Film genre studies examines one film genre in depth throughout a semester. This course emphasizes treatment of genre, technical aspects, and cultural contexts. An example of one genre that has been taught is Film Noir. *As required*

COMM 348 Documentary**(3)**

This class examines documentary films. Students read film theory and criticism as part of the course and have the opportunity to produce a short documentary. *As required.*

COMM 349 Speechwriting**(3)**

This is a writing-intensive seminar offering the theories and skills needed to prepare professional speeches, as well as the historical and cultural knowledge needed to understand the role of speechwriting in the modern world. Students will read rhetorical theory, examine historical speeches that either succeeded or failed famously, and write original speeches designed to meet the demands of a variety of situations and contexts. *As required.*

COMM 350 Persuasion**(3)**

This class introduces theories of persuasion and attitude change. It builds on models of persuasion from classical rhetoric and contemporary communication theory. It examines persuasion as communicated through speeches, advertising, propaganda, political campaigns, and other areas. Junior status *As required*

COMM 351 Famous Criminal Trials Recreated**(3)**

The dramatic re-enactment of landmark criminal trials to illustrate courtroom procedure and the logic of the legal process – e.g. Salem witch trials, Leopold and Loeb, Miranda, Gault, etc. *Every year or as required.* (Prerequisite: CJS 210.)

COMM 360 Mock Trial Practicum**(1)**

Students learn by practicing the communication skills needed by attorneys and witnesses in a courtroom trial. Emphasis is on developing critical thinking skills through analysis of the case developed for use in intercollegiate Mock Trial Competition. Students are expected to act as both attorneys and witnesses for both sides. May be repeated, with up to 3 hours (or combination of 170 and 171) counting toward the major. *Every semester.*

COMM 370 Publications Laboratory**(1)**

This class is a weekly opportunity to work on one campus publication, e.g. The Concord, The Lance, or Ariel. Students learn techniques of gathering news or other content, writing editing, and producing their publications. Visual design and layout will be introduced. May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. *Every semester.*

COMM 371 Publications Management Laboratory**(1)**

This class is for editors of campus publications. Student will deal with essential aspects of editing, layout, design, and financing of student publications. May be repeated, with up to 3 hours (or combination of 160 and 170) counting toward the major. *Every semester.*

154 Communications

COMM 400 Communication Ethics

(3)

This class addresses ethical dilemmas found in communication. Such dilemmas include interpersonal issues such as lying, withholding information, gossip, and the language of conflict. The class also addresses professional communication concerns in the fields of print and broadcast journalism, marketing communication, public relations, the film and recording industries, photojournalism, and cybercommunication. Students apply professional, philosophical, and theological perspectives to case studies. Senior status or permission of instructor. *Every spring and as required.*

COMM 423 Independent Study

(1–3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

COMM 444 Internship I

(3)

The internship provides the student with an opportunity to apply classroom learning to the workplace and explore potential career interests. Placements include local television stations, Communication corporations, public relations and advertising agencies, and nonprofit organizations. *Every semester.*

COMM 445 Internship II

(3)

The internship provides the student with an opportunity to apply classroom learning to the workplace and explore potential career interests. Placements include local television stations, Communication corporations, public relations and advertising agencies, and nonprofit organizations. *Every semester.*

COMM 460 Mock Trial Practicum

(1)

Students learn by practicing the communication skills needed by attorneys and witnesses in a courtroom trial. Emphasis is on developing critical thinking skills through analysis of the case developed for use in intercollegiate Mock Trial Competition. Students are expected to act as both attorneys and witnesses for both sides. May be repeated, with up to 3 hours (or combination of 170 and 171) counting toward the major. *Every semester.*

COMM 470 Publications Laboratory

(1)

This class is a weekly opportunity to work on one campus publication, e.g. The Concord, The Lance, or Ariel. Students learn techniques of gathering news or other content, writing editing, and producing their publications. Visual design and layout will be introduced. May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. *Every semester.*

COMM 471 Publications Management Laboratory

(1)

This class is for editors of campus publications. Student will deal with essential aspects of editing, layout, design, and financing of student publications. May be repeated, with up to 3 hours (or combination of 160 and 170) counting toward the major. *Every semester.*

Computer Science

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The Department of Computer Science offers the following programs:

Bachelor of Arts in Computer Science
Bachelor of Science in Computer Information Systems
Bachelor of Science in Computer Engineering

Minor in Computer Science

All of these programs and their specific requirements are described below.

Requirements for a Minor in Computer Science, 19 hours

C.S. 130, 131, 215, and nine additional hours at the 300 level or above. Students interested in scientific areas should consider C.S. 305, 310, 322, and 330. Those interested in information systems should consider C.S. 300, 335, 339, and 340.

Bachelor of Arts in Computer Science

Requirements for a Major in Computer Science, 41 hours

Basic courses: C.S. 130, 131, 215, 221, 305, 310, 322, 330, 400, 415 and nine hours selected from 300- or 400-level Computer Science courses. Required related courses: Econ. 111, Math. 117, 118, 120, 215, 314 or 352, 321; Phys. 205, 206. Mathematics minor required.

Computer Science
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Computer Science 130	4	Computer Science 131	3
Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed Economics 111	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3		
	18		16
Sophomore Year			
Computer Science 215	3	Computer Science 221	4
Mathematics 215	3	Gen Ed Physics 206	4
Mathematics 321	3	Gen Ed IDC 200	3
Gen Ed Physics 205	4	Gen Ed Theology 200	3
Gen Ed English 200	3	Elective	3
	16		17
Junior Year			
Computer Science 310 or 330	3	Computer Science 415 or 400	3
Computer Science 322 or Elective	3	Computer Science 305 or Elective ..	3
Computer Science Elective	3	Computer Science Elective	3
Mathematics (314 or 352) or Elective	3	Gen Ed IDC 301	3
Gen Ed Philosophy 301	3	Mathematics (352 or 314) or Elective	3
	15		15
Senior Year			
Computer Science 330 or 310	3	Computer Science 400 or 415	3
Computer Science Elective or 322	3	Gen Ed Senior Seminar (IDC 401) ..	3
Gen Ed Fine Arts Req	3	Gen Ed Theology Elective	3
Elective or Mathematics (314 or 352)	3	Mathematics (352 or 314) or Elective	3
Elective	3	Elective or Computer Science 305 ..	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 41 hours of Computer Science courses may be used in the 126 hour BA degree program.

Bachelor of Science in Computer Information Systems

The emphasis of this program is on business problems and the processes of design and development of computer-based information systems.

Requirements for a Major in Computer Information Systems, 44 hours

Basic courses: C.S. 130, 131, 215, 221, 300, 310, 335, 339, 400, 415 and 421 or 444, plus nine hours selected from 300- or 400-level Computer Science courses. Required related courses: B.A. 103, 203, 301, 305, 315; Acct. 101; Econ. 111; Math. 120, 125 or 117, 205 or 321; Comm. 103 or 205. Business Administration minor required. Students with a major in Business Administration must take Math. 205 and Comm. 205.

Computer Information Systems Suggested Program for Bachelor of Arts Degree

Freshman Year

Computer Science 130	4	Computer Science 131	3
Mathematics 120	3	Business Administration 103	3
Gen Ed Economics 111	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Mathematics 125 or 117	4	Gen Ed Philosophy 160	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1		
	18		15

Sophomore Year

Computer Science 215	3	Computer Science 221	4
Mathematics 205 or 321	4 or 3	Business Administration 203	3
Gen Ed IDC 200	3	Gen Ed Theology 200	3
Accounting 101	3	Gen Ed Natural Science Req	3
Gen Ed English 200	3	Computer Science Elective or 339 ..	3
	15-16		16

Junior Year

Computer Science 300 or 310	3	Computer Science 339 or CS Elect .	3
Computer Science Elective	3	Computer Science 415 or 400	3
Business Administration 301	3	Computer Science 335 or CS Elect .	3
Business Administration 305	3	Communications 103 or 205	3
Gen Ed Philosophy 301	3	Gen Ed IDC 300	3
	15	Elective	3
			18

Senior Year

Computer Science 310 or 300	3	Computer Science 400 or 415	3
Computer Science 421 or 444	3	Computer Science Elective or 335 ..	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Gen Ed Natural Science Req	3	Gen Ed Fine Arts Req	3
Business Administration 315	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than ones listed above. No more than 44 hours of Computer Science courses can be used in the 126 hour B.S. degree program.

Bachelor of Science in Computer Engineering

The Bachelor of Science in Computer Engineering provides the student with an opportunity to pursue studies in the hardware area of the field of computers. Through requiring courses in programming, logic, and software design, the emphasis of the program is on electronics, systems design, and architecture.

Requirements for a Major in Computer Engineering, 51 hours

Basic courses: C.S. 130, 131, 215, 221, 305, 310, 324, 330, 360, 365, 400, 415, 421, 425, and six hours selected from the 300- or 400-level Computer Science courses. Required related courses: Economics 111; Mathematics 117, 118, 120, 215, 301, 314 or 352, 321; Physics 110, 111, 205, 206. Mathematics minor required.

Computer Engineering

Suggested Program for Bachelor of Science Degree

Freshman Year

Computer Science 130	4	Computer Science 131	3
Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Physics 111 or Philosophy 160	3
Gen Ed Physics 110 or History 116 or 117 ..	3	Gen Ed IDC 101	3
Gen Ed English 101	3	Gen Ed Economics 111	3
Freshman Focus	1		
	18		16

Sophomore Year

Computer Science 215	3	Computer Science 221	4
Mathematics 215	3	Philosophy 160 or Gen Ed Physics 1113	
Mathematics 321	3	Mathematics 301	3
Physics 205	4	Physics 206	4
Gen Ed History 116 or 117 or Physics 110	3	Gen Ed IDC 200	3
	16		17

Junior Year

Computer Science 305 or 330	3	Computer Science 324 or 365 ..	4 or 3
Computer Science 310 or 360	3	Computer Science 415 or 425	3
Computer Science Elective or 421	3	Computer Science Elective or 400 ..	3
Math.(314 or 352) or Gen Ed IDC 301 ..	3	Gen Ed IDC 301 or Math.(314 or 352)	3
Gen Ed English 200	3	Gen Ed Theology	3
	15		16 or 15

Senior Year

Computer Science 330 or 305	3	Computer Science 365 or 324 ..	3 or 4
Computer Science 360 or 310	3	Computer Science 425 or 415	3
Computer Science 421 or CS Elective	3	Computer Science 400 or CS Elective	3
Philosophy 301	3	Gen Ed IDC 401	3
Gen Ed Fine Arts	3	Gen Ed Theology Elective	3
	15		15 or 16

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours of Computer Science courses may be used in the 126 hour B.S. program.

Computer Science Course Descriptions

NOTE: All Computer Science courses, with the exception of C.S. 116, assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take at least Math. 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college course.

C.S. 110 Introduction to PC Hardware and Software (3)

An introduction to personal computer hardware and software: the system board, floppy and hard drives, trouble shooting fundamentals, managing memory, power supplies, operating systems. *As required.*

C.S. 111 Introduction to Visual Basic (3)

An introduction to Visual Basic, user interface, project management, I/O statements, data manipulation, procedures, conditional processing, looping, graphics, data structures, files, and communicating with other applications. *As required.*

C.S. 116 Computer Applications Software (3)

An introduction to computers, operating systems, and to some of the applications of computing today (word processing, spread sheets, databases, presentation graphics, e-mail, and integration of these applications); discussion of internet; a discussion of the historical, social, and ethical aspects of computers. *Every semester.*

C.S. 117 Website Development (3)

Effective interaction with internet; introduction to the World Wide Web, email, file transfer protocol (FTP), Telnet, and other features of internet; introduction to web authoring tools; creation of web pages and website using hyper text markup language (XHTML) and other web authoring tools. *Every semester.*

C.S. 130 Programming Fundamentals (4)

Introduction to fundamental concepts of procedural programming; data types, control structures, functions, arrays, and files; the mechanics of running, testing, and debugging; problem solving techniques; multiple operating system environments; basic web page development; introduction to the historical and social context of computing and an overview of computer science as a discipline. *Every fall.*

C.S. 131 The Object-Oriented Paradigm (3)

Introduction to the concepts of object-oriented programming; definition and use of classes along with the fundamentals of object-oriented design; inheritance and polymorphism; overview of programming language principles; simple analysis of algorithms; basic search and sorting techniques, and an introduction to software engineering issues; introduction to templates. (Prerequisite: C.S. 130.) *Every spring.*

C.S. 215 Data Structures (3)

Algorithmic notation; algorithm design; elementary data structures and their storage representations; linear data structures and their sequential and linked representations; nonlinear data structures and their storage representations; memory management; file processing; sorting and searching algorithms. (Prerequisites: C.S. 131, Math. 120.) *Every fall.*

C.S. 217 Advanced Web Site Development (3)

Web page development tools; web page formatting and web site development using Dynamic HTML and XML; introduction to scripting using JavaScript and/or VBScript; web application development. (Prerequisite: C.S. 117 or permission of instructor.) *As required.*

C.S. 221 Logic Design (4)

An introduction to logic design, including logic gates; combinational and sequential circuits; circuit simplification using Karnaugh maps and Boolean functions; flip-flops as employed in semiconductor memories; counters and registers; electronic implementation of binary arithmetic. Experiments. (Prerequisite: C.S. 131.) *Every spring.*

C.S. 300 Database Management Systems (3)

Organization; independence of and relationships among database concepts; logical and data structure representation of hierarchical, network and relational data models; data normalizations; description languages, query facilities; file organization and security; index organization. (Prerequisite: C.S. 315.) *Fall, even years.*

C.S. 305 Assembly Language Programming (3)

Computer structure and number systems; concepts and instruction format of assembly language; addressing techniques; macros; conditional assembly; file I/O; program segmentation and linkage; future trends. (Prerequisite: C.S. 131.) *Spring, even years.*

C.S. 310 Operating Systems (3)

Classification schemes for operating systems; resource-manager model of an operating system; system structure; memory management; process management; design techniques; implementation of a simple operating system and related software. (Prerequisites: C.S. 315 and consent of the instructor.) *Fall, odd years.*

C.S. 311 Application Development in Visual Languages (3)

Design of an effective application interface in visual environment; procedures, variables, and operations; projects, forms, and modules; data structures and control structures; data files and database management; input and output techniques; objects and classes; ActiveX components, and web connections. (Prerequisite: C.S. 131.) *As required.*

C.S. 320 Artificial Intelligence (3)

A study of computer systems that perform behavior that is indicative of intelligence were it to have been performed by humans. An introduction to heuristic searches, logical reasoning, language understanding, perception, expert systems, and related issues in the philosophy of mind and in psychology. (Prerequisite: C.S. 315.) *As required.*

C.S. 322 Translator Construction: Theory and Applications (3)

The purpose of translators; different types of translators; formal language concepts including syntax and basic characteristics of grammars; lexical analysis and parsing techniques; interpretative languages. (Prerequisite: C.S. 315.) *Fall, odd years.*

C.S. 324 Microprocessors: Architecture, Programming, and Interfacing (4)

Programming concepts in machine language; microprocessor familiarization; microprocessor operation and programming; memory interfacing using programmable logic devices, I/O interfacing, and PIAs; experiments. (Prerequisite: C.S. 305.) *Fall, odd years.*

C.S. 330 Algorithms**(3)**

Algorithm design techniques, including backtracking, heuristics, recursion, and simulation; experimental and analytical determination of algorithm performance; applications of algorithm design to various areas of computer science, such as artificial intelligence and systems programming. (Prerequisite: C.S. 315.) *Fall, even years.*

C.S. 335 e-Commerce Technologies**(3)**

Programming e-commerce applications; telecommunications and network technologies; e-business and e-commerce models and business issues; client- and server-side scripting; embedding multimedia in web pages; database design and development for e-commerce; session tracking; and e-commerce security issues. (Prerequisite: C.S. 215.) *Spring, odd years.*

C.S. 339 Information Systems Design and Analysis**(3)**

Concepts and techniques needed to implement a computer-based information system; I/O media; computer configurations; file design; program types; data controls; cost evaluations; systems flowcharting; the role of the systems analyst. (Prerequisite: C.S. 130.) *Spring, even years.*

C.S. 341 Interactive Computer Graphics**(3)**

The basic concepts of computer-aided graphics and design are introduced with hands-on approach using various graphics packages. Emphasis is on interactive computer display of graphics using device independent graphics primitives and transformations. (Prerequisites: C.S. 131, Math 215.) *As required.*

C.S. 360 Computer Design**(3)**

Digital design methodology, design techniques for digital systems, basic machine organization, control unit implementation and interface design. (Prerequisite: C.S. 221.) *Fall, even years.*

C.S. 365 Digital Systems Design**(3)**

Introduction to the digital logic design, combinational logic, sequential logic, implementation of sequential circuits, implementation of large systems. (Prerequisite: C.S. 221.) *Spring, odd years.*

C.S. 400 Software Design and Development**(3)**

Design techniques; formal models of structured programming; organization and management; estimating program libraries, documentation; organization of a large-scale project by students. (Prerequisite: C.S. 315.) *Spring, odd years.*

C.S. 415 Data Communications and Computer Networks**(3)**

Traditional star networks vs. various distributed designs; access methods and protocols; data communications hardware; software and transmission media; systems design considerations; implementation and upgrading, including common carrier options; computer networks. (Prerequisite: C.S. 315.) *Spring, even years.*

C.S. 421 Computer Science Research**(1-3)**

Selected topics in computer science, intended to draw together and unify the various subject areas of the computer science program. Emphasis given to research, written and oral reports. (Prerequisite: permission of instructor.) *Fall, even years.*

C.S. 423 Independent Study or Research

(3)

Guided reading or research in an area of special interest under the direction of a faculty member.
As required.

C.S. 425 Advanced Computer Architecture

(3)

Existing architecture; proposed architectures, arithmetic system design; interconnection schemes and performance evaluation; VLSI and computer architecture, case studies. (Prerequisite: C.S. 360.) *Spring, odd years.*

C.S. 440 Computer Science Seminar

(3)

A seminar on topics that are common to all computer science programs. Topics chosen to be studied will be determined in advance by the instructor with the consent of the chairperson of the department. (Prerequisite: senior standing in a computer science program.) *As required.*

C.S. 444, 445 Internship I, II

(3, 3)

The intern is provided with work experience and training to gain an understanding of the uses of the computer in an outside setting. (Prerequisite: junior or senior standing in computer science.)
As required.

Criminal Justice Studies

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An interdisciplinary degree, the B.A. in Criminal Justice Studies offers a variety of courses which give the student a unique perspective on the criminal justice system and prepares them for leadership roles in this career area. In addition to applied and experiential classes which give practical and “hands-on” knowledge, selected humanities courses in philosophy, psychology, literature, and drama provide interpretations of issues involving crime and society that can only be found in a truly liberal arts education. Faculty in the program have been selected because of their vast experience in the criminal justice field, from criminal profiling to police and correctional administration and law.

Requirements for a minor in Criminal Justice Studies, 18 hours

CJS 210, 306, 307, 331, plus two courses selected from other CJS offerings.

Bachelor of Arts requirements, Criminal Justice Studies, 27–36 hours

Required courses: CJS 205, 210, 306, 307, 331, 410, 419, 444, 445; plus 9 hours of elective “module” courses; Required related courses: Soc. 101, Psyc. 304, and Math. 205.

Criminal Justice Studies

Suggested Program for Bachelor of Arts Degree

Freshman Year

Sociology 101	3	CJS 210	3
Gen Ed English 101	3	Gen Ed Mathematics 205	4
Gen Ed IDC 101	3	Gen Ed Natural Science Req	3
Freshman Focus IDC 100	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Elective	3
Gen Ed Social Science Req	3		
	16		16

Sophomore Year

CJS 205	3	CJS 306	3
Gen Ed Fine Arts Req	4	Psychology 304	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
Gen Ed English 200	3	Gen Ed Theology 200	3
Elective	3	Elective	3
	16		15

Junior Year

CJS 307	3	CJS 444	3
CJS 331	3	CJS Module II	3
CJS Module I	3	Gen Ed IDC 301	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	15		15

Senior Year

CJS 410	3	CJS 419	3
CJS 445	3	CJS Module III	3
Gen Ed IDC 401	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed. No more than 36 hours of Criminal Justice Studies courses may be used as part of the 126 hour degree program.

Criminal Justice Studies Course Descriptions

CJS. 205 Sociological Theory I (3)

An overview of the major theoretical schools of sociology, including their historical development and contemporary expressions. *Cross-listed with Soc. 205. Fall, even years.*

CJS. 210 Criminal Justice (3)

An overview of the criminal justice system including the history of law, the police and police powers, the courts, prisons, and strategies for criminal rehabilitation. *Cross listed with Soc 210. Every semester.*

CJS. 306 Juvenile Delinquency (3)

The Juvenile Court as seen through recent Supreme Court decisions as they affect the determination, handling and rehabilitation of delinquents. Analysis of casual factors. *Cross-listed with Soc. 306. Every year.*

CJS. 307 Criminology (3)

An examination of societal and social-psychological factors involved in crime and the motives of the offender. Topics range from the "traditional" male street criminal but the female offender and white collar/corporate/governmental crime. *As required.*

CJS 310 Comparative Criminal Justice Systems (3)

A comparison of the U.S. system of justice with other societies and cultures, particularly other industrialized nations. *Every year or as required.*

CJS 319 Topics in Humanities and Crime (3)

One-time or experimental courses which are not intended to be a regular offering within the permanent curriculum.

CJS. 331 Corrections (3)

Trends in correctional philosophy in the U.S. are examined. The history and role of prisons in the criminal justice system is analyzed as well as community based corrections, probation and parole, half-way houses, and other alternatives to imprisonment are discussed. *Every year.*

CJS. 334 Comparative Criminal Justice Systems (3)

A comparison of the U.S. system of justice with other societies and cultures, particularly other industrialized or industrializing nations. Its purpose is to examine how justice systems reflect not only the core values of a society but how these values, and the criminal justice systems which enforce them, are shaped and created by powerful groups to their advantage. The societies covered in this course are England, Canada, France, Sweden, Japan, Russia, and China. (Prerequisites: Soc. 101; CJS/Soc. 210.) *As required.*

CJS. 341 Topics in Humanities and Crime (3)

One-time or experimental courses which are not intended to be a regular offering within the permanent curriculum. (Prerequisites: Soc. 101; CJS/Soc. 210.) *As required.*

CJS. 410 Research I (3)

Basic concepts of research methods and design. Each student is guided through the logical steps of constructing a research design. The research problem will focus specifically on issues within criminal justice. This research will be carried out in CJS. 419. *Cross-listed with Soc. 410. (prerequisite Math 205) Fall, odd years.*

CJS 419 Research II (3)

An advanced methodology course in which the student carries out a previously designed research project on a criminal justice topic (CJS. 410). Intensive supervision and guidance by the instructor in the conduct of research and the writing of professional research reports is emphasized. *Cross-listed with Soc. 419. (Prerequisite CJS. 410.) Spring, even years.*

CJS. 444/445 Internships in Criminal Justice I, II (3, 3)

The student is placed in an applied setting in the criminal justice system and supervised by a professional selected by the Director of the CJS program. Typically this requirement involves two 3 credit hour placements of 90 contact hours each. *Up to 3 credit hours of Sociological Practicum 150 (Books Behind Bars) may be applied to this requirement. Every semester.*

Liberal Arts Modules – 9 Hours

The Liberal Arts Modules are designed to assure that a graduate of the program is exposed in some depth to the philosophical, cultural, social, and social psychological factors upon which our legal system rests. The student is given a choice of courses within specific content areas or “modules.”

Module I: Psychological Aspects of Crime

One of the following is required for a total of 3 credit hours

CJS. 415 Criminal Profiling (3)

or

Psy. 414 Psychology and Law (3)

Module II: Philosophical Assumptions of Our Legal System

One of the following is required for a total of 3 credit hours

CJS 310 Comparative Criminal Justice Systems (3)

or

Phil 320 Philosophical Foundations of the U.S. Constitution (3)

or

Phil 432 Philosophy of Law (3)

Module III: Crime and the Humanities

One of the following is required for a total of 3 credit hours

CJS 319 Topics in Humanities and Crime (3)

or

Comm 351 Famous Criminal Trials Recreated (3)

or

Eng 325 Crime in Literature (3)

Cytotechnology

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Cytotechnology Program Accreditation

The Bachelor of Health Science (BHS) in Cytotechnology program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

Program Purpose

The Bachelor of Health Science in Cytotechnology offers professional preparation in the specialty of diagnostic cytology, one of the medical laboratory sciences. Cytotechnologists are cellular specialists whose primary focus is microscopically discovering abnormal changes in human cells long before the cells have transformed into cancer.

The curriculum is designed to provide the student with a background in the basic sciences and with an in-depth knowledge of cellular morphology of normal and abnormal conditions as seen in microscopic specimens from all body sites. Clinical experience is integrated throughout the program, and affords the student unique clinical opportunities in over 15 cytopathology laboratories located within the city and state and in surrounding states.

A student enters the Cytotechnology program after completing two years of college work, including courses in anatomy and physiology, cellular biology, microbiology, chemistry and general education.

Upon successful completion of the full-time, five consecutive semester professional program, the student is awarded a BHS degree and is eligible for the national certification examination offered by the American Society of Clinical Pathology.

An accelerated program is available for the student who has earned a baccalaureate degree in another discipline and wants to pursue the profession of cytotechnology. The curriculum is designed to be completed in four consecutive semesters. The student must have completed 16 hours of specified biology courses, 8 hours of general college chemistry, three hours of statistics and three hours of ethics. Upon successful completion of the program, the student is awarded a BHS degree and is eligible for the national certification examination offered by the American Society of Clinical Pathology.

There are a number of employment opportunities for graduates of the program. Cytotechnologists are employed in diagnostic cytopathology laboratories located in hospitals or private industry, in university medical centers, or in federal or state government laboratories. Additional employment opportunities are in health care management, education or research. Some graduates have used the curriculum in cytotechnology as a stepping-stone to medical or dental school, or for other graduate studies.

Cytotechnology
Program for Bachelor of Health Science Degree

Freshman Year

Freshman Focus (IDC 100)	1	Gen Ed English 101	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Gen Ed Psychology 103	3	Gen Ed Biology 109	4
Gen Ed Biology 108	4	Chemistry 104/104L	4
Chemistry 103/103L	4		
	15		14

Sophomore Year

Gen Ed Theology	3	Gen Ed Theology Elective	3
Gen Ed IDC 200	3	Gen Ed Fine Arts Req	3
Mathematics 205	4	Gen Ed English	3
Biology 202	4	Gen Ed History 116 or 117	3
		Biology 231	4
	14		16

Junior Year

Gen Ed Phil 301	3	CT 303	3
CT 301	3	CT 304	2
CT 312	2	CT 305	7
CT 431	1	CT 432	1
Biology 300	4	Biology 410	4
Gen Ed IDC 301	3		
	16		17

Summer

CT 321	2
CT 401	6
CT 404	2
CT 420	6
CT 433	1
	17

Senior Year

CT 402	6	CT 403	5
CT 405	2	CT 406	2
CT 421	6	CT 422	7
CT 434	1	CT 423	3
Gen Ed Senior Seminar (IDC 401)	3	CT 435	1
	18		18

Total Credits: 145

Accelerated Program for Bachelor of Health Science Degree

Semester 1 – Spring		Semester 2 – Summer	
CT 303	3	CT 321	2
CT 304	2	CT 401	6
CT 305	7	CT 404	2
CT 432	1	CT 420	6
Biology 410	4	CT 433	1
	17		17
Semester 3 – Fall		Semester 4 – Spring	
CT 402	6	CT 403	5
CT 405	2	CT 406	2
CT 421	6	CT 422	7
CT 434	1	CT 423	3
Gen Ed Theology 200	3	CT 435	1
	18		18

Total Credits: 70

Cytotechnology Course Descriptions

CT 301 Introduction to Medical Cytology (3)

An introduction to the practice of cytology as a health profession, includes historical background, purpose of cytology, medical ethics and professional development. *Fall only.*

CT 303 Cytopathologic Techniques and Procedures (3)

Introduction to collection, processing and preparation of cytologic samples from any given body site. *Spring only.*

CT 304 Special Techniques in Cytology (2)

Introduction to the concepts and techniques currently in practice which serve as new or adjunct testing methods to support cytologic diagnosis including but not limited to telopathology, cytogenetics; electron microscopy, flow cytometry, digital image analysis, and automated screening devices. *Spring only.*

CT 305 Basic Cytomorphology (7)

Introduction to systematic methods of examining gynecologic cell samples including the cytomorphology of normal cellular changes, hormonal variations, and changes associated with inflammation and infection. *Spring only.*

CT 312 Health Care Research (2)

This course provides an introduction to the basic principles of the health care research process and problem solving method. It includes examination of selected research for applicability to clinical practice. Critical analysis of research studies is emphasized.

CT 321 Laboratory Management (2)

The issues and challenges in cytotechnology management are presented. Special emphases include: history, trends, and philosophies in management.

CT 401 Diagnostic Cytology I (6)

Basic features of normal and abnormal cellular morphology in the female genital tract. *Summer only.*

CT 402 Diagnostic Cytology II (6)

Basic features of normal and abnormal cellular morphology as encountered in the respiratory, alimentary, genitourinary tracts, body cavities, and the female breast. *Fall only.*

CT 403 Diagnostic Cytology III (5)

Basic features of normal and abnormal cellular morphology as encountered in miscellaneous body sites, including fine needle aspiration cytology. *Spring only.*

CT 404 Cytopathology I (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Summer only.*

CT 405 Cytopathology II (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Fall only.*

CT 406 Cytopathology III (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Spring only.*

CT 420 Clinical Education I (6)

Closely supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Summer only.*

CT 421 Clinical Education II (6)

Supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Fall only.*

CT 422 Clinical Education III (7)

Indirectly supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Spring only.*

CT 423 Independent Study (3)

Development of research and scholarly writing with a scientific poster presented under the guidance of the faculty.

CT 431 Cytology Seminar I (1)

Presentation of current cytopathology cases.

CT 432 Cytology Seminar II (1)

Presentation of current cytopathology cases.

CT 433 Cytology Seminar III (1)

Presentation of current cytopathology cases.

CT 434 Cytology Seminar IV (1)

Presentation of current cytopathology cases.

CT 435 Cytology Seminar V (1)

Presentation of current cytopathology cases.

Economics

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Myra J. McCrickard, PhD; Frank L. Slesnick, PhD

Economics studies how scarce resources are allocated through individual and aggregate choices made within market mechanisms and government institutions. The undergraduate program in economics develops the tools needed to understand a broad spectrum of economic events in both the private and public sectors by interpreting those events within the context of economic theory and statistical analysis.

Economics provides an excellent background for students planning to pursue graduate work in business, international studies, public policy and law. Students with an undergraduate and/or graduate major in economics may pursue a wide range of careers in both the private and public sectors. Private-sector opportunities include jobs in areas such as banking, finance, insurance, real estate, marketing, data management, general management and research and development. Opportunities in the public sector include jobs at the local, state or federal level of government or with organizations such as the Federal Reserve Bank. Some graduates have also pursued careers in academia or have become entrepreneurs and run their own business.

The economics program seeks to fulfill a dual mission in the Rubel School. One is to provide a quality traditional liberal arts education to students who desire this program of study. In this role, we also serve the entire University by offering economics in the general education curriculum at Bellarmine. The second, and equally important role of the program, is to serve all other areas of the Business School by providing introductory, intermediate, and graduate training for all students who seek particular levels of expertise from a business education.

Requirements for a Major in Economics, 25-37 hours

Basic courses: Econ. 111, 112, 331, 332, 405, 441, 499, and six hours selected from other courses in Economics. Required related courses: Math. 205 and 125 or 117. For the maximum of 37 hours permitted in the Department, twelve additional hours may be selected from other courses in Economics. Any student who is considering entering a graduate program in economics should see his/her academic advisor. Successful completion of such a program may require that the undergraduate student complete additional courses in mathematics.

Requirements for a Minor in Economics, 18 hours

Econ. 111, 112, and 331 or 332, and nine hours selected from 300- or 400-level courses in Economics.

Economics

Suggested Program for Bachelor of Arts Degree

Freshman Year

Economics 111	3	Economics 112	3
Gen Ed Mathematics 125 or 117	4	Mathematics 205	4
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3		
	17		16

Sophomore Year

Economics 332	3	Economics 331	3
Gen Ed English 200	3	Gen Ed IDC 200	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Junior Year

Economics Elective	3	Economics Elective	3
Gen Ed IDC 301	3	Gen Ed Philosophy 301	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Senior Year

Economics 405	3	Economics 441	3
Gen Ed Senior Sem (IDC 401)	3	Economics 499	1
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			16

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 37 hours in economics may be used in a student’s 126 hour degree program.

Economics Course Descriptions

Econ. 111 Principles of Microeconomics

(3)

Economics is the study of how people and societies choose when they face scarce resources to produce goods and services. The microeconomics course analyzes the private sector of the economy, emphasizing the decision making process of consumers and business firms. The allocation of goods and services in a private enterprise system as well as the implications of market structure (pure competition, monopolistic competition, oligopoly, and monopoly) is also discussed. *Every semester.*

Econ. 112 Principles of Macroeconomics

(3)

Economics is the study of how people and societies choose when they face scarce resources to produce goods and services. The macroeconomics course analyzes the public sector of the economy, focusing on the decision making process of government. The role of government in solving problems such as market failure, poor information, lack of competition in markets and economic instability is discussed. Aggregates used to measure economic activity as well as the causes of and policy prescriptions for unemployment and inflation is emphasized. (Prerequisite: Econ. 111.) *Every semester.*

Econ. 308 Money and Banking

(3)

The role of financial markets, asset pricing, banking and financial market regulations, money demand and supply, and interest rate and exchange rate determination is the focus of this course. The Federal Reserve System, monetary policy and the impact of incomplete information on the banking system are also explored. (Prerequisites: Econ 111,112.) *As required.*

Econ. 331 Intermediate Microeconomic Theory

(3)

Microeconomics focuses on the behavior of individual economic units, primarily consumers and business firms, and considers how their decisions are coordinated through interactions in markets. The theoretical development and empirical verification of economic relationships is emphasized. Topics include consumer choice, firm behavior markets for goods and inputs, and market structure. (Prerequisites: Econ 111,112.) *Every semester.*

Econ. 332 Intermediate Macroeconomic Theory

(3)

Macroeconomics focuses on aggregate economic behavior, emphasizing the determination of national income, employment, production, and prices as an outcome of the interactions among product, labor and financial markets. The theoretical development and empirical verification of economic relationships is emphasized. Monetary and fiscal policies designed to maintain economic stability or enhance growth and development are analyzed within the context of Classical and Keynesian paradigms. (Prerequisites: Econ 111,112.) *Every fall.*

Econ. 341, 342 Basic Issues in Economics I, II

(3, 3)

Specific topics in economics currently of interest to faculty and students are examined. (Prerequisites: Econ. 111, 112 or permission of the instructor.) *As required.*

Econ. 401 Labor Economics

(3)

The behavior of employers and employees in response to the general incentives of wages, prices, profits, and nonmonetary aspects of the employment relationship, such as working conditions, is examined. Specific topics include the way market incentives affect the decision to work, the motivation of educational and training investments, the relationship between wages and employment opportunities, and the effect of unions on the economy. (Prerequisites: Econ 111,112.) *As required.*

Econ. 405 International Trade and Finance

(3)

The causes and consequences of the exchange of goods, services and assets between nations as well as policies affecting international markets are examined in this course. The trade portion reveals the principle of comparative advantage within the Ricardian model of trade, including the impact of factor endowments on trade patterns and the consequences of trade restrictions or unions. The finance portion of the course enhances the discussion of trade via analyses of currency markets and regimes, purchasing power parity, covered interest arbitrage, international capital flows, and the balance of payments. (Prerequisites: Econ 111,112.) *Every semester.*

Econ. 410 Econometrics

(3)

Statistical methods used to estimate and test economic models are explored. The method of ordinary least squares regression is examined in detail following a review of basic probability and statistics. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity, and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. Applications of empirical techniques may include topics such as the relationship between unemployment and inflation, wages and productivity, or exchange rates and trade. (Prerequisites: Econ 111,112, Math 205, Econ 331 or permission of the instructor.) *As required.*

Econ. 415 Law and Economics

(3)

Economic analysis is used to evaluate laws and legal institutions. The role of the legal system as a solution for allocative inefficiency in markets is examined by discussing the importance of economics on the development of laws and the effect of laws on the allocation of resources. (Prerequisites: Econ 111,112.) *As required.*

Econ. 418 Forensic Economics

(3)

Economic theory is applied to problems of valuation presented in litigation. Possible topics include loss due to injury or death, loss due to discrimination as well as social issues such as tort reform and reparations. (Prerequisites: Econ 111,112.) *As required.*

Econ. 423 Independent Study

(1-3)

The independent study involves a tutorial for students with specific interests in which the student works independently with a member of the economics faculty for one to three hours of academic credit. To register the student must fill out an Independent Study application available in the registrar's office. The application must be approved by the directing faculty member, the departmental chairman, and the dean. (Prerequisites: Econ 111,112.) *As required.*

Econ 441 Senior Seminar in Economic Research**(3)**

The senior seminar provides a capstone experience for students who major in economics. Students who minor in economics may also enroll in this course. Several contemporary topics in economic research will be explored throughout the semester. The particular topics selected will be determined by the instructor. As the required capstone experience for economics majors, this course is designed to enhance the student's ability to synthesize theoretical concepts, analytical tools, and econometric techniques developed in previous courses. An original research paper is required in order to complete the course. (Prerequisites: Senior Status Economics Major or Minor; Econ 410 or permission of the instructor.) *Every Spring.*

Econ. 442 Public Economics**(3)**

This course examines a variety of topics, including the welfare implications of expenditure and taxation policies of governments, the economic rationale of governmental provision of goods and services, and the efficiency and distributive aspects of taxation on household and firm behavior. Possible topics include the responsibility of government to provide health care and education and to protect environmental assets. (Prerequisites: Econ 111,112.) *As required.*

Econ. 444, 445 Economics Internship I, II**(3, 3)**

Placement at an organization in a position requiring economic decision-making. Students receiving an economics internship must fill out an application available in the registrar's office. The application must be approved by the directing faculty member, the departmental chairman, and the dean. A paper is required. One to three hours of academic credit may be awarded. (Prerequisites: Econ 111,112.) *As required.*

Econ. 451 Investment Theory**(3)**

The theory and operations of financial markets and the role of financial assets and institutions in the economic decisions of individuals, firms, and governments is examined in this course. The methodologies and instruments for constructing investment strategies emphasizing the effects of risk-return trade-offs are also discussed.

(Prerequisites: Econ 111,112; Math 125 or 117, 205.) *As required.*

Econ. 499 Senior Comprehensive Review in Economics**(1)**

The senior comprehensive review involves a re-examination of the major concepts in the undergraduate economics curriculum for one hour of academic credit. A comprehensive exam is required in order to complete the course. This course is a requirement for graduating seniors completing a major in economics. (Prerequisites: Senior Status Economics Major.) *Every Spring.*

Education

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 Anne Raymond, Ph.D.,
 Jean Green, Placement Director

“Educator As Reflective Learner”

The Annsley Frazier Thornton School of Education at Bellarmine University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496 and approved by the Kentucky Education Professional Standards Board. It offers programs leading to teacher certification in Elementary grades (Primary – 5), Middle School (5 – 9), with Secondary (8 – 12) and Special Education, Learning with Behavior Disorders (Primary – 12).

In order to meet the needs of diverse learners in the schools of the 21st century, Bellarmine’s program is designed to offer certification in elementary grades and special education or middle grades and special education. All graduates from these programs, which can be completed in 4 years, will have two teaching certifications, one in regular education and one in special education.

Our secondary education program offers teaching certification for grades 8 – 12 in the following content areas: art, biology, chemistry, English, mathematics, music, social studies and a computer science endorsement. Secondary education majors graduate with a content major and teacher certification in that content area.

Admission to Teacher Education

Students preparing for the teaching profession and initial teacher certification must be accepted into the teacher education program. Formal application for admission may be made upon completion of a required set of courses which includes Education 200, Foundations of Education. Applications are obtained through the School of Education Office. Transfer students desiring teacher certification will be screened upon completion of twelve semester hours at Bellarmine.

General criteria for acceptance into teacher education programs are as follows:

1. Evidence of specific competency levels in the following basic skills: oral and written communication, reading, writing and computation. Applicants to teacher education must demonstrate these competencies through their liberal arts and professional course work (including laboratory and clinical experiences in the field) and by meeting minimum score requirements on the American College Test (ACT) or other tests sanctioned by the Kentucky Department of Education and the School of Education.

2. A minimum cumulative grade point average of 2.5.
3. A minimum grade of B- in all Education classes.
4. A minimum grade of C+ in Eng. 101; Comm. 103 or 205; (elementary/middle majors)
5. Successful review of student portfolio.
6. Receipt of recommendations from instructors of Education courses, selected General Education courses, and supervising teachers of the field-based experiences.
7. Appropriate teacher dispositions as delineated by the School of Education.

Portfolio

As part of the Continuous Assessment evaluation program, each student will maintain a portfolio. See the *Undergraduate Teacher Education Handbook* and your advisor for specific instructions.

Application for Student Teaching

Application for Student Teaching must be filed with the School of Education during the spring semester prior to the term in which the student plans to student teach. Students must have been accepted into the teacher education program. General criteria for acceptance into student teaching are:

1. Senior standing. This is determined at Bellarmine University by satisfactory completion of 90 or more semester hours of course work.
2. An updated health questionnaire with current TB results.
3. Completion of student teaching application and portfolio. In addition, the student's file is examined for current information and recommendations regarding required number of field and laboratory experiences.
4. Acceptable academic requirements. Student teaching candidates will have achieved the following:
 - a. An overall academic standing of at least 2.5.
 - b. An academic standing of at least 2.5 in the teaching major, minor and teacher education program.
 - c. Completion of three-fourths of all required professional Education courses with an academic standing of at least B- in each course.
 - d. Completion of at least three-fourths of the course work for the teaching major and/or all of the course work for the teaching minor if student teaching is to be completed in a minor subject area.
 - e. Approval of the Teacher Education faculty. This decision is based upon evidence that the student demonstrates maturity, interpersonal and communication skills, and the attitudes, dispositions, knowledge, competence and judgement necessary to be an effective teacher.

Teacher Certification

In order to be granted certification in Kentucky the following criteria must be met:

1. Bellarmine's Teacher Education faculty must officially recommend that a student be issued the appropriate certification. Such a recommendation must validate that:
 - a. the student has been admitted to teacher education,
 - b. the student has passed his/her supervised student teaching experience, and
 - c. the student has completed the approved program of studies for the certificate to be issued.
2. The teacher education program graduate must pass the appropriate Praxis Series Assessment (see *Undergraduate Teacher Education Handbook* for specific tests).
3. At the completion of the professional semester (student teaching) an approved exit portfolio will be required for certification.

The application for certification can be obtained in the School of Education office once the above criteria are met. Upon receipt of a completed certification application the Educational Professional Standards Board issues the teacher education candidate a Statement of Eligibility. When the candidate has secured employment and returned a Confirmation of Employment, the State issues a provisional one-year certificate for the internship.

Programs of Study

Specific programs of study for each teacher education program are outlined in this section. Curriculum advisement contracts for each of these programs are available in the School of Education office.

Dual Certification – Learning and Behavioral Disorders P – 12

Bellarmine's School of Education is leading the nation in innovative teacher education programs. Bellarmine is one of a small number of colleges and universities in the nation creating a more comprehensive teacher preparation program which incorporates the national standards for teacher competencies and the state standards (New Teacher Standards for Kentucky Teachers) by requiring all undergraduate students interested in teaching elementary or middle grades to complete a four year program which leads to certification in both general education and special education for learning and behavioral disabilities.

The diversity of the typical classroom in private, public or parochial schools has changed dramatically requiring that teachers come to the classroom prepared with a new and more varied set of competencies. For example, nationally more than 70% of the students with educational disabilities are served in the general education setting for most or all of their educational experiences. The number and types of cultural diversity within these schools has grown by 25% in Kentucky schools over the past ten years and continues to steadily increase. The levels and types of needs (e.g., poverty, homelessness) of the students are increasing steadily. Access to immediate global information via technology is altering students' knowledge levels and the types of skills they will need to be competitive in the job market.

National and State standards for teacher competencies have outlined the skills necessary for the teacher of tomorrow. The standards include skills in Planning, Learning Climate, Instructional Delivery, Assessment, Teamwork, Professional Growth, Personal and Professional Reflection.

Embedded in each of these skill areas are critical foundations of teaching which require the teacher to assess, understand and address the unique needs of students with educational disabilities and multicultural and global backgrounds.

The School of Education believes that the development of teachers with dual certification in general and special education competencies prepares our graduates for the many diverse and challenging classrooms of tomorrow. Our graduates will be prepared as leaders in education serving their communities by helping every child develop to his/her highest potential.

Secondary Education Program

The Annisley Frazier Thornton School of Education's four-year secondary teacher education program provides the critical skills necessary for a teacher in the general education classroom of today and tomorrow. This program requires the undergraduate student to develop an academic emphasis for teaching as well as skills that will improve the learning capacity of students found in the general education setting. Academic emphasis (majors) include English, Mathematics, Social Studies, Biology, Chemistry, Art, Music and a Computer Science endorsement.

Early Elementary Education Program, Grades P-5

1. Professional Education Courses

Education 112, 116, 200, 208, 220, 231, 309, 329, 334, 335, 336, 337, 338, 339, 362, 431, 432, 436, 446

2. Corequisite Courses

Communications 103 or 205

Art 201 or 202

Mathematics 101 and 102

3. Academic Emphasis

Special Education

Special Education (29 hours)

Education 102, 111, 122, 214, 312, 315, 362, 382, 420, 446

Middle Grades Education Program, 5 – 9

1. Professional Education Courses

Education 116, 131, 200, 208, 220, 221, 309, 343, 443, 444, 445, 446

2. Corequisite Courses

Communications 103 or 205

Mathematics 101 and 102

1. Areas of Specialization

Select one of the following:

a. English (27 hours)

English 201, 207, 208, 209, 210

Education 315 (or Eng. 402), 334, 335, 339

182 Education

b. Mathematics (19 hours)

Mathematics 117, 120, 205, 215, 305
Education 336
(Math. 231 is strongly recommended)

c. Social Studies (27 hours)

History 116, 117, 201, 202
Economics 111
Geography: Metroversity
Political Science 101 or 102
Sociology 101 or 201
Education 338

d. Science (25 hours)

Biology 130 and six hours selected from Bio. 111, 112, 113, 114, 115, 116, 117, 118
Chemistry 109, 110, 423 (Earth Science)
Physics 105 or 106
Education 348

and, **Special Education (29 hours)**

Education 102, 111, 122, 214, 220, 312, 315, 362, 382, 421, 446

High School (Secondary) Education Program, 8 – 12

1. Professional Education Courses

Education 116, 131, 132, 200, 208, 212, 221, 341, 342, 355, 441, 442, 445
One content methods course selected from Education 231, 329, 338, 346, 349, or Math 347

2. Corequisite Courses

Communications 103 or 205

3. Areas of Specialization

Select one of the following:

a. Art (36 hours)

Art 101, 102, 211, 230, 242, 250, 303, 313; six semester hours selected from Art 201, 202, 288, 289; and six hours selected from Art 242, 243, 304, 307, 420, 421

b. Biology (56 hours)

Biology 130, 140, 220, 231, 240, 313, 314, 317, 408, 430
Chemistry 103, 104
Physics 205
Mathematics 117

c. Chemistry (55-56 hours)

Chemistry 103, 104, 205, 206, 301, 309, 330; two courses from Chem. 302, 412, 422; one course from Chem. 307, 411; one course from Chem. 412, 420
Mathematics 117, 118
Physics 205, 206

d. English (37 hours)

Eng. 201, 207, 208, 209, 210, 250, 412, 450 and 15 hours of electives including one upper level American Literature course, one upper level British Literature course and Linguistics 402. Students are also encouraged to seek out electives with a gender and multicultural focus.

e. Mathematics (41 hours)

Mathematics 117, 118, 120, 215, 216, 231, 305, 314, 331, 347, 403, 450; one course selected from 312, 315, 332, 352, 404, 411; and six hours selected from 300- or 400-level Mathematics courses. Math 332 may be substituted for 331 and Math 411 may be substituted for 403. Computer Science 130 is strongly recommended for math majors.

f. Music (48 hours)

Music 101, 102, 201, 202, 211, 231, 311, 341, 410, 431; sixteen hours (two per semester) in an applied major; four hours of approved ensemble.

g. Social Studies (48 hours)

History 116, 117, 201, 202, 323, 324; one course from 301, 302, 303, 313; one course from 319, 320, 321, 327, 415; two 300- or 400-level History elective.

Economics 111, 112

Political Science 101

Sociology 101 or 201

Psychology 103

Geography: three hours, and must be done through Metroversity.

h. Computer Science Endorsement (24 hours)

Extending a Kentucky Teaching Certificate to include Computer Science requires the following:

Computer Science 130, 131, 217 and 315

Mathematics 120

Education 116

Undergraduate Programs in Education Course Descriptions**Educ. 102 Typical and Atypical Child Development Part A: Birth – 6 years (3)**

Hands on research based personal exploration of early childhood, elementary and middle school education with an emphasis on individual learner development. Developmentally appropriate instructional practices and the school as a learning environment. Requisite: Concurrent enrollment in Educ. 111. *Every fall.*

Educ. 111 Field-Based Instruction (1)

Weekly experience in classrooms with children of diverse learning needs. Extends over both fall and spring semesters. Requisite: Concurrent enrollment in Educ. 102.

Educ. 112/131 Field-Based Instruction (1)

Weekly experience in elementary (112), middle (112) or secondary (131) schools with directed observations and interactions with students. Journal writing on selected action research topics. Concurrent enrollment in Educ. 200. *Every spring and fall.*

Educ. 116 Computer Applications in Education (3)

This course addresses the integration of computer technology into teaching. Pre-service teachers will explore lesson design and alignment with technology to develop student-centered lesson plans in which technology is used as a *tool* for learning rather than as a delivery mechanism. Students will work with practical inquiry based examples while addressing both local and national educational standards.

Educ. 122 Field Experience (1)

Weekly experience in classrooms with children or adolescents of diverse learning needs. *Every spring.*

Educ. 132 Field-Based Instruction (1)

Weekly experience in secondary classrooms with adolescents of diverse learning needs. Requisite: Concurrent enrollment in Educ. 342. *Every spring.*

Educ. 200 Foundations of Education (3)

Survey course on purpose of education, school as a social and historical institution, curriculum and philosophy of elementary, middle and secondary schools, Through field experiences students will focus on selected areas of interest and concentration. Concurrent enrollment in Educ. 131/112. Prerequisites: Educ. 102, 111, 220. *Every fall and spring.*

Educ. 208 School Health, Nutrition and Physical Education (3)

An overview of current issues in school health, nutrition and physical education. A study is made of the various health-related agencies and facilities available to the school community. A module of physical exercises is included with application for school physical education. *Every semester.*

Educ. 212 Consultation and Collaboration Between School Professionals (3)

A study of children and youth with special needs, emphasizing accommodation in the classroom to help students reach their potential. Students will develop models of collaboration for teaching diverse learners (Secondary Education Students) *Every fall.*

Educ. 214 Nature and Needs of Children with LBD (3)

An in-depth study of students having learning disabilities and behavior disorders with additional emphasis on other exceptionalities in both special and regular education settings. Prerequisite: Admission to Teacher Education. *Every fall.*

Educ. 220 Typical and Atypical Child Development Part B: Intro to Special Education (3)

Hands on research based personal exploration of early childhood, elementary and middle school education with an emphasis on individual learner development, developmentally appropriate instructional practices and the school as a learning environment. Prerequisite: 102 and 111. *Every spring.*

Educ. 221 Psychology of Adolescence (3)

A study of the social and cognitive developmental theories of adolescence and the characteristics manifested by adolescent behavior. Students will work with adolescents in a school setting for a minimum of 30 clock hours. *Every spring.*

Educ. 231 School Art Methods (3)

Designed to meet the needs of P-5, 5-9, 8-12 and Learning and Behavior Disorders P-12 majors in planning quality art programs. Familiarizes each student with a variety of art media and techniques of teaching art, with application for planning and integrating art in the total curriculum. *Every semester.*

Educ. 309 Classroom Management Strategies (3)

Students examine a variety of discipline theories and management strategies for establishing and maintaining a learning environment within the school setting. Simulations, role playing, group work and presentations are among the strategies used in the course. Prerequisite: Admission to Teacher Education. *Every spring.*

Educ. 312 Methods and Procedures for Children with LBD (3)

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for mildly disabled learners. Prerequisite: Successful completion of Education 214. Concurrent enrollment in Educ. 122. *Every spring.*

Educ. 315 Speech and Language Development (3)

Designed to introduce the student to the typical development of speech and language of children, with emphasis on providing opportunities for enriching experiences in classroom settings. Prerequisite: Educ. 102, 111, 220. *Every spring.*

Educ. 329 School Music Methods (3)

Teaching techniques and practical application of music fundamentals for the typical and atypical learner. Prerequisite: Educ. 102, 111, 220. *Every semester.*

Educ. 334 Literature for Children and Youth (3)

A survey of the historical development of literature for children and youth and an evaluation of selected works of the past and present. Prerequisites: Educ. 102 and 220. *Every spring.*

Educ. 335 The Teaching of Reading (3)

An analysis of reading methodology and instruction techniques. Special emphasis is placed on the direct application of theory to the teaching of reading in the classroom. Demonstration classes and observation required. Prerequisites: Admission to Teacher Education.

Educ. 336 Teaching Mathematics (3)

Methods and materials for teaching mathematics in the early elementary and middle grades. A survey of the mathematics curriculum using the National Council of Teachers of Mathematics (NCTM) standards, micro-teaching sessions, and participation in school classrooms is included. Prerequisites: Math 101, 102, and Admission to Teacher Education. *Every spring.*

Educ. 337 Teaching Science (3)

Prospective teachers address science content, education resources, teaching strategies, and inquiry activities necessary to teach science in contemporary ways while using state and national education standards as a framework for making instructional decisions. Prerequisites; Admission to Teacher Education and one general education science course. *Every fall.*

Educ. 338 Teaching Social Studies (3)

An analysis and application of methodology and instructional techniques in the content area of the social studies. Thematic units are introduced and developed. Observation and demonstration classes in the schools are required. Prerequisite: Admission to Teacher Education. *Every spring.*

Educ. 339 Teaching Language Arts (3)

Designed for the teacher of language arts to help children and youth experience, observe, think and develop skills through listening, speaking, reading and writing. Demonstration classes and observation required. Prerequisites: Admission to Teacher Education. *Every fall.*

Educ. 341 Curriculum Organization and the Teacher in the Secondary School (3)

A study and implementation of secondary curriculum, making instructional materials, planning and managing instruction in the classroom. Prerequisite: Application to Student Teaching. *Every fall.*

Educ. 342 Teaching Secondary School Subjects (3)

The course includes the study and demonstration of a variety of teaching strategies, lesson planning, micro-teaching and classroom management and student assessment. Prerequisite: Admission to Teacher Education, concurrent enrollment in Educ. 132.

Educ. 343 Middle Grades Curriculum (3)

An examination of the curriculum required to meet the needs of the middle grades learner and of the instructional techniques and strategies for teaching content areas. Prerequisite: Application to Student Teaching.

Educ. 346 Teaching English in the Secondary School (3)

This course provides as overview of current theories that will help guide the pre-service teacher in the teaching of listening, speaking, thinking, reading, and writing at the secondary school level. Students are encouraged to develop and refine their own theories and philosophies in terms of teaching secondary English within the context of the language arts. Students are expected to develop teaching strategies that reflect best practices in the teaching of English as proposed by NCATE, IRA, and as outlines in the Kentucky Core Content for Assessment.

Educ. 348 Teaching Science in the Middle School**(3)**

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the middle school. Prerequisite: Admission to Teacher Education.

Educ.. 349 Teaching Science in High School**(3)**

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the high school. Prerequisite: Admission to Teacher Education.

Educ. 355 The Secondary Classroom as a Learning Environment

A required course for secondary education majors that explores in depth strategies for enhancing learning, problem solving and critical thinking skills; the development of a classroom management plan; and the development of specific assessment strategies and scoring rubrics. A 30 hour field experience component in a secondary education setting is embedded in the course. (Prerequisite: Educ. 221.) *Every fall.*

Educ. 362 Education Measurements**(3)**

An introduction in the foundations, techniques, procedures and application of measurement and evaluation, including performance-based and portfolio assessment for the regular and special education classroom and other setting. Prerequisite: Admission to Teacher Education.

Educ. 382 Early Childhood Education for Children with Special Needs**(3)**

Designed to introduce the student to the current practices, research and program issues in early childhood education of children with special needs. Prerequisite: Educ. 102, 111, 220. *Every fall.*

Educ. 420 Supervised Student Teaching, LBD, Elementary Grades P – 5**(6)**

Directed observation, participation, and student teaching in elementary school special education. Prerequisites: Application to Student Teaching.

Educ. 421 Supervised Student Teaching, LBD, Middle Grades**(6)**

Directed observation, participation and student teaching in middle school special education. Prerequisites: Application to Student Teaching.

Educ. 423 Independent Study**(1-3)**

Guided reading or research in an area of special interest under the direction of a faculty member.

Educ. 431 Supervised Student Teaching, Elementary Grades P – 5**(6)**

Directed observation, participation and student teaching in the elementary school. Prerequisites: Application to Student Teaching

Educ. 436 Curriculum Design and Methods for Elementary School**(3)**

An introduction to basic curriculum design and content in elementary schools. Students will study the tools and implementation of curriculum in various elementary programs. This course will prepare students to utilize instructional techniques from methodology courses within the student teaching experience. Prerequisites: Application to Student Teaching.

Educ. 441, 442 Supervised Student Teaching, Secondary Grades 8 – 12**(6, 6)**

A full semester of observation, participation and teaching in a high school classroom. Prerequisite: Application to Student Teaching.

Educ. 443, 444 Supervised Student Teaching, Middle Grades 5 – 9 (6, 6)

Directed observation, participation and student teaching in the middle grades 5 – 9. Prerequisite: Application to Student Teaching.

Educ. 445 Reading in the Content Areas (3)

Familiarizes middle and secondary pre-service teachers with the reading process as it relates to teaching content-area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas. Demonstration classes and observation required. Prerequisite: Admission to Teacher Education.

Educ. 446 Professional Partnerships : Elementary & Middle School Majors (3)

Students will examine the dynamics of supportive and effective partnerships between general and special education professionals focusing on the teaching of diverse learners.

English

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English as a discipline of thought and study is fundamentally concerned with *literacy*. Critic and teacher Robert Scholes helpfully defines what such literacy means: “the ability to understand and to produce a wide variety of texts that use the English language—including work in the traditional literary forms, in the practical and persuasive forms, and in the modern media as well.” English is, then, a very wide-ranging field of study. Historically, it gives attention to the great variety of texts that human culture has produced over centuries. Conceptually, it aims at developing deep abilities in reading and writing—again of a great variety of texts.

The Department has carefully designed its program of study to represent the challenges and the pleasures of such a diverse field. We reflect this in the variety of courses offered and in the *sequential* way in which we ask our majors to approach their study. That study begins with Eng. 201, *The World of Texts*, which introduces the student to the basic principles underlying the discipline. Students are also required to take at least one half of the American Literature Survey before moving into upper-level American literature courses, one half of the British Literature Survey before moving into upper-level British literature courses. The 300 and 400 level courses presume the solid grounding in literary history and critical reading skills that our 200 level courses are designed to provide. In the student's senior year, the major provides a distinct “capstone” experience through Eng. 450, the Integrative Seminar.

The deep literacy that one can achieve through careful work in the major prepares the student for a range of post-graduate opportunities. Naturally, one can pursue the discipline further, through graduate study in English. But the major in English, in connection with the full experience of coursework that a Bellarmine education provides, can lead also to a range of professional opportunities; recent graduates in English have gone on to work in such fields as banking, law, medicine, management, public relations, advertising, and academic administration.

Department Goals

The Department of English is committed to the following four goals:

1. To teach writing, as a fundamental means of learning – of self-expression, and of communication – across the full range of our course work.
2. To teach close, creative reading of both literary and non-literary texts, and to teach such reading as an interactive, culturally grounded process of making meaning.
3. To provide our majors with fundamental sense of literary history – American, English, and as much as possible international – and of the social history relevant to it.
4. To explore literature as a centrally important mode of human inquiry and experience; that is, to take seriously what it is saying, and to argue critically about its social and individual truths.

Requirements for a Major in English, 37 hours

Basic courses: Eng. 201, 207, 208, 209, 210, 250, 412, 450, and fifteen hours selected from 300 and 400 level English courses. Students must take:

1. at least one upper-level course from American literature offerings;
2. at least one upper-level course from British literature offerings;
3. at least one 400-level course (which might coincide with #1 or #2).

Note: An internship will NOT suffice for the 400-level course.

Requirements for a Minor in English, 21–24 hours

Eng. 201, two of the following survey courses: Eng. 207, 208, 209, 210; English 412; and nine-twelve hours of electives, no more than three hours of which can be at the 200-level.

General Reminders for Majors and Minors

1. The General Education courses (Eng. 101 and Eng. 200) do NOT count as part of a student's curriculum in the English Department.
2. Per University guidelines, if a student exceeds 36 hours in the major, he/she must add the same number of hours to overall number of hours taken at Bellarmine.

Academic Policies for Majors and Minors

1. **The successful completion of Eng. 101 is a prerequisite for all other English courses.**
2. Eng. 201 must be completed before a student can enroll in a 300- or 400-level course.
3. Eng. 250 must be completed before enrolling in 300- or 400-level courses.
4. **All students in the English Dept. must earn at least a C in coursework.** If a D or F is earned, the course must be repeated to count toward the major or minor.
5. **All majors in the English Dept. are required to maintain a portfolio.** Students minoring in English are encouraged to do so as well. The contents of the department portfolio used for assessment purposes are basic: representative papers/assignments from Eng. 201, Eng. 250, the survey courses, several upper level courses, Eng. 412, and Eng. 450. In various classes (Eng. 201, Eng. 450, as well as other selected courses) students are also asked to include reflective pieces addressing their work in the discipline, both in and out of the classroom (i.e., attending department events; attending the Bellarmine Writers Series; writing for *Ariel*).
6. **Students are STRONGLY encouraged to take several semesters of a foreign language to complement their major in English,** especially if students plan to attend graduate school.

Department Activities for Students

1. Students majoring and minoring in English are encouraged to involve themselves in **Ariel, the department's literary society**. To strengthen their writing, students are also encouraged to write for the **literary magazine, Ariel**. This student-run organization offers many opportunities for students to enhance their writing and editing skills.
2. Students are encouraged to attend readings by contemporary authors, made available through the **Bellarmino Writers Series**. Each semester, an author of note offers a public reading and also works intensively with the creative writing class being taught.
3. Our students have been very successful in the **Metroversity Writing Competitions**, which are publicized each spring. Our students fare well in these competitions, and our majors are encouraged to take advantage of this opportunity to hone their writing skills. **Work on the school newspaper and yearbook** represents another valuable avenue for students interested in writing.

English
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Gen Ed Natural Science Req	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed Social Science Req	3	Elective	3
Gen Ed History 116 or 117	3	Elective	3
Elective	3		
	16		15

Sophomore Year

English 201	3	English 208	3
English 207	3	English 210	3
English 209	3	English 250	1
Gen Ed Natural Science Req	3	Gen Ed Theology 200	3
Gen Ed IDC 200	3	Gen Ed Math Requirement	3
		Elective	3
	15		16

Junior Year

English Elective	3	English Elective	3
English Elective	3	Gen Ed Theology Elective	3
Gen Ed IDC 301	3	Gen Ed Fine Arts Req	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Senior Year

English 412	3	English 450	3
English Elective	3	English Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

English Course Descriptions

NOTE: The successful completion of Eng. 101 is a prerequisite for all other English courses.

Eng. 101 Expository Writing (3)

This course in composition combines critical reading and writing. Writing for this course focuses on essays that develop essential abilities in description, explanation, and argument. Through these essays, students are expected to master basic process and rhetorical skills crucial to strong college-level writing. *Every semester.*

Eng. 102 Persuasive Writing (3)

Persuasion is both the deepest and most comprehensive aim of rhetoric; this course focuses on ways to achieve that aim in a variety of writing situations. Its assignments are designed to develop critical reading and writing skills essential to adapting the writer's mastery of information to the needs of the reader. *Every spring.*

Eng. 200 Reading Literature (3)

Reading Literature serves as the common general education course in literature for non-majors. It aims to help students develop their abilities to read, understand, and appreciate literature—to *experience* it in such a way that they become confident and committed readers. Literary content will vary across sections and can be drawn from various ages and cultures, but the course shares the following emphases: close reading, clear and engaged writing, and strong self-reflection. *Every semester.*

Eng. 201 The World of Texts (3)

The World of Texts is the foundational course with which the student must begin study in the major. "English" is an unusually varied discipline, taking as its object of study almost every kind of text that human beings produce. Given that diverse range, a sense of fundamental organizing principles and practices is essential—and that is what this course is designed to explore. It introduces students to a range of critical theories, both traditional and contemporary, and provides a chance to practice their application through a strong writing component. This course must be completed **before** students can enroll in 300- and 400-level courses. *Every fall.*

Eng. 207 American Literature Survey I (3)

This course surveys American literature from its beginnings in the Native American traditions and the writings of the explorers through the creation of the American myths in texts of the Puritans and the Early Republic, in Transcendentalism, and in the flowering of fiction in the American Renaissance. It ends with attention to the writings that come out of the debates over race, slavery, and abolition, and to the poetry of Walt Whitman and Emily Dickinson. Approaches combine close reading, literary and cultural history, and a variety of methodological lenses (such as gender, class, race, and form). *Every fall.*

Eng. 208 American Literature Survey II (3)

This course surveys American literature from the Civil War to the present, typically organizing readings into three distinct literary movements: Realism/Naturalism, Modernism, and Postmodernism/Multiculturalism. Approaches combine close reading, literary and cultural history, and a variety of methodological lenses (such as gender, class, race, and form). *Every spring.*

Eng. 209 British Literature Survey I (3)

In this first part of the survey sequence, students study British Literature from the Anglo-Saxons to Milton, emphasizing such major authors as the Beowulf poet, the Gawain poet, Chaucer, Shakespeare, Donne, and Milton, and such major genres as epic, romance, lyric poetry, and drama. Students study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. *Every fall.*

Eng. 210 British Literature Survey II**(3)**

In this second part of the survey sequence, students study British Literature from 1660 to the present, emphasizing such major authors as Swift, Pope, Wordsworth, Mary Shelley, Tennyson, Hardy, Woolf, T. S. Eliot, and Yeats. Lyric poetry and fiction constitute the main genre focus. Students study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. *Every spring.*

Eng. 250 Introduction to the Profession of English**(1)**

This course provides an introduction to the profession of English. Career opportunities and graduate programs in English are addressed in this class, and students develop plans to complete their work in the English Department and to prepare themselves for life beyond Bellarmine. This course must be completed before enrolling in 300- and 400-level courses.

Eng. 300 Advanced Writing: Rhetoric**(3)**

This course is designed to improve cognitive skills and to provide strategies for effective communication and persuasion. Emphasis is placed on the rhetoric of the sentence, rhetorical analysis, identification of audience and audience response, and the construction of persuasive arguments. *As required.*

Eng. 309 Technical Writing**(3)**

This course prepares students for the demands of technical reading and writing called for by today's technological environment. Students write a variety of technical pieces, such as instructions, feasibility reports, specifications, user manuals, internal and external proposals, requests for proposals, query letters, and memos. The use of electronic communication, the ethics of technical communication, and the use of graphics in technical communication are also covered. *As required.*

Eng. 312 Creative Writing: Poetry**(3)**

This course is designed to give students with an interest in writing poetry intense practice of the craft, along with the critical and creative feedback that comes with a workshop experience. Students read selected literature and create their own poetry portfolios. *Every year.*

Eng. 313 Creative Writing: Fiction**(3)**

This course is designed to give students with an interest in writing fiction intense practice of the craft, along with the critical and creative feedback that comes with a workshop experience. Students will read selected literature and create their own fiction portfolios. *Every year.*

Eng. 314 Creative Writing: Non-Fiction**(3)**

Creative Non-Fiction is a fairly abstract name for a growing body of work in contemporary writing. This course is designed to give students intense practice in the creation of such creative non-fictional genres as memoir, literary journalism, and the speculative essay. Students will read selected literature and create their own creative non-fiction portfolios. *As required.*

Eng. 322 American Modernism**(3)**

Between 1910 and 1950, experimentation (in form and in theme), psychological realism, psychoanalytic awareness, and "Make it new!" were the rallying cries of key literary figures, and the role of literature shifted from confirming social vision to questioning it. *American Modernism* closely examines the literature of this period, focusing on such poets as Eliot, H.D., Stevens, Williams, and Stein, or such fiction writers as Faulkner, Fitzgerald, Hemingway, Porter, Cather, and Stein. The material is approached by either genre or thematic emphases. *As required.*

Eng. 323 Contemporary American Literature**(3)**

Across a variety of genres, contemporary American writers extend, revise, argue with, enrich, question, and honor the literary traditions, themes, and structures established by their foremothers and forefathers. Drawing its readings from the past thirty-five years, this course may focus on multiculturalism, postmodernism, or some combination of those overlapping strains, but will typically consider the questions contemporary authors raise about language, culture, gender, race, ethnicity, and the very idea of literature itself. *As required.*

Eng. 324 Multicultural American Literature**(3)**

Multicultural American Literature may be offered as a survey of the variety of cultural positions from which American authors have written, or as a course in African American, Native American, Latino/a American, or Asian American literature. Whatever its focus, it brings close attention to American literatures that are distinct in their emotional power, narrative complexity, and social engagement. *As required.*

Eng. 325 Crime in Literature**(3)**

This course addresses texts from the genre of crime and punishment, with frequent discussion of the cultural, historical, and critical contexts that illuminate this tradition. The literature of crime is juxtaposed with other types of texts that depict and reflect on crime and punishment, such as narratives of actual crimes and autobiographical narratives by criminals, both fictional and real. *Every year or as required.*

Eng. 330 Topics in Literature**(3)**

This class provides for the study of various literatures not addressed in the department's American and British Literature courses. While several of the department's genre courses allow for specialized study, this course provides a venue for a variety of genres focused around one specific theme/topic. *As required.*

Eng. 331 Topics in Early British Literature: Pre-1500**(3)**

Early British Literature is not a survey course, but rather focuses on study of one or two selected topics from a period covering Anglo-Saxons through late Medieval writings (to 1500). Students might explore, for example, the development of the lyric in English, or read with some depth the works of a major author such as Chaucer. *As required.*

Eng. 332 Topics in Early Modern British Literature: 1500-1800**(3)**

The three centuries covered by *Early Modern British Literature* embrace a rich literary heritage. This course allows focused study on one or two of the period's central movements or figures: the unconventional, even shocking, imagery of John Donne and the Metaphysical Poets; the political prose and religious epics of John Milton; the wit, variously bawdy and sparkling, of the theatre; women authors; Neoclassicism; the rise of the periodical essay and the novel; the satire of Dryden, Pope, and Swift; and the early stirrings of Romanticism. *As required.*

Eng. 333 Topics in Modern British Literature: 1800-Present**(3)**

Like the other upper-level British period courses, *Modern British Literature* focuses on study of one or two selected topics from British Literature after 1800. Students might explore, for example, the British Romantic Movement, or the Victorian Literature of Evolution, or read with some depth the works of a major author such as Austen, Keats, George Eliot, Dickens, Woolf, Joyce, or Lawrence. *As required.*

Eng. 350 Contemporary International Literature (3)

The focus of *Contemporary International Literature* is in-depth study of non-Anglo-American literatures from around the world, examining, for instance, trends in Magical Realism, New Realism, allegory, historical fiction, metafiction, and post-colonial literature. It will typically feature authors from the Caribbean, Latin America, South Africa, India, Pakistan, and Europe. In some semesters, the course may take one or two major authors as a focus. *As required.*

Eng. 360 Women's Literature (3)

Using gender as a lens, this course investigates writing by women in order to ask such questions as: What is women's literature? Does gender shape topic, theme, and structure? Is there a "women's tradition" in literature? Typically, the course will cross national, temporal, and generic boundaries, and will pay attention to the racial, social, and cultural diversity of women's writing. Topics might include the self, other women, men, children, motherhood, politics, race, class, social justice, rituals and ceremonies, sexuality, spirituality, and the process of writing. *As required.*

Eng. 402 Modern Linguistics (3)

Linguistics is the study of language itself: how it works and how we use it. Students will study its structure, starting with the basic building blocks of sound and meaning, and their combination into morphemes, words phrases, and sentences. The class will investigate conversation and other types of discourse and will examine language change and development in such areas as the history of English, the acquisition of first and second languages, and the differences between spoken and written language. Special topics may include dialects (social, regional, gender, and age differences in speech patterns) and registers (notably slang and any others the students use or come across). Students will discover the theories and principles at work—and at play—in their own language as they display and experience it daily. *Every spring.*

Eng. 412 Shakespeare (3)

"Tragedy, comedy, history, pastoral,...scene individable or poem unlimited"—such is the "stuff" the Shakespeare course is "made on." In a given semester, the class could focus on a survey of the Bard's plays and non-dramatic poetry, exclusively on his tragedies, or on the histories and comedies, or on Shakespeare on film. Whatever the emphasis, attention will be given to critical analyses of the works as well as to the plays in performance. *Every fall.*

Eng. 421 Studies in American Poetry (3)

This course offers advanced, in-depth study of some carefully focused aspect of American poetry. Course content will be variable, making possible such topics as Modern American Poetry, Whitman and Dickinson, and Confessional Poetry, or study of a single major figure. *As required.*

Eng. 422 Studies in American Fiction (3)

This course offers advanced, in-depth study of some carefully focused aspect of American fiction. Course content will be variable, making possible such topics as the Twentieth Century American Novel, the Rise of the American Short Story, American Political Fiction, Reading the West, and Studies in the American *Bildungsroman*, or study of a single major figure. *As required.*

Eng. 423 Independent Study (3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Eng. 424 Advanced Writing**(3)**

This course is designed to give students with an interest in furthering their writing of poetry and fiction an intense workshop experience in the craft. Students will read selected literature for discussion; create their own portfolios; and write a critical appreciation of a selected writer. (Prerequisite: successful completion of Eng. 312 or 313).

Eng. 425 American Renaissances**(3)**

American Renaissances focuses on one or more of the periods of marked vitality in American literature: the American Renaissance of the mid-nineteenth century, encompassing such authors as Whitman, Emerson, Thoreau, Hawthorne, Melville; the “Other” American Renaissance—a corresponding blossoming of writing by women in the nineteenth century; the Southern American Renaissance of the early to mid-twentieth century, examining Faulkner, Warren, Welty, O’Connor, and others; or the Harlem Renaissance of the 1920s and 1930s, featuring the work of Langston Hughes, Claude McKay, Zora Neale Hurston, Nella Larsen, and others. *As required.*

Eng. 431 Studies in British Poetry**(3)**

This course offers the opportunity for advanced, in-depth study of some carefully focused aspect of British Poetry. Course content will vary, making possible such topics as Victorian Poetry, the Poetry of Satire, and Contemporary British Poetry, or study of a single major figure. *As required.*

Eng. 432 Studies in British Fiction**(3)**

The last three centuries of British literature offer a range great and exciting fiction. This course offers the opportunity for advanced, in-depth study of some carefully focused aspect of that fiction. Course content will vary, making possible such topics as the Victorian Novel, Gothic Fiction, and the Twentieth Century Novel, or study of a single major author. *As required.*

Eng. 433 Studies in Genre**(3)**

In this course, students will examine the development of a particular mode or genre. Examples of possible course topics: the sonnet from the fourteenth century to the present, romance from the twelfth to the nineteenth century, the many expressions of the Arthurian legends in English, or the pastoral from Virgil to the nineteenth century. *As required.*

Eng. 434 Studies in Drama**(3)**

In this course, students will focus on a particular tradition, period, or mode of drama. The course could emphasize the drama of a certain historical period, such as non-Shakespearean Renaissance drama, or the drama of a particular mode, such as comedy from the fifteenth through the eighteenth centuries. Or it could focus on the drama of a particular culture—Ireland or the United States, for example. *As required.*

Eng. 444, 445 Internship I, II**(3, 3)**

Every semester.

Eng. 450 Integrative Seminar**(3)**

This senior-level seminar gives students the opportunity to consolidate their learning within the major and to connect it with larger frames of inquiry. Through its exploration of a special topic, the course asks students to reflect upon the ways of knowing that they have developed as English majors and to integrate them with disciplinary methods and bodies of knowledge they have encountered throughout their college education. The course will demand substantial, independent written research and an oral presentation of its results. *Every spring.*

Foreign Languages

Gabriele W. Bosley, MA, MAT, Chair

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E. Page Curry, DML; Fred Ehrmann, PhD; Norman Lewis, PhD; Shifen Gong, PhD;

Ann Marie Karpinsky, MA; Kazuke Probst, MA; David Domine, MA, MAT

The Department of Foreign Languages is committed to helping Bellarmine students gain understanding, acquire knowledge, and develop skills for living and communicating in the globally interdependent and culturally diverse world of the 21st century.

Foreign language study not only provides students with valuable insights into other cultures, but it also confronts students with their own language, culture, and values. Knowledge of a foreign language serves as a solid basis for a broad liberal arts education. Proficiency in a foreign language provides the extra edge in the highly competitive world of trade and commerce, international relations, government, and research.

The goals of the Department are to teach students to understand, speak, and write a foreign language so that they may:

- develop their intellectual capabilities and study habits through foreign language study.
- increase their understanding of how language functions and, through the study of a foreign language, develop a greater awareness of their own language.
- keep abreast of modern writing, research, and information across national barriers.
- increase their personal awareness of culture through the study of great literature, philosophy, art, and music in the original.
- gain a greater understanding of people across national barriers, by developing sympathetic insights into the ways of thinking of the people whose languages they study.
- be able to reflect on their own heritage and customs.
- enhance their chances in today's competitive world of global employment for initial recruitment and further advancement.

While many of Bellarmine students studying a foreign language have cultural, social, political, and economic interests in order to support and broaden their studies in other fields, Bellarmine's program was developed to prepare students for graduate school and a global job market, by offering a degree in Foreign Languages and International Studies, as well as minors in French, German, and Spanish.

Major in Foreign Languages and International Studies

Program Content

A degree in Foreign Languages and International Studies (FLIS) is an interdisciplinary major, focusing students' attention on the international scene, primarily from historical, political, socio-cultural, and economic perspectives. The degree, therefore, combines studies in two different cultures and languages with studies in history, political science, business, economics, philosophy, theology, communications, and geography. The program provides preparation for participation in internships and exchange programs abroad and builds a foundation for careers in international relations, international business, marketing, commerce, industry, government, human resources, and for graduate degrees in international law, foreign relations, diplomacy, and foreign language teaching.

FLIS Program Goals

1. To build a foundation for understanding foreign societies and international relations.
2. To be able to communicate adequately in one foreign language.
3. To acquire basic communication skills in a second foreign language.
4. To develop a set of tools for analyzing foreign cultures, languages, history, economics, politics, and religions.
5. To gain insight into the processes and institutions around which global activities are organized.

FLIS Entrance Requirement

201 Proficiency Level in French, German, or Spanish (Language 1). The proficiency level will be determined by means of a placement test. Students with less or no prior experience in the chosen L1, may acquire such at Bellarmine.

Distribution of Credit Hours for Language 1, Language 2 and Cross Disciplinary Requirements :

(21 hours of languages, plus 15 hours of interdisciplinary courses, plus study abroad requirement)

15 hrs in Language 1 at and above 200 level in German, French or Spanish

6 hrs in Language 2 (French, German, Spanish, Russian*, Italian*, Japanese, Chinese) at any level (most likely 101, 102, but excluding French, German, and Spanish 100) *presently available only through Metroversity or study abroad.

6 hrs Political Science (308, 317, 318, 323, 325, 413, 414 et al.)/**History** (116, 117, 241, 242, 243, 317, 318, 320, 321, 327, 417, 419, 420, 421 et al.)

6 hrs Economics 111, 112, 405 et. al.) **or Business Administration** (301, 305 et al.) **and 3hrs Philosophy** (309, 330, 350, et al.) **or Communications** (313, et al.) **or Theology** (307, et al.) **or World Geography** (Metroversity) et al.

*additional courses are available at our foreign study sites.

36 hrs Total

International Study Requirement (6–30 hrs, but not more than 12 hrs in Language 1 or Language 2)

At least one international summer, semester, or year study experience in a Bellarmine approved program abroad, representing Language as the native tongue. While abroad, a student should focus on language study, but is encouraged to also use Language 1 as a vehicle for study of electives or interdisciplinary requirements.

A student is asked to carefully review all foreign study with the International Programs Office, and all on campus interdisciplinary courses with his/her advisor, assuring a close link between his/her primary and secondary languages and focus areas.

Electives should be chosen from the following special focus areas:

- **Economics/Business Administration**
- **History/Diplomacy and International Relations**
- **Human and Social Services**
- **Foreign Language Education**
- **Translation and Interpretation**

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Minors in Foreign Languages

The Department offers minors in French, German, and Spanish. A minor requires 18 hours beyond 102 or 111. A minor in a second language enhances any major and increases career opportunities.

Available Languages

<i>Chinese</i>	Elementary through intermediate level study at Bellarmine University, with advanced study abroad options at our partner university, the Chinese University of Hong Kong.
<i>French</i>	Elementary through advanced level study, with summer and semester study abroad options in French-speaking nations. Students may minor in French by completing 18 hours beyond 102 or 111 and major in FLIS with French as their primary language.
<i>German</i>	Elementary through advanced level study, with Summer and semester study abroad options in German speaking nations. Students may minor in German by completing 18 hours beyond 102 and major in FLIS with German as their primary language.
<i>Greek (Attic)</i>	Elementary through intermediate level study.
<i>Japanese</i>	Elementary through intermediate level study in residence at Bellarmine, with advanced study abroad options at Kansai Gaidai University in Osaka, Japan, Chukyo University in Nagoya, Japan, and Yokohoma National University, in Yokohoma, Japan.
<i>Latin</i>	Elementary level study at Bellarmine and intermediate and advanced level study available through Metroversity.
<i>Russian</i>	Elementary level study at Bellarmine and intermediate and advanced level study available through Metroversity, with study abroad options in Estonia and Russia.
<i>Spanish</i>	Elementary through advanced level study with summer and semester study abroad options in Spanish speaking nations. Students may minor in Spanish by completing 18 hours beyond 102 or 111 and major in FLIS with Spanish as their primary language.

Program of Studies in Foreign Languages and Cultures

The introductory 100-level courses introduce the student to the role of language in general, while giving valuable insights into the function of English, developing basic communication skills in the target language, as well as an appreciation of the history and cultures studied.

The intermediate 200-level courses continue the emphasis on developing all four skills through guided readings in literature and culture and through conversation and composition courses dealing with contemporary issues and their critical analysis, employing video, audio, satellite, and computer-assisted instruction outside the classroom.

The advanced 300- and 400-level courses refine the four skill areas while placing special emphasis on the study of civilizations in their historical, political, literary, and contemporary context. Students become thoroughly familiar with critical analysis and cultural values through systematic survey and special topics courses.

Foreign Languages and International Studies
Suggested Program for a Bachelor of Arts Degree

Freshman Year

Language 1 201 (Fren, Ger, Span)	3	Language 1 202 (Fren, Ger, Span) ..	3
Gen Ed English 101	3	Interdisciplinary Requirement	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Interdisciplinary Requirement	3	Gen Ed Social Science Elective	3
Elective	3		
	16		15

Sophomore Year

Language 1 211	3	Language 1 212	3
Language 2 101	3	Language 2 102	3
Gen Ed Natural Science Req	3	Gen Ed Natural Science Req	3
Gen Ed English 200	3	Gen Ed Math Req	3
Gen Ed IDC 200	3	Gen Ed Theology 200	3
Elective	3	Interdisciplinary Requirement	3
	18		18

Junior Year

Language 1 312	3	Language 1 320	3
Language 2 Elective (201)	3	Language 2 Elective (202)	3
Gen Ed IDC 301	3	Gen Ed Philosophy 301	3
Interdisciplinary Requirement	3	Interdisciplinary Requirement	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Language 1 315	3	Language 1 420	3
Language 2 Elective	3	Language 2 Elective	3
Gen Ed Theology Elective	3	Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Interdisciplinary Requirement	3	Interdisciplinary Requirement	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

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Placement Testing

Any student with previous foreign language experience must take the university's computerized placement test via the ARC (Academic Resource Center), located on Level A of the W. L. Lyons Brown Library. For appointments call 452-8071. A student will receive credit for previous experience, if the student passes the next highest Bellarmine class with a grade of C+ or above. Maximum credit awarded is six hours. For further information, please consult with the department chair. AP, ACCESS, and IB credits are accepted up to 6 hours at any level.

Heritage and Native speakers must consult with the department chair regarding placement. Native speakers are only permitted to enroll into courses at the 300 level and above.

Foreign Language Course Descriptions

CHINESE

In addition to the following courses, intermediate and advanced study abroad options are available at our partner university, the Chinese University of Hong Kong under www.bellarmino.edu/studyabroad.

Chinese 101, 102 Introductory Chinese I, II (3, 3)

This is a two-semester sequence designed to provide basic language skills in Modern Standard Chinese (Mandarin/Putonghua) for beginners. It emphasizes oral communication as a first step, leading gradually to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an understanding of aspects of Chinese culture and society that influence the language and how it is used. By the end of the year students will be able to carry on simple conversations about everyday life with native speakers of Chinese and read and write 400 to 500 Chinese characters. No prior knowledge of Modern Standard Chinese is required. (Prerequisite for Chin. 102 is Chin. 101 or its equivalent.) *As required.*

Chin. 201/202 Intermediate Chinese I, II (3, 3)

This is a two-semester sequence (201/202) designed to provide language skills in Modern Standard Chinese (Mandarin/Putonghua) in a cultural context for those who have studied Chinese at the beginners' level. It is designed to provide a balanced development of the four skills of listening, speaking, reading, and writing in depth and breadth, aiming toward the elementary level of the Chinese Proficiency Test designed and developed by the Chinese Proficiency Test Centre of Beijing Language and Culture University. By the end of the year, students will be able to carry on 15-20 line situational conversations with native speakers of Chinese and read and write about 500 Chinese characters. (Prerequisite for Chin. 201 is Chin. 102 or its equivalent. Prerequisite for Chin. 202 is Chin. 201 or its equivalent.) *As required.*

Chin. 320 Chinese Culture through Films and Fiction (3)

This course is a study of the essential characteristics of Chinese culture as displayed throughout Chinese history in the social, political, economic, and personal spheres of society. Well-known films, novels, and stories with ancient and modern-day settings are studied for the insights they provide into the core values that have survived the many upheavals of current and past centuries. The course is taught in English, using English translations of all course material. No prior knowledge of Chinese is required. *As required.*

Chin. 423 Chinese Independent Study

(3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Chin. 424 Chinese Independent Study Abroad

(3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a Chinese-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

FRENCH

In addition to the following courses, a variety of other courses are available at our French, Canadian, and African partner universities under www.bellarmine.edu/studyabroad.

Fren. 100 French for Students and Travelers

(3)

This course offers an introduction to the French language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of French is needed. *As required.*

Fren. 101, 102 Introductory French I, II

(3, 3)

These are the beginning courses of the French language-acquisition sequence, emphasizing oral communication as a first step, leading to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of the French-speaking nations. (Prerequisite for Fren. 102 is Fren. 101 or its equivalent.) *As required.*

Fren. 111 Intensive Review of French

(3)

One-semester review of elementary French: grammar, speaking, reading, writing, and Francophone cultures. Open to students who are placed in this level by test results or departmental direction. Not open to students who have credit for Fren. 101 or 102. *Every fall.*

Fren. 201, 202 Intermediate French I, II

(3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Fren. 201 is Fren. 102 or its equivalent; prerequisite for Fren. 202 is Fren. 201 or its equivalent.) *As required.*

Fren. 211, 212 Intermediate French Conversation and Composition I, II

(3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of French instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Fren. 211 is Fren. 202 or its equivalent; prerequisite for Fren. 212 is Fren. 211 or permission of instructor.) *As required.*

Fren. 310 French for Business (3)

This course focuses on the development of specialized conversational and written proficiency necessary to import-export business, banking, insurance, business regulation, etc., in the French-speaking world. Activities will require critical thinking in situations students might encounter, and study of relevant cultural aspects, such as France's role in the European Union and Quebec's role in NAFTA, so that students understand recent changes as well as Francophone customs in business dealings. (Prerequisite: Fren. 212 or permission of instructor.) *As required.*

Fren. 312 Advanced French Conversation and Composition (3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Fren. 212 or permission of instructor.) *As required.*

Fren. 315 Introduction to French Literature (3)

A survey and chronological study of French Literature, social development and intellectual currents in the context of history, art and music. Special emphasis on oral proficiency development through seminar style discussion format. Study of the principles of writing and explication de texte. (Prerequisite: Fren. 202 or equivalent.) *As required.*

Fren. 320 French Culture and Civilization (3)

Advanced systematic study of the contemporary culture of French-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Fren. 202 or permission of instructor.) *As required.*

Fren. 420 Special Topics in French Language, Literature, and Culture (3)

This course may include topics like "French Theater," "Francophone Literature," "Women's Voices Through History," "French Cultural History through Films," and "Francophone Cultural History Through Films." (Prerequisite: Fren. 212 or permission of the instructor.) *As required.*

Fren. 423 French Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Fren. 424 French Independent Study Abroad (3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a French-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

Fren. 444/445 Internship I, II (3, 3)

The internship provides the student the opportunity to apply classroom learning to the workplace and explore potential career interests domestically or abroad. *As needed.*

GERMAN

In addition to the following courses, a variety of other courses are available at our German, Austrian, and Swiss partner universities under www.bellarmine.edu/studyabroad.

Germ. 101, 102 Introductory German I, II (3, 3)

These are the beginning courses of the German language-acquisition sequence, emphasizing oral communication as a first step, leading to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of the German-speaking nations. (Prerequisite for Germ. 102 is Germ. 101 or its equivalent.) *As required.*

Germ. 201, 202 Intermediate German I, II (3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Germ. 201 is Germ. 102 or its equivalent; prerequisite for Germ. 202 is Germ. 201 or its equivalent.) *As required.*

Germ. 211, 212 Intermediate German Conversation and Composition I, II (3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of German instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Germ. 211 is Germ. 202 or its equivalent; prerequisite for Germ. 212 is Germ. 211 or permission of instructor.) *As required.*

Germ. 220 The German Cultural Tradition, I (3)

This course, which is taught in English, gives students an overview of German history and literature in its cultural and social context from the Middle Ages to 1789. *As required.*

Germ. 221 The German Cultural Tradition, II (3)

This course, which is taught in English, introduces students to the tumultuous story of Germany, its culture, literature, art, and thought from the time of Frederick the Great in the late eighteenth century to the momentous events of 1989–90 and post-wall Germany. *As required.*

Germ. 310 German for Business (3)

This course focuses on the development of specialized conversational and written language proficiency organized around major business and economic topics that reflect the recent changes in Europe as well as Germany's role in the global economy. In addition, this course is designed to lay the foundation for successful preparation for the prestigious and internationally recognized examination/certificate *Prüfung Wirtschaftsdeutsch International*. (Prerequisite: Germ. 212 or permission of instructor.) *As required.*

Germ. 312 Advanced German Conversation and Composition (3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Germ. 212 or permission of instructor.) *As required.*

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Germ. 320 German Culture and Civilization

(3)

Advanced systematic study of the contemporary culture of German-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Permission of instructor.) *As required.*

Germ. 330 The German Cultural Tradition, I

(3)

This course gives students an overview of German history and literature in its cultural and social context from the Middle Ages to 1789. Course readings and assignments are in German. (Prerequisite: Permission of instructor.) *Every fall.*

Germ. 331 The German Cultural Tradition, II

(3)

This course introduces students to the tumultuous story of Germany, its culture, literature, art, and thought from the time of Frederick the Great in the late eighteenth century to the momentous events of 1989–90 and post-wall Germany. Course readings and assignments are in German. (Prerequisite: Permission of instructor.) *Every spring.*

Germ. 420 Special Topics in German Language, Literature, and Culture

(3)

This course may include topics such as “20th Century German Short Prose,” “The Age of Goethe,” “German Literary Landscapes,” “Voices of Romanticism,” “Women’s Literature,” “German Theater,” and “20th Century German Cultural History through Films.” (Prerequisite: Germ. 212 or permission of the instructor.) *As required.*

Germ. 423 German Independent Study

(3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Germ. 424 German Independent Study Abroad

(3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a German-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

Germ. 444/445 Internships I, II

(3, 3)

The internship provides the student the opportunity to apply classroom learning to the workplace and explore potential career interests domestically or abroad. *As required.*

GREEK

Additional courses are available through Metroversity, www.metroversity.org

Grk. 101, 102 Introductory Greek I, II

(3, 3)

The purpose of this course is to give students an understanding and mastery of Attic Greek syntax and grammar, and confidence in translating both from the Attic Greek into English and from English to Attic Greek. Students will learn both to write in Greek and to read aloud. (Prerequisite for Grk. 102 is Grk. 101 or its equivalent.) *As required.*

Grk. 201, 202 Intermediate Greek I, II

(3, 3)

The purpose of this course is to master the fine points of Attic grammar, and to translate grammatic and syntactic competence into practical competence. By the end of the course students will have translated one short Platonic dialog and a book from Homer's Iliad or Odyssey. (Prerequisite for Grk. 201 is Grk. 102 or its equivalent; prerequisite for Grk. 202 is Grk. 201 or its equivalent.) *As required.*

JAPANESE

In addition to the following courses, a variety of other courses are available at our Japanese partner universities under www.bellarmine.edu/studyabroad.

Jpn. 100 Japanese for Students and Travelers

(3)

This course offers an introduction to the Japanese language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of Japanese is needed. *As required.*

Jpn. 101, 102 Introductory Japanese I, II

(3, 3)

Beginning courses of the Japanese language-acquisition sequence, emphasizing a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of Japanese-speaking people. Jpn. 101 covers the first syllabary (Hiragana) and part of the second syllabary (Katakana). Jpn. 102 provides complete mastery of both syllabaries. (Prerequisite for Jpn. 102 is Jpn. 101 or its equivalent.) *As required.*

Jpn. 201 Intermediate Japanese I

(3)

Having learned the basics of Hiragana and Katakana in Jpn. 101 and 102, this course introduces the student to the third alphabet of the Japanese language, Kanji. Kanji is the most difficult of the three alphabets, and the most historical. In this class, the student will become proficient at approximately 150 Joyo Kanji. Mastering the Kanji characters also enables the student to obtain a deeper understanding of the Japanese communication system and culture. (Prerequisite: Jpn. 102 or its equivalent.) *As required.*

Jpn. 202 Intermediate Japanese II

(3)

In Jpn. 201, students were introduced to the third and most difficult of the Japanese alphabets, Kanji. In this class, the student will learn an additional 150 characters, amounting to a total of 300 Kanji characters learned by the end of Jpn. 202. Additional cultural aspects will be introduced, centering around social structures, cultural heritage, and historical events. (Prerequisite: Jpn. 201 or its equivalent.)

Jpn. 423 Japanese Independent Study

(3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Jpn. 424 Japanese Independent Study Abroad

(3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc. while studying in a Japanese-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

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LATIN

Additional courses are available through Metroversity, www.metroversity.org.

Lat. 101, 102 Introductory Latin (3, 3)

This course provides a structured approach to Latin grammar and syntax. In Lat. 102 the grammatical study is supplemented with selected readings from Latin prose and poetry. (Prerequisite for Lat. 102 is Lat. 101 or its equivalent.) *As required.*

RUSSIAN

Additional courses are available through Metroversity, www.metroversity.org.

Russ. 101, 102 Introductory Russian I, II (3, 3)

Beginning courses of the Russian language-acquisition sequence, emphasizing a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of Russian-speaking people. (Prerequisite for Russ. 102 is Russ. 101 or its equivalent.) *As required.*

SPANISH

In addition to the following courses, a variety of other courses are available at our partner universities in Spain and Latin America under www.bellarmino.edu/studyabroad.

Span. 100 Spanish for Students and Travelers (3)

This course offers an introduction to the Spanish language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of Spanish is needed. *As required.*

Span. 101, 102 Introductory Spanish I, II (3, 3)

These are the beginning courses of the Spanish language-acquisition sequence, emphasizing oral communication as a first step, leading to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of the Spanish-speaking nations. (Prerequisite for Span. 102 is Span. 101 or its equivalent.) *As required.*

Span. 111 Intensive Review of Spanish (3)

One semester review of elementary Spanish: grammar, speaking, reading, writing, and Hispanic cultures. Open to students who are placed in this level by test results or departmental direction. Not open to students who have credit for Span. 101 or 102. *Every fall.*

Span. 112 Introduction to Medical Spanish (3)

Designed for students who have had a semester of college Spanish, or who studied Spanish in high school. The emphasis is on the conversational Spanish needed to obtain basic information from patients and to give instructions. Listening comprehension will be an important component of the course, as will discussion of cultural differences that need to be considered when working with Latino needs. *As required.*

Span. 201, 202 Intermediate Spanish I, II

(3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Span. 201 is Span. 102 or its equivalent; prerequisite for Span. 202 is Span. 201 or its equivalent.) *As required.*

Span. 211, 212 Intermediate Spanish Conversation and Composition I, II

(3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of Spanish instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Span. 211 is Span. 202 or its equivalent; prerequisite for Span. 212 is Span. 211 or its equivalent.) *As required.*

Span. 310 Spanish for Business

(3)

This course focuses on the development of specialized conversational and written proficiency necessary to import-export business, banking, insurance, business regulation, etc., in the Spanish-speaking world. Activities will require critical thinking in situations students might encounter, and study of relevant cultural aspects, such as Spain's joining the European Union and the impact of NAFTA on the Mexican economy, so that students understand recent changes as well as Hispanic customs in business dealings. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 312 Advanced Spanish Conversation and Composition

(3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 315 Introduction to 20th Century Hispanic Literature

(3)

Primary emphasis will be placed on reading and discussing Peninsular Spanish and Latin American literary texts, such as poems, essay, short stories, and drama. The course will include a study of the literary movement out of which the individual selection arose. (Prerequisite: Span. 202 or equivalent.) *As required.*

Span. 320 Hispanic Culture and Civilization

(3)

Advanced systematic study of the contemporary culture of Spanish-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 420 Special Topics in Spanish Language, Literature, and Culture

(3)

This course may include topics such as "Spanish Theater," "The Hispanic Short Story," "Women's Literature," "Chicano Literature," "Spanish Cultural History through Films," "Twentieth Century Novel," and "Medical Spanish." (Prerequisite: Span. 212.) *As required.*

Span. 423 Spanish Independent Study**(3)**

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Span. 424 Spanish Independent Study Abroad**(3)**

No traditional classroom setting, rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a Spanish-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

Span. 444/445 Internship I, II**(3, 3)**

The internship provides the student the opportunity to apply classroom learning to the workplace and explore potential career interests domestically or abroad. *As required.*

Health Care

Mary Ellen Pike, MSN, RN, Advisor
Miles Hall, Room 206, Phone 502/452-8264

The Health Care minor offers students majoring in areas outside of the health sciences the opportunity to explore the American health care system. Health Care is a large and economically powerful industry, one that is critical to the well being of the population and to the defense of the country. It is also an industry that is growing at a time that it is being challenged by consumers, government and business to provide more services at lower cost. Students in the Health Care minor will be challenged to learn more about this interesting and complex system.

Requirements for the Minor in Health Care, 18 hours

B.A. 103, 203; Phil. 430; Nurs, 300, 400, and 425.

Course Descriptions

Bellarmino's minor in health care requires nine hours in the Lansing School of Nursing and Health Sciences, six hours of course work in the Rubel School of Business, and three hours in the Bellarmine College of Arts and Sciences.

B.A. 103 Introduction to Business

(3)

Builds a foundation of basic business concepts and increases the student's appreciation of the functional areas of business. Emphasis is on the role of each functional area, how the organization integrates the functions, fundamental business concepts and the use of technology to operate successfully. Learning to use basic technology as it relates to business practices is integrated with knowledge of the concepts. The course incorporates a stakeholder perspective that takes into account all constituencies impacted by the firm. The perspective includes the traditional approach of being in business for profit, but not maximizing wealth at any costs to all stakeholders. *Every fall, spring, and summer.*

B.A. 203 Business Law I

(3)

The legal and regulatory issues are covered in detail to form a context for the ethical and social considerations of decision-making. Discusses the impact of the common law, statutes, regulations and the U.S. Constitution on the business organization. It provides an understanding of the court systems, and the legislative and regulatory processes. The course also furnishes an analysis of the law as it affects marketing practices, defective products, contracting, employment, environmental practices and international business activities. (Prerequisites: B.A. 103) *Every fall, spring, and summer.*

Phil. 430 Health Care Ethics

(3)

An application of ethical principles to health care issues. Topics to be considered include patient rights, withholding/withdrawing treatment, the definition of death, reproductive technology, experimentation on human subjects, allocation of medical resources and the right to health care. (Prerequisites: Phil. 160, 301.) *As required.*

212 **Health Care**

Nurs. 300 Introduction to Health Care

(3)

This course is designed to present an overview of the U. S. health care system. Topics will include an historical review, delivery systems, healthcare workers, payment systems and government influence. *Every spring.*

Nurs. 400 Health Policy

(3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal levels are used for analysis of the relationship of the health care industry to policy making. Selected organizational systems, legislative, ethical, and regulatory problems provide course content.

Nurs. 425 Financial Aspects of Health Care

(3)

This course enables the student to gain a broader understanding of the changing issues affecting the financing of health care in today's integrated health care delivery systems. The financial incentive and implications of various models of health care delivery and reimbursement are explored. Basic financial concepts and tools are applied to health care settings.

History

Margaret H. Mahoney, PhD, Chair
Pasteur Hall 206, Phone 502/452-8171
mmahoney@bellarmine.edu

Eric P. Roorda, PhD; Timothy Welliver, PhD; Robert Pfaadt, MA

The History Department strives to present its program in the truest liberal arts tradition, which helps students correlate their knowledge of history with the other disciplines. This, however, does not imply that history majors receive anything less than an in-depth understanding of their specific discipline. The history program is geared so that a major is prepared to continue study in graduate school, teach on the primary or secondary school level, and participate in many other academic and professional activities.

Requirements for a Major in History, 30–36 hours

Basic courses: Hist. 116, 117, 201, 202, 323, 324, and twelve hours selected from 300- or 400-level History courses. Required related courses: six hours of ancient or modern language in 100-level courses or equivalent; Pol. Sci. 204; and six hours selected from Art History courses, Music 200, or Econ. 111, 112. For the maximum 36 hours permitted in the department, students may select six additional hours from 300- or 400-level History courses.

Requirements for a Minor in History, 24 hours

Hist. 116, 117, 201, 202, 323, 324, and six hours selected from 300- or 400-level History courses.

History
Suggested Program for Bachelor of Arts Degree

Freshman Year			
History 116	3	History 117	3
Gen Ed Freshman Sem. (IDC 101)	3	Gen Ed Pol. Science 204 (SS Req) .	3
Gen Ed English 101	3	Gen Ed Philosophy 160	3
Foreign Language Req	3	Foreign Language Req	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3		
	16		15
Sophomore Year			
History 201	3	History 202	3
Corequisite +	3	Corequisite+	3
Gen Ed IDC 200	3	Gen Ed English 200	3
Gen Ed Math Req	3	Gen Ed Theology 200	3
Elective	3	Elective	3
Elective	3		
	18		15
Junior Year			
History 323	3	History 324	3
History Elective	3	History Elective	3
Gen Ed IDC 301	3	History Elective	3
Elective	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
		Elective	3
	15		18
Senior Year			
History Elective	3	History Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

+Selected from Art History courses, Music 200, or Econ. 111, 112.

Note: Gen Ed or Cognate courses may be taken in different semesters other than those listed above. A student may not take more than 36 hours in History in the 126 hour program.

History Course Descriptions

Hist. 116 The Western World I, 1450 to 1870 (3)

This survey of Western civilization between the Renaissance and the Age of Imperialism will focus on the development of the modern European and American nation-state and the incredible expansion of the West's economic, religious and political systems in the world. *Every semester.*

Hist. 117 The Western World II, 1870 to Present (3)

Surveys the rise and decline of European imperialism, World War I, the Russian Revolution, the Great Depression, totalitarianism, World War II, the Cold War, postwar society and politics. *Every semester.*

Hist. 201 History of the United States to 1877 (3)

Survey of American history from the discovery of America to 1877. The course will examine the political, social, cultural, and diplomatic development of the country using a wide variety of textual sources. *As required.*

Hist. 202 History of the United States, 1877 to Present (3)

A continuation of Hist. 201, covering the period since 1877. *As required.*

Hist. 241, 242, 243 Spring courses with international travel

1. Hist. 241 The World of Saints Francis of Assisi and Robert Bellarmine (3)

This course will use the lives of SS. Francis of Assisi and Robert Bellarmine as a lens to focus on the development of the Western world between the Late Middle Ages and the Catholic Reformation. We will study the history of this period from a wide variety of perspectives in weekly meetings during the semester, then engage in a two-week field seminar in Italy, visiting some of the most important sites in the saints' lives: Rome, Assisi, Montepulciano, Florence, and Pisa. *Spring, as required.*

2. Hist. 242 China in Transition (3)

This course will sample the history, politics, religion, arts, and language of China through weekly class sessions and a two-week field seminar in the region of Hong Kong, Guangzhou (Canton), and Macao. This interdisciplinary inquiry will concentrate on the changes brought by the last century. *Spring, as required.*

3. Hist. 243 Caribbean History and Culture - Dominican Republic Field Seminar (3)

This course will examine the politics, religion, language, and society of the Caribbean islands, with focus on the Dominican Republic as an example of the vibrant and diverse history and culture of the region. The field seminar will include visits to Santo Domingo (the oldest city in the hemisphere), beaches, and mountains. *Spring, as required.*

Hist. 301 Ancient Near East (3)

Ancient Mesopotamia, Egypt, and Asia Minor, with special emphasis on the common cultural features passed on to later civilization. *As required.*

Hist. 302 Greece (3)

Growth and development of the history and culture of Ancient Greece. *As required.*

216 History

Hist. 303 Medieval History, 330–1100

(3)

The end of the Roman Empire, growth of the Church, feudalism, the First Crusade, the political and social development of Europe until 1100. *As required.*

Hist. 304 Medieval History, 1100–1500

(3)

Scholasticism, the decline of the Church, the Renaissance, the political and social development of Europe until 1500. *As required.*

Hist. 305 Europe, The Age of the Reformation

(3)

Principal developments of the period, emphasizing the growth of political, social, and religious institutions. *As required.*

Hist. 306 Europe, 1648–1815

(3)

The Age of Absolutism, the Baroque, and the French Revolution and Napoleon. *As required.*

Hist. 313 Rome

(3)

Growth and development of the history and culture of Ancient Rome to 300 A.D. *As required.*

Hist. 319 The Islamic World to 1500

(3)

Emphasizing the affinities and interaction of African and southwest Asian civilizations before European expansion. Traces the founding, spread, and impact of Islam; the growth of maritime and caravan trade; Sudanic, Arab, Persian, Berber, and Turkish empires; the decline and fall of the Byzantines. *As required.*

Hist. 320 Modern Africa

(3)

Explores the history of Africa from the coming of the Europeans to the present. Major themes include the Atlantic slave trade and abolition, Islamic revival, the “Scramble” and resistance, the impact of colonial rule, cultural imperialism, the rise of nationalism, and the challenges of independence. *Spring, alternate years.*

Hist. 321 Modern Middle East

(3)

The development of southwest Asian institutions and culture since 1500. The flowering and decay of Ottoman civilization, Islamic revival, Western impact, European imperialism, the rise of nationalism, Zionism, oil and superpower intervention, fundamentalism. *Spring, alternate years.*

Hist. 323 Methodology of History

(3)

A critical investigation of the discipline of history: philosophy of history, theory, research methods, approaches and recent trends in the field. (Prerequisite: Junior/Senior status or permission of instructor.) *Every fall.*

Hist. 324 Practical Historical Research

(3)

Continuation of History 323; supervised historical research and writing using primary sources. (Prerequisite: Hist. 323.) *Every spring.*

Hist. 326 Race Relations and Civil Rights

(3)

A survey of race relations and civil rights since 1619 to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with Pol. Sci. 326. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Hist. 327 Modern Latin American and Caribbean History Since 1790 (3)

A survey of Latin American and Caribbean history since the period of national wars of independence, focusing on colonial legacies, independence/imperialism, and violence/power. The course format will be interdisciplinary, drawing on literature, art, music, film, religion and contemporary political and economic issues to present a wider perspective on the hemisphere. *As required.*

Hist. 328 The United States Presidency (3)

This interdisciplinary examination of the presidency will focus on the development and use of executive branch power and the changing relationship between American citizens and their chiefs of state. With a theoretical foundation provided by Political Science, the course will examine the policies and personalities of the nation's presidents. Cross-listed with Pol. Sci. 328. (Prerequisite: Hist. 116 or 117.) *As required.*

Hist. 343, 344 Internship for Non-Majors I, II (1-3)

Opportunity for a history-related internship for students who are not history majors.

Hist. 412 Recent History of the United States, 1914 to Present (3)

Wilson and World War I, cultural and social patterns of the 1920s and 1930s, Depression, F.D.R. and the New Deal, foreign policy and World War II, the Cold War, postwar American society, and domestic and foreign problems of the 1960s and 1970s. *As required.*

Hist. 413, 414 U.S. Foreign Policy I, II (3, 3)

A study of the origins and development of U.S. diplomatic history and implementation of U.S. policies, America's emergence from isolation, and the new position of the United States in world affairs during the twentieth century. Cross-listed with Pol. Sci. 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Hist. 415 Arab-Israeli Conflict (3)

An historical exploration of the ideological, spiritual, and territorial conflict over Israel/Palestine, including the rise of Zionism, the Balfour Declaration, the British Mandate, the refugee crisis, the birth of Israel, the Arab-Israeli wars, the PLO, Oslo, and the prospects for peace. *As required.*

Hist. 419, 420 Special Topics in History I, II (3, 3)

Problems in a specific topical area will be considered. *As required.*

Hist. 421 Nazi Germany (3)

A review of the controversies surrounding the Weimar era, Adolf Hitler's background, the rise to power of the Nazi party, the implementation of Nazi policies, the tragedies of World War II and genocide in Europe, and the legacy of the Nazi era. *As required.*

Hist. 422 Vietnam and Watergate (3)

An examination of the Vietnam war and the Watergate scandal. The focus will be on the ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with Pol. Sci. 422. *As required.*

Hist. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Hist. 444, 445 Internship I, II (1-3)

As required.

Honors Program

Kathryn West, PhD, Director
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The Bellarmine University Honors Program extends to dedicated, motivated students some of the most enriching and exciting educational opportunities a liberal arts college can offer. It features an enhanced track of courses allowing for advanced study in a wide variety of areas and provides in-depth research opportunities across the disciplines. As well as a valuable credential on one's permanent record, an Honors course of study provides ideal preparation for graduate and professional education. The program is open to qualified, motivated students of all majors.

The Program offers innovative seminars for its participants, seminars which connect to Bellarmine's core curriculum and thus fulfill general education requirements, yet allow participants to delve into special, often interdisciplinary, topics. In recent years, Honors seminars have focused on such topics as Justice, Darwinism, Einstein, Science and the Search for God, History of Slavery, the Mideast, and Social Justice in Literature. During the junior year, Honors students engage in a semester or year-long seminar on the Arts, emphasizing creative thought and expression. Also during the junior year, Honors students begin designing independent studies under the guidance of a mentor-professor; these projects continue with in-depth study through the senior year, culminating in a Senior Honors Thesis.

Throughout the four years at the university, Honors students are invited to attend plays, operas, exhibits, concerts, readings, and lectures, taking advantage of the wide and varied cultural opportunities Bellarmine and Louisville offer. Honors students typically receive invitations to meet in small discussion groups with distinguished visitors to the university. In recent years these guests have included poets Gwendolyn Brooks, Wendell Berry, and Seamus Heaney, novelist Leslie Marmon Silko, documentary film producer Ken Burns, theologian Elizabeth Johnson, civil rights leader Julian Bond, and former British Prime Minister Sir Edward Heath.

Honors students are encouraged to take active and creative roles in the academic and cultural life of the University. They are typically found serving in Student Government; working on school publications; participating in various sports, the Mock Trial Team, the Model Arab League, student newspaper, and many other student organizations.

Bellarmino Scholars

Each year up to five freshmen in the Honors Program are designated Bellarmine Scholars. These students are awarded full four-year tuition scholarships. Bellarmine Scholars are required to maintain a 3.5 grade point average and to participate fully in the Honors Program.

Admission to the Honors Program

Admission to the Honors Program is by invitation of the director; interested prospective students are encouraged to contact the director with a letter of application. Students accepted into the program usually have a high school grade point average of 3.7 or higher, an ACT of 27+, and

rank in the top ten percent of their graduating class. Beyond such numbers, however, the program seeks students who demonstrate a love of learning and a desire to pursue advanced education. Students typically join the program upon matriculation at Bellarmine; however, students may be invited by the director, or may apply to the director for admission to the program, through the sophomore year.

Requirements

To remain in good standing in the Honors Program, students must maintain a 3.3 grade point average after the freshman year. A grace period is typically granted if the GPA drops below 3.3. To graduate from the Honors Program with a special certificate and designation in the graduation program and on the transcript, students must complete 15 or more hours of Honors coursework, drawn from Honors 150, 151, 250, 251, 350, 351, 401 (senior seminar) or Honors contract course, plus the 7 hours of research credits (Honors 353, 450 and 451). Students may choose to substitute a regularly scheduled Honors course with an Honors Contract Course, as described below. Honors students must also demonstrate proficiency in a single foreign language equivalent to two years of college-level study. Exceptions to or waivers of any of these requirements must be requested of the director and the Honors Council.

Honors Contract Course

Honors students may ask to be excused from the regularly scheduled Honors seminar one semester and substitute advanced work in some other course. Such contracts are arranged in consultation with the professor of the course in question and the Honors director. This option allows students to offer to do work beyond the typical requirements in a course in which they have a strong interest, and receive Honors credit.

In addition, students who are not regular participants of the Honors Program may apply to the director to take a scheduled Honors course if they have a particular interest in the subject matter; completion of such a course will come with the "Honors" designation for that course on the transcript.

Honors Program Course Descriptions

Hon. 150, 151 Freshman Honors Seminar I, II **(3, 3)**

Freshman Honors Seminars are offered on a variety of subjects by faculty members from across the university. One semester will count as the core-required Freshman Seminar, while the other will typically count for another of the general education requirements. Required for Honors freshmen; open to others with permission of the Honors director. *Honors 150 every fall; Honors 151 every spring.*

Hon. 250, 251 Sophomore Honors Seminar III, IV **(3, 3)**

Sophomore Honors Seminars may cover a wide range of topics. Typically one semester will count as the core-required American Experience course and the other as the Transcultural Experience course. Required for Honors sophomores; open to others with permission of the Honors director. *Honors 250 every fall; Honors 251 every spring.*

Hon. 350, 351 Junior Honors Seminar in the Arts V, VI (3, 3)

The Junior Honors Seminar provides in-depth consideration of creative thought and expression. Students may opt to take this course one or two semesters; it fulfills the Fine Arts requirement under general education. One semester required for Honors juniors; open to others with permission of the Honors director. *Honors 350 every fall; Honors 351 every spring.*

Hon. 353 Junior Honors Research Mentorship (1)

The Junior Honors Research Mentorship pairs students with a committee of three faculty members to begin work toward the senior research project and Honors thesis. Students also meet as a group three or four times a semester with the director of the program to discuss their progress and the dynamics and processes involved in producing an extended piece of scholarship. *Every spring. (May be taken in the fall by students on a different from normal schedule due to study abroad or other factors.)*

Hon. 401 Honors Senior Seminar (3)

Honors classes may opt to take their core-required Senior Seminar together, to continue the intellectual and collegial relationships they have built through their years in the program. *Once a year.*

Hon. 450 Senior Honors Research (3)

Senior Honors students earn credit for research work leading toward the production of the Senior Honors Thesis. Students may also be asked to meet in research/writing groups periodically through the semester. Required for all Honors seniors. *Every fall.*

Hon. 451 Senior Honors Thesis (3)

The Senior Honors Thesis is the culmination of the Honors program. Each student will work with an advisor in preparing the project, submitting the final research/document, and presenting a summary of it at a public occasion. Students may also be asked to meet in research/writing groups periodically through the semester. Required for all Honors seniors. *Every spring.*

Interdisciplinary Core Courses of the General Education Program

IDC. 100 Freshman Focus

(1)

Freshman Focus is a one-credit course for all traditional-age freshmen. The class will focus on decision making in regard to academic, social, and personal issues, as they relate to university achievement. Students will receive a grade on the A-F scale for this class. *Every fall.*

The four interdisciplinary courses below constitute the Core IDC sequence of the General Education program of Bellarmine University. Introduced in 1997 as a key component of the reformed general education curriculum, the Core (also known as the IDC sequence) is designed to provide a coherent, integrated, and developmental sequence of courses for undergraduate students as they progress through the General Education program. Many of the requirements of general education are discipline-specific, asking you to build a base of knowledge and skills in such individual areas as mathematics, the natural and social sciences, philosophy, etc. The Core brings varied separate disciplines together, exploring those ways in which they offer, in combination, a deeper vision of the human enterprise of knowing.

The Core has three overarching sets of objectives: skill development, discipline integration, and incorporation of the Catholic tradition of social justice. These three sets of objectives are hierarchical in nature with skill development forming the foundation, discipline integration providing the structure and the Catholic perspective on contemporary social issues providing the capstone experience. However, it is expected that though the emphasis of each set of objectives will vary by academic and developmental level, each course will include a component of each. The Core is highly developmental in nature and each course in the sequence builds on the preceding course(s). It is designed to help you cultivate and master a set of abilities essential to meaningful education: strongly analytical reading and writing skills; high-level critical thinking; a truly participatory and self-reflective approach to learning. And the IDC sequence aims to achieve its integrative and developmental objectives by connecting the student directly to the intellectual and technological resources available through the W. L. Lyons brown Library.

In short, the Core offers each student an exceptional chance to make his or her education “whole” – to fit the varied experiences of major and general education coursework, and the equally varied developments of one’s talents and personal development, into that creative, connective understanding that is the best outcome of an authentic liberal arts education.

The IDC sequence consists of two seminars and two experience courses. Students must take these courses in numerical sequence.

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IDC. 101 – Freshman Seminar

(3)

The Freshman Seminar is designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman Seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of Freshman Seminar are set by the individual instructor, in consultation with the Core director, and reflect a wide range of interdisciplinary concerns. Recent seminars have focused, for example, on such issues as Popular Culture, the American Civil Rights Movement, Einstein, Evolution and Human Nature, and Children's Issues. Students are required to practice both critical and creative approaches to the individual seminar topic, and to develop essential university-level abilities in oral and written communication. *Every semester.*

IDC. 200 – U.S. Experience

(3)

The U.S. Experience course is designed to focus on an important issue connected with the history and nature of U.S. culture. Whatever the theme of any individual course section, it will be studied through approaches provided by more than one discipline of thought. For example, a course on the American Family might involve working from a combination of sociological, psychological, and literary perspectives; a course on the U.S. Constitution might include the philosophical, political, and historical factors that contributed to its writing and character; and one on the American Space Program might combine scientific and historical approaches. This course also continues to build on, and further develop the set of skills/abilities introduced in IDC.101, in part, by culminating in a research paper. *Every semester.* (Prerequisite: IDC.101 and sophomore status.)

IDC. 301 – Transcultural Experience

(3)

Transcultural Experience courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Whatever the focus of any individual course section, it will be studied through approaches provided by more than one discipline of thought. For example, a course on Latin American Culture and Civilization might approach its subject through art, music, and history; another might combine the disciplines of theology, history, and art in studying the lives of St. Francis and St. Robert Bellarmine, and the Italian culture that frames their work. This course also continues to build on, and further develop the set of skills/abilities introduced in IDC.101/200, in part, by culminating in a research project. *Every semester.* (Prerequisite: IDC.200 and junior status.)

IDC. 401 – Senior Seminar

(3)

The Senior Seminar is the capstone experience in the general education of a Bellarmine student. It has as its primary focus the development of students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic perspective and a liberal arts and sciences context. Seniors from various disciplines come together in small groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine and technology. Students are also expected to bring the knowledge and skills gained in their major field of study and their other general education courses to the seminar as appropriate. *Every semester.* (Prerequisite: IDC.301 and senior status.)

Interdisciplinary Major Program

The Interdisciplinary Major Program is designed to offer an additional choice to students who have well-developed interests, are highly motivated, and are capable of carrying out independent work. It allows students to pursue interests that cut across the usual boundaries of department and discipline, enabling them to pursue a Bachelor of Arts degree through a course of study that has rigor, coherence, and is tailored to individual interests and goals. Students, in conjunction with an advisory committee, and with the approval of a supervisory committee, tailor their own particular course of study, which culminates in a senior project and thesis, and which reflects both breadth and depth. By working with an advisory committee and planning a program from fairly early on (sophomore year), these students have the opportunity to carve out for themselves a coherent, focused, and integrated course of study. The senior project/thesis allows these students to tie together the interrelated and interlocking subject areas into a whole, thereby completing the integration.

Designing the major

Students must apply to be admitted to the program, typically during the sophomore year and no later than the end of September of the junior year. The application must include the following:

Curriculum design:

- A. Theme
- B. Brief description of the theme: The description should make it clear that the student has designed a coherent, distinctive, and feasible program; the proposed program should reflect the breadth and depth possible through an interdisciplinary approach.
- C. Course outline: The student should then detail the particular courses he/she will take. The course outline should be specific with regard to when particular courses will be taken. (This will require the student to check with the various departments regarding scheduling of course offerings.) The course outline should also identify courses already taken that will count toward the program. The course design should meet the criteria outlined below (see *Requirements*).
- D. Signatory page: to include the names of the student and the three advisors of the student's advisory committee (see *Advisory Committee*). This page is to be signed by all parties after the proposal has been accepted by the **Supervisory** Committee.

Requirements

- A. A total of 42-48 hours of courses, from a minimum of two disciplines. These courses include:
 1. 24-30 hours of courses in the primary or foundational discipline
 2. 12-18 hours of courses in a secondary discipline
 3. 0-6 hours additional courses from other disciplines, as possible and/or necessary
- B. At least 27 hours of courses of Part A must be at the 300 or 400 level.
 1. at least 18 hours of upper level courses (300 or 400 level) in the primary discipline
 2. at least 9 hours of upper level courses (300 or 400 level) in the secondary discipline
 3. at least half of the additional hours of courses from other disciplines should also be at the upper level (300 or 400)
- C. Credit hours for a senior thesis or project. This may vary, according to the student's interests and the nature of the disciplines involved. All projects, however, must include a written, critically evaluative component. Thus, if a student chooses to do a performance as a senior project, that student must also write a critical, evaluative essay about that performance. The

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same is the case for any creative endeavors, or any other non-written projects. The student will register for the thesis/project under IMP. 450 and 451.

Each interdisciplinary major will be supervised by a committee of three members, all of whom must approve and sign the original application and approve the senior requirement.

****Note: If students are in the Honors program, or any other program that requires a thesis, they will have one thesis requirement *in toto*, for 6 credits (i.e., they will not have to write two different theses).**

Advisory committee

- A. **Composition:** The advisory committee will consist of 3 persons, the primary advisor plus 2 others. The primary advisor should be from the primary or foundational discipline in the student's program; the other 2 advisors should represent the other constituent disciplines of the program. At least the primary advisor and one of the other 2 must be faculty from Bellarmine.
- B. **Duties:** The advisory committee is responsible for
 1. advising the student on the crafting of the interdisciplinary program,
 2. overseeing the student's progress semester to semester,
 3. approving small changes in the student's program (e.g., substitution of one class for another)
 4. approving the student's senior thesis/project proposal,
 5. overseeing the student's senior thesis/project.

The primary advisor will be the chief director and supervisor of the student's final thesis/project. All three members of the Advisory Committee will read and determine the grade for the student's thesis/project. The Advisory Committee will be responsible for directing, helping, and grading the student's final thesis/project.

The Interdisciplinary Major Program Supervisory Committee

The Interdisciplinary Major Program **Supervisory** Committee will be appointed by the Vice President of Academic Affairs and will be composed of 1 representative from each of the 4 academic schools of the University (A&S, Business, Education, Nursing). This **Supervisory** Committee is responsible for modifying as necessary, and accepting, all Interdisciplinary Major proposals. The Committee's primary task is to ensure that the student's proposal has coherence, feasibility, depth, and breadth. The Committee is also responsible for communicating to the appropriate advisors the purposes and goals of the Interdisciplinary Major Program, so that they will advise the student accordingly. Should the student decide to change her/his program significantly (e.g., add or subtract an entire discipline, or change an entire set of courses), s/he must present the proposed changes, as well as a rationale for the changes, to the **Supervisory** Committee for their approval. Any modifications, once approved by the **Supervisory** Committee and the student's three advisors, will be sent to the Provost's office. Also, should the student wish to change the composition of her/his advisory committee, s/he must bring that request to the **Supervisory** Committee for help and approval.

IMP. 450 Senior Thesis Research (3)

A student earns credit for research work leading toward the production of the Senior Thesis. Required for all Interdisciplinary Major seniors. *Every fall.*

IMP. 451 Senior Thesis (3)

The Senior Thesis is the culmination of the Interdisciplinary Majors program. Required for all Interdisciplinary Major seniors. *Every spring.*

Liberal Studies Program

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The Bachelor of Arts in Liberal Studies is designed for students who wish to pursue a general degree in the liberal arts with emphasis on the humanities or the social sciences. It is a particularly attractive option for adult students who have been away from the classroom for a number of years. While maintaining the high standards of academic excellence at Bellarmine University, the Bachelor of Arts in Liberal Studies offers students more flexibility in designing their program of study than the traditional undergraduate disciplinary majors and allows them to explore a broader variety of disciplines.

Requirements for a Major in Liberal Studies

- 1. A total of 126 semester hours, of which at least 36 must be taken at Bellarmine University.
- 2. At least 24 semester hours at the 300 and 400 level, exclusive of General Education requirements.
- 3. No more than 24 semester hours in a single discipline. A student who transfers to Bellarmine with more than 24 hours in a single discipline may count all of those hours, but no additional hours taken in that discipline may count toward the degree.

4. Course Requirements:

General Education Requirements	49
Humanities (Art, Communications, English, Foreign Languages, Music, Philosophy, Theatre, Theology)	21
Social Sciences (Criminal Justice, Economics, History, Political Science, Psychology, Sociology)	15
Electives	41
Total Semester Hours	126

Mathematics

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Michael C. Ackerman, PhD; Michael J. Bankhead, MSc; William J. Hardin, PhD;
Marian E. Robbins, PhD; Daylene R. Zielinski, PhD

The Department of Mathematics has five goals for its degree programs:

1. Students should develop skills in problem-solving.
2. Students should develop their ability to communicate mathematical ideas.
3. Students should attain a reasonable proficiency at understanding and creating mathematical proofs.
4. Students should be aware of a broad variety of applications, both in and out of mathematics.
5. Students should appreciate the breadth of mathematics and experience the intellectual rigor of depth in an advanced subject area.

The Mathematics major is designed to fulfill these goals. The intent is to prepare a student for a career that uses her/his mathematical abilities, or for further study at the graduate level. Students majoring in Mathematics are encouraged to complete a minor in an area in which Mathematics is applied, such as Computer Science or Economics.

Requirements for a Major in Mathematics, 40 hours

Prerequisite courses: Math. 117. Basic courses: Math. 118, 120, 215, 216, 231, 314, 331, 403, 450, one course from 312, 315, 332, 352, 404, 411, and nine hours selected from 300- or 400-level Mathematics courses. Students intending to be certified to teach Mathematics at the secondary level may substitute Math. 332 for 331, Math. 411 for 403, and must take Math. 305 and 347. Computer Science 130 is strongly recommended for all mathematics majors.

Requirements for a Minor in Mathematics, 20 hours

Math. 117, 118, 215, one of 205, 314, 352, and two additional courses. One of these additional courses must be at the 300- or 400-level; the other can be any course except 101, 102, 105, 107, 116 or 125.

Mathematics
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Gen Ed History 116 or 117	3
Computer Science 130(recommended)	4	Elective	3
Gen Ed Social Science Elective	3		
	18		16

Sophomore Year

Mathematics 215	3	Mathematics 231	3
Mathematics 216	3	Gen Ed Natural Sciences	3
Gen Ed Natural Science	3	Gen Ed IDC 200	3
Gen Ed English 200	3	Elective	3
Elective	3	Elective	3
	15		15

Junior Year

Mathematics 314 or Math elective* ...	3	Mathematics Elective	3
Mathematics 331 or 403	3	Mathematics Elective	3
Gen Ed Theology 200	3	Gen Ed Philosophy	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 301	3
Elective	3	Elective	3
	15		15

Senior Year

Mathematics 314 or Math elective* ...	3	Mathematics 450	3
Mathematics 331 or 403	3	Mathematics Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

* Majors must complete at least one of Math. 312, 315, 332, 352, 404, 411.

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Bachelor of Science in Mathematics: Actuarial Science Emphasis

The Actuarial Science major concentrates on applied courses in Mathematics and includes courses directly related to the business world, where actuaries are in high demand.

Requirements for a Bachelor of Science in Mathematics: Actuarial Science, 43 hours

Prerequisite course: Math. 117. Basic courses: Math. 118, 120, 215, 216, 231, 314, 315, 340, 351, 353, 331 or 403, 450, and six hours selected from 300- or 400-level Mathematics courses. Required related courses: Acct. 101, 102; B.A. 103; Comm. 205; C.S. 130, 131; Econ. 111, 112, 331, 332, 451.

Mathematics: Actuarial Science Emphasis
Suggested Program for Bachelor of Science Degree

Freshman Year			
Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Computer Science 130	4	Computer Science 131	4
Gen Ed Economics 111 (SS Req)	3	Economics 112	3
Gen Ed English 101	3	Business Administration 103	3
Freshman Focus (IDC 100)	1		
	18		17
Sophomore Year			
Mathematics 215	3	Mathematics 231	3
Mathematics 216	3	Gen Ed English 200	3
Gen Ed Philosophy 160	3	Gen Ed IDC 200	3
Accounting 101	3	Accounting 102	3
Economics 332	3	Economics 331	3
	15		15
Junior Year			
Mathematics 314	3	Mathematics 315	3
Mathematics 403 or Math Elective	3	Mathematics 340	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Gen Ed HHistory 116 or 117	3	Gen Ed IDC 301	3
Gen Ed Natural Science	3	Gen Ed Natural Science	3
	15	Economics 451	3
			18
Senior Year			
Mathematics Elective	3	Mathematics 351	3
Mathematics 331 or Math Elective	3	Mathematics 353	3
Gen Ed Senior Seminar (IDC 401)	3	Mathematics 450	3
Gen Ed Fine Arts Req.	3	Gen Ed Theology Elective	3
Comm. 205	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Mathematics Course Descriptions

NOTE: Math. 116, 117, 125, and 205 assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take Math. 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college algebra course.

Math. 101 Foundations of Mathematics I* (3)

This course is an investigation of our numeration system. The NCTM standards guide the course through an introduction to problem solving, sets, functions, ancient numeration systems, and place value. Next, a thorough examination of addition, subtraction, multiplication and division reveals why these operations behave the way they do and what interconnections exist between these operations. Finally, the counting numbers are extended to include fractions and decimals, and the arithmetic of fractions and decimals is investigated at a deep level. *Every fall.* *Enrollment restricted to Elementary and Middle Education majors only.

Math. 102 Foundations of Mathematics II* (3)

This course begins with an investigation of ratios, rates, and proportions, leading to percentages, uncertainty, and chance. This is followed by an examination of geometry. A study of the basic shapes of one, two, and three dimensions is followed by an investigation of the basic ways these shapes can be transformed: translation, reflection, and rotation. Length, area, surface area, and volume complete the geometric content of this course. (Math. 101 is not a prerequisite for this course.) *Every spring.* *Enrollment restricted to Elementary and Middle Education majors only.

Math. 105 College Algebra (3)

Taught as a preparatory course to remedy deficiencies in algebra. Properties of real numbers, linear equations and inequalities, quadratic equations, and inequalities, polynomial functions, exponential and logarithmic functions, algebraic functions, systems of linear equations. **Math. 105 does not fulfill the general education requirement in mathematics. Students with credit for Math. 116, 117, or 125 may not enroll in Math. 105.** *Every fall.*

Math. 107 Mathematics for Liberal Arts (3)

This course will examine mathematical issues at a non-technical level. The course will emphasize conjecture and investigation by the students. The students will be expected to communicate mathematics through reading, writing, and presenting their mathematical ideas. *Every spring.*

Math. 116 Elementary Functions and Coordinate Geometry (3)

A study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions. This course is taught with graphing calculators. (Prerequisites: two years of high school algebra and one year of geometry.) *Every fall.*

Math. 117, 118 Calculus I, II (4, 4)

A presentation of the concepts of function, limit, derivative, integral, and infinite series. These courses make extensive use of discovery-based computer explorations and cooperative learning. (Prerequisite for Math. 117 is Math. 116 or its equivalent; prerequisite for Math. 118 is Math. 117.) *Math. 117 every semester; Math. 118 every spring.*

Math 120 Discrete Mathematics**(3)**

An introduction to topics involving discrete sets of objects. These include number systems, sets and their operations, propositional logic, quantification, algorithms, functions, recursion, relations, and graphs. The course contains an introduction to proof methodology, including mathematical induction, based on the preceding topics. This course makes extensive use of the computer for exploration and discovery of the concepts. (There is no formal prerequisite for this course. However, students should either have taken a Precalculus course or be enrolled in MATH 116 concurrently.) *Every fall.*

Math. 125 Business Calculus**(4)**

Applications of polynomial, rational, exponential, and logarithmic functions. Limits, derivatives, and integrals with applications to business and economics. (Prerequisite: Math. 105 or equivalent.) *Every semester.*

Math. 205 Elementary Statistics**(4)**

Descriptive statistics: graphical representation and numerical summaries of data. Elementary probability. Basic concepts of sampling and experimental design. Linear correlation and regression. Interval estimates and hypothesis testing, including chi-square and ANOVA. Two years of high school algebra and one year of high school geometry, or their equivalent, are strongly recommended as preparation for this course. *Every semester.*

Math. 215 Linear Algebra**(3)**

This course covers basic ideas of matrix theory and linear algebra, emphasizing topics useful in applications in Mathematics and other disciplines. The course begins with systems of linear equations, then explores matrices and their relation to systems of linear equations. This includes elementary row operations, the arithmetic of matrices, inverting a matrix, special types of matrices, and the determinant of a matrix. Other topics covered are vector spaces (mainly Euclidean space) and linear transformations on vector spaces, including eigenvalues and eigenvectors of a linear transformation. (Prerequisite: Math. 117.) *Every fall.*

Math. 216 Calculus III**(3)**

A study of the concepts from Calculus I and II in the multivariable case. This includes partial derivatives, multiple integrals, and vector calculus. The course makes extensive use of computer explorations and cooperative learning. (Prerequisite: Math. 118) *Every Fall.*

Math. 231 Numbers and Proof**(3)**

An exploration of fundamental concepts involving natural numbers, integers, rational numbers, real numbers, and complex numbers, and their operations. We will examine field properties, cardinality issues, and ordering properties, with other topics as time allows. The course will emphasize conjecture and proof. Students will develop, write and present their proofs. (Prerequisite: Math. 118 and 120.) *Every spring.*

Math. 301 Differential Equations**(3)**

The objective of the course is to introduce applications and solution methods for equations which include derivatives. Maple software will be used extensively. The following topics will be covered: basic definitions and terminology; direction fields, phase portraits; first-order differential equations; modeling with first-order differential equations; higher-order differential equations; modeling with initial-value problems and boundary-value problems; the Laplace transform; the Dirac delta function; systems of first-order differential equations; numerical solution of ordinary differential equations. (Prerequisite: Math. 118.) *Fall, odd years.*

Math. 305 Modern Geometry

(3)

A survey of topics in advanced geometry from three historical perspectives: synthetic, analytic, and transformational. Topics include advanced results in Euclidean geometry, axiomatics of Euclidean geometry, axioms and results in non-Euclidean geometry, an introduction to projective geometry, the use of coordinates, and insights gained from transformations. (Prerequisite: Math. 215 or permission of the instructor.) *Spring, odd years.*

Math. 312 Point-Set Topology

(3)

A topology is a set with certain properties. Thus, this course involves a large amount of set theory. The course first investigates different topologies of the real line and then several possible topologies of the real plane. Topics include bases and subbases of topologies, connectedness, compactness, the separation properties, metric spaces, and continuity of functions under different topologies. (Prerequisite: Math. 216.) *Spring, even years*

Math. 314, 315 Probability and Mathematical Statistics I, II

(3, 3)

These courses provide a foundation of classical probability theory and mathematical statistics to help prepare students for the Actuarial Exams as well as for further study in probability and statistics. Math. 314 will focus primarily on probability theory. Topics covered include combinatorics, basic axioms and theorems, random variables and probability distributions, expectation, moments, moment generating functions, and functions of random variables. Math. 315 will build on the probability theory from Math. 314 to develop understanding of mathematical statistics. Topics covered include generation and properties of point estimators, confidence intervals, tests of hypothesis, regression, and an introduction to the analysis of variance. (Prerequisite for Math. 314 is Math. 216. Prerequisite for Math. 315 is Math. 314.) *Math. 314 fall, odd years; Math. 315 spring even years.*

Math 321 Combinatorics

(3)

Topics in graph theory, including circuits, coloring, trees and searching. Enumeration methods, including permutations and combinations, the inclusion-exclusion principle, generating functions and recurrence relations. (Prerequisite: Math. 118, 120, 215.) *Fall, odd years.*

Math. 331 Abstract Algebra

(3)

An examination of addition and multiplication, and how their properties resemble other operations in other settings. With a single operation the notion of group is available; adding a second operation extends this to rings and fields. Basic properties of groups, rings, and fields will be examined, including the Fundamental Theorem of Homomorphisms. Applications will be included as time allows. (Prerequisite: Math. 215 and 231.) *Fall, even years.*

Math. 332 Advanced Linear Algebra

(3)

This course is a continuation of Math. 215. It begins with a brief review of topics from the earlier course. The course then develops more deeply the theory of linear transformations on vector spaces and examines its applications. Topics include inner product spaces, orthogonality, eigenvalues and eigenvectors, and diagonalizable linear operators. (Prerequisite: Math. 215.) *Spring, odd years.*

Math. 340 Introduction to Actuarial Mathematics

(3)

This course includes an introduction to insurance and risk management, an introduction to the actuarial profession, actuarial applications of calculus and probability, and preparation for the Society of Actuaries Exam 1. (Prerequisites: Math. 216 and 314.) *Spring, even years.*

Math 347 Teaching Mathematics in the Secondary School (1)

This course provides an overview of methods and materials including technology that can be used to present the Secondary School Curriculum. Careful attention is paid to the NCTM Standards. (Prerequisite: Junior standing in Secondary Math Certification Program.) *Spring, as required.*

Math. 351 Experimental Design and Data Analysis (3)

This course covers the basics of applying statistics to real world situations. This includes the design and conducting of experiments, data analysis with SPSS, interpretation of results, and critical evaluation of published research. Topics include experimental design, tests of significance, regression, tests for normality, canonical correlation analysis, discriminate analysis, and non-parametric methods. (Prerequisites: a Calculus course, 117 or 125; and a probability course, 205 or 314 or 352.) *Spring, odd years.*

Math. 352 Stochastic Processes (3)

This course is valuable to students who wish to take the Actuarial Exams or to study probability and statistics. Generally speaking, a stochastic process (random process) is a sequence of observations X_1, X_2, \dots whose values cannot be predicted precisely beforehand, but for which probabilities of the values can be specified at any particular time. Topics include probability theory, a brief introduction to statistics, Markov chains, queueing theory, Markovian decision processes, game theory, and decision analysis. (Prerequisite: Math. 118.) *Fall, even years.*

Math. 353 Interest Theory (3)

This course develops a practical knowledge of the theory of interest in both finite and continuous time. This knowledge includes how these concepts are used in the various annuity functions and how to apply the concepts of present and accumulated value for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies. (Prerequisite: Math. 118.) *Spring, odd years.*

Math. 403, 404 Real Analysis I, II (3, 3)

These courses provide a rigorous critical study of calculus of one real variable. Topics include the real number system and its properties, the theory of sequences, limits of functions, continuity, derivatives, integrals, and infinite series. Mathematical writing and the mathematical proof will be emphasized. (Prerequisites: Math. 403 requires Math. 118 and 231; Math. 404 requires Math. 403.) *Fall, odd years; spring, even years.*

Math. 405 Introduction to Numerical Analysis (3)

A numerical method is used to solve a problem approximately when an exact solution cannot be found. The following topics will be covered: properties of a floating point number system and IEEE754; types of errors; stability and conditioning; solution of equations in one variable; interpolation and polynomial approximation; numerical differentiation and integration; numerical solution of ordinary differential equations; and direct methods for solving linear systems. (Prerequisite: Math. 118.) *Fall, even years.*

Math. 411 Complex Analysis (3)

In this course we consider familiar concepts encountered in calculus in the new setting of functions of a complex variable. Topics covered include: the arithmetic, algebra, and geometry of the complex number system and complex plane; elementary functions of a complex variable; the derivative (analyticity and harmonicity); the integral (line and contour integrals); the topological aspects of the plane needed to develop the theory of differentiability and integrability (including Cauchy's Theorem, Cauchy's Integral Formula, and the Maximum Modulus Theorem); and series representations for functions. *Fall, even years.*

Math. 419, 420 Mathematics Research I, II (1-3, 1-3)

Selected topics in mathematics, intended to draw together and unify the various subject areas of the mathematics program. Emphasis given to research, written and oral reports. (Prerequisite: permission of instructor.) *As required.*

Math. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Math. 430 Operations Research (3)

An introduction to deterministic optimization. Topics include linear programming, sensitivity analysis, duality theory, network analysis, integer programming, and game theory. (Prerequisite: Math. 215.) *Fall, even years.*

Math. 441 Topics in Mathematics (3)

This course will examine a subject not typically included in our curriculum. Students are encouraged to suggest topics of interest for a possible course offering. (Prerequisite: Permission of instructor.) *As required*

Math. 444, 445 Internship I, II (3, 3)

As required.

Math 450 Readings in Mathematics (3)

A capstone course for majors in mathematics and actuarial science. Professional readings will be assigned. Satisfactory completion of a major writing project is required. *Every spring.*

Math. 523 Foundations of Mathematics* (4)

This course is an investigation at the master's level of topics from the P-5 mathematics curriculum. It is not a study of how to do mathematics, but why the way we do mathematics works. The NCTM standards guide the course through a study of problem-solving, sets, functions, ancient numeration systems and numeration in various bases. The four basic operations of addition, subtraction, multiplication, and division are thoroughly examined. The counting numbers are extended to include fractions, decimals and negative numbers. Next, an investigation of ratios, rates, and proportions leads to percentages, uncertainty, and chance. This is followed by an examination of geometry. A study of the basic shapes of one, two, and three dimensions is followed by an investigation of the three basic transformations: translation, reflection, and rotation. Length, area, surface area, and volume complete the geometric content of this course. *As required.* *Enrollment restricted to graduate Education majors.

Math. 600 Applied Statistics

(4)

Basic statistical principles and use of computer software packages in statistical analysis. Topics include descriptive statistics and graphical techniques of data presentation, sampling, hypothesis testing, regression and correlation, analysis of variance and covariance. (Prerequisite: Graduate standing in Nursing or by permission.) *As required.*

Music

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Alexander T. Simpson, Jr., PhD

The Music Program offers an integrated program of both standard and commercial/popular instruction. Diverse course offerings, numerous and enriching music activities, individual attention from faculty, and a willingness to tailor-make each program according to the unique needs of each student make the Music Program a vital experience for student musicians. The Bachelor of Arts degree is offered with the following emphasis: Instrumental Performance, Vocal Performance, Music Technology, Jazz Studies, Sacred Music Studies, Music History, and Music Education.

Entrance Audition

The Music Department does not deny anyone the opportunity to enter our music program. All music majors and minors will be accepted into the program upon successful completion of an audition. The audition is designed to allow the faculty members of the music department an opportunity to assess your musical skills and background so that we may better advise you to the most suitable courses and degree track. Successful completion of the course requirements for the degree and consistent improvement of your musical skills are necessary to remain in the major or minor status.

Requirements for a Minor in Music, 21 hours

The minor in music requires Musi. 101, 102, 200, and six hours of upper level music electives agreed upon by the student and the department chair; two semesters of applied minor and two semesters of a music ensemble beyond the first year. In order to enroll in Musc. 101, students must either pass a piano literacy test or enroll concurrently in Musi. 111.

Music Education

The requirements for certification in music education are listed in the [Education](#) section of this catalog.

Requirements for a Major in Music: Instrumental Emphasis, 48 hours

Basic courses: Musc. 101, 102, 201, 202, 211, 231, 311, 341, 410, 431; sixteen hours (two per semester), ordinarily taken in sequence, in applied instrumental major; four hours of an approved instrumental ensemble or equivalency.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to return their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Instrumental Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Musc 101	3	Musc 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Instrumental Ensemble	1	Instrumental Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Musc 201	3	Musc 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Instrumental Ensemble	1	Instrumental Ensemble	1
Gen Ed English 200	3	Musc 211	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200-201	3
	15		15

Junior Year

Musc 231	3	Musc 311	3
Musc 341	3	Music Applied Major VI	2
Music: Applied Major V	2	Gen Ed IDC 300-301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17

Senior Year

Music: Applied Major VII	2	Musc 410	1
Musc 431	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 48 hours in Music courses may be used in a student’s 126 hour degree program.

Requirements for a Major in Music: Vocal Emphasis, 48 hours

Basic music courses: Musc. 101, 102, 201, 202, 211, 231, 311, 351, 410, 433; sixteen hours (two per semester), ordinarily taken in sequence, in applied vocal major; four hours of approved instrumental ensemble or equivalency.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Vocal Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year	
Musc 101	3
Musc 102	3
Music: Applied Major I	2
Music: Applied Major II	2
Vocal Ensemble	1
Gen Ed English 101	3
Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3
Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1
Gen Ed Philosophy 160	3
Gen Ed Social Science Elective	3
	16
	15

Sophomore Year	
Musc 201	3
Musc 202	3
Music: Applied Major III	2
Music: Applied Major IV	2
Vocal Ensemble	1
Vocal Ensemble	1
Gen Ed English 200	3
Musc 211	3
Gen Ed Theology 200	3
Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3
	15
	15

Junior Year	
Musc 231	3
Musc 311	3
Music 351	3
Music: Applied Major VI	2
Music: Applied Major V	2
Gen Ed IDC 301	3
Gen Ed Mathematics Elective	3
Elective	3
Gen Ed Philosophy 301	3
Elective	3
Elective	3
Elective	3
	17
	17

Senior Year	
Musc 433	2
Musc 410	1
Music: Applied Major VII	3
Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3
Elective	3
Gen Ed Theology Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
	17
	15

Note – Gen Ed courses may be taken in semesters other than ones listed above. No more than 48 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: Technology Emphasis, 48 hours

Basic music courses: Musc. 101, 102, 201, 202, 211, 231, 311, 341 or 351, 410, 431 or 433; sixteen hours (two per semester), ordinarily taken in sequence, in applied technology major; fours hours of approved instrumental ensemble or equivalency.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Technology Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Musc 101	3	Musc 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year			
Musc 201	3	Musc 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
	15		15

Junior Year			
Musc 231	3	Music 311	3
Musc 341 or 351	2	Music: Applied Major VI	2
Music Applied Major V	3	Gen Ed IDC 301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17

Senior Year			
Music 431 or 433	2	Musc 410	1
Music: Applied Major VII	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 48 hours in Music courses may be used in a student’s 126 hour degree program.

Requirements for a Major in Music: Sacred Music Emphasis, 48 hours

Basic music courses: Musc. 101, 102, 201, 202, 211, 231, 311, 341 or 351, 410, 431 or 433; sixteen hours (two per semester), ordinarily taken in sequence, in applied major; four hours of approved instrumental ensemble or equivalency. Related courses are Theo. 200, and two Theology electives at the 300 or 400 level; German 101, 102; A.A. 444, 445.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral.

Music: Sacred Music Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year

Musc 101	3	Musc 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Musc 201	3	Musc 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Musc 211	3
Gen Ed Theology 200	3	Gen Ed Theology Elective	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
	15		15

Junior Year

Musc 231	3	Music 311	3
Musc 341 or 351	2	Music: Applied Major VI	2
Music: Applied Major V	3	Gen Ed Philosophy 301	3
Gen Ed Mathematics Elective	3	Germ 102	3
Gen Ed Natural Science Req	3	Theology Elective	3
Germ 101	3	Gen Ed IDC 301	3
	17		17

Senior Year

Music: Applied Major VII	2	Music 410	1
Musc 431 or 433	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	A.A. 445	3
A.A. 444	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 48 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: Jazz Emphasis, 48 hours

Basic music courses: Musc. 101, 102, 201, 202, 211, 231, 311, 341 or 351, 410, 431 or 433; sixteen hours (two per semester), ordinarily taken in sequence, in applied jazz major; four hours of approved instrumental ensemble or equivalency.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Jazz Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Musc 101	3	Musc 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Musc 201	3	Musc 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Musc 211	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
	15		15

Junior Year

Musc 231	3	Music: Applied Major VI	3
Musc 341 or 351	2	Musc 311	2
Music: Applied Major V	3	Gen Ed IDC 301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17

Senior Year

Music: Applied Major VII	2	Music 410	1
Musc 431 or 433	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 48 hours in Music courses may be used in a student’s 126 hour degree program.

Requirements for a Major in Music: History Music Emphasis

Basic music courses: Musc. 101, 102, 201, 202, 211, 231, 311, 341; eight hours (one per semester), ordinarily taken in sequence, in applied major; three hours of an approved instrumental ensemble or equivalency; nine hours of upper-level music electives agreed upon by the student and the department chair; six hours of upper-level Music History elective courses. It is strongly recommended that these courses be taken in the KIIS Salzburg summer program.

Other related required courses: Art 201 or 202; German 101, 102; History 116, 117 and one History elective at the 200, 300 or 400 level; Theology 310; 3 hours of intensive writing from another discipline.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: History Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year

Musc 101	3	Musc 102	3
Music: Applied Major I	1	Music: Applied Major II	1
Gen Ed English 101	3	Gen Ed History 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Art 201 or 202	3
Gen Ed Freshman Focus (IDC 100) ...	1	Gen Ed Philosophy 160	3
Gen Ed History 116	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3		
	17		16

Sophomore Year

Music 201	3	Music 202	3
Music 211	1	Music 231	1
Music: Applied Major III	3	Music: Applied Major IV	3
German 101	3	German 102	3
Gen Ed English 200	3	Gen Ed Theology 200	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
	16		16

Junior Year

Musc 311	3	Music Elective	3
Musc History Elective	3	Music: Applied Major VI	1
Music: Applied Major V	1	Music History Elective	3
Gen Ed IDC 301	3	History Elective	3
Gen Ed Philosophy 301	3	Gen Ed Theology 310	3
Elective	3	Gen Ed Math Elective	3
	16		16

Senior Year

Music: Applied Major VII	1	Music 410	1
Music Elective	3	Music: Applied Major VIII	1
Gen Ed Senior Seminar (IDC 401)	3	Music Elective	3
Writing Elective	3	Elective	3
Elective	3	Elective	3
Ensemble	1	Elective	3
Ensemble	1	Ensemble	1
	15		15

Music Course Descriptions

NOTE: Metroversity registration for Music courses at Bellarmine University is restricted to those courses that do not entail private lessons. If a Metroversity student wishes to enroll in a course that involves private lessons, he/she may register only as a “Visiting Student” and must pay regular tuition and fees. The \$25 application fee is waived.

All individual instruction and ensemble classes must be taken in sequence from beginning level.

A maximum of 12 ensemble hours will apply toward graduation requirements for all Bellarmine students.

Applied Music Offerings (Private Lessons)

MUSI 100 Beginning Piano (1, 2)
Group piano instruction for students with very little or no piano experience. *Every Semester.*

MUSI 111, 112, 211, 212, 311, 312, 411, 412 Piano (1, 2)
Individual instruction. A study of piano techniques and standard literature. *Every Semester.*

MUSI 113, 114, 213, 214, 313, 314, 413, 414 Organ (1, 2)
Individual instruction. A study of organ techniques and standard literature. *Every Semester.*

MUSI 115, 116, 215, 216, 315, 316, 415, 416 Voice (1, 2)
Individual instruction. A study of vocal techniques and standard literature. *Every Semester.*

MUSI 121, 122, 221, 222, 321, 322, 421, 422 Flute (1, 2)
Individual instruction. A study of flute techniques and standard literature. *Every Semester.*

MUSI 123, 123, 223, 224, 323, 324, 423, 424 Clarinet (1, 2)
Individual instruction. A study of clarinet techniques and standard literature. *Every Semester.*

MUSI 125, 126, 225, 226, 325, 326, 425, 426 Oboe (1, 2)
Individual instruction. A study of oboe techniques and standard literature. *Every Semester.*

MUSI 127, 128, 227, 228, 327, 328, 427, 428 Bassoon (1, 2)
Individual instruction. A study of bassoon techniques and standard literature. *Every Semester.*

MUSI 131, 132, 231, 232, 331, 332, 431, 432 Saxophone (1, 2)
Individual instruction. A study of saxophone techniques and standard literature. *Every Semester.*

MUSI 133, 134, 233, 234, 333, 334, 433, 444 Violin (1, 2)
Individual instruction. A study of violin techniques and standard literature. *Every Semester.*

MUSI 135, 136, 235, 236, 225, 226, 435, 436 Viola (1, 2)
Individual instruction. A study of viola techniques and standard literature. *Every Semester.*

MUSI 137, 138, 237, 238, 337, 338, 437, 438 Cello (1, 2)
Individual instruction. A study of cello techniques and standard literature. *Every Semester.*

MUSI 141, 142, 241, 242, 341, 342, 441, 442 Bass Violin (1, 2)
Individual instruction. A study of bass violing techniques and standard literature. *Every Semester.*

MUSI 143, 144, 243, 244, 343, 344, 443, 444 Trumpet (1, 2)

Individual instruction. A study of trumpet techniques and standard literature. *Every Semester.*

MUSI 145, 146, 245, 246, 345, 346, 445, 446 Horn (1, 2)

Individual instruction. A study of horn techniques and standard literature. *Every Semester.*

MUSI 151, 152, 251, 252, 351, 352, 451, 452 Trombone (1, 2)

Individual instruction. A study of trombone techniques and standard literature. *Every Semester.*

MUSI 153, 154, 253, 254, 353, 354, 453, 454 Euphonium (1, 2)

Individual instruction. A study of euphonium techniques and standard literature. *Every Semester.*

MUSI 155, 156, 255, 256, 355, 356, 455, 455 Tuba (1, 2)

Individual instruction. A study of tuba techniques and standard literature. *Every Semester.*

MUSI 161, 162, 261, 262, 361, 362, 461, 462 Jazz Piano (1, 2)

Individual instruction. A study of jazz piano techniques and standard literature. *Every Semester.*

MUSI 163, 164, 263, 264, 363, 364, 463, 464 Jazz Guitar (1, 2)

Individual instruction. A study of jazz guitar techniques and standard literature. *Every Semester.*

MUSI 165, 166, 265, 266, 365, 366, 465, 466 Jazz Bass (1, 2)

Individual instruction. A study of jazz bass techniques and standard literature. *Every Semester.*

MUSI 167, 168, 267, 268, 367, 368, 467, 468 Jazz Drum (1, 2)

Individual instruction. A study of jazz set techniques and standard literature. *Every Semester.*

MUSI 171, 172, 271, 272, 371, 372, 471, 472 Classical Guitar (1, 2)

Individual instruction. A study of classical guitar techniques and standard literature. *Every Semester.*

MUSI 173, 174, 273, 274, 373, 374, 473, 474 Music Technology (1, 2)

A study of basic MIDI (Musical Instrument Digital Interface) techniques, synthesis, music software, electronic music composition and computer music literature. Advance students have the option of further study in CD Production, Sound and Studio Recording, Film and Video editing. Course offering vary depending on the need of the student. (prerequisite: Permission of Instructor.) *Every Semester.*

MUSI 181, 182, 281, 282, 381, 382, 481, 482 Rock Guitar (1, 2)

Individual instruction. A study of rock guitar techniques and standard literature. *Every Semester.*

MUSI 183, 184, 283, 284, 383, 384, 483, 484 Percussion (1, 2)

Individual instruction. A study of percussion techniques and standard literature. *Every Semester.*

MUSI 191, 192, 291, 292, 391, 392, 491, 492 Recital Attendance (0)

A non-credit registration for music majors.

Music Ensembles

MUSE 111, 112, 211, 222, 311, 312, 411, 412 Chorale (0 – 1)

A small (16 voice) auditioned, mixed vocal ensemble that performs a wide variety of advanced choral repertoire from 1500 to the present. See Director for audition. *Every Semester.*

MUSE 113, 114, 213, 214, 313, 314, 413, 414 College Singers (0 – 1)

This group is a large mixed-vocal ensemble which performs primarily 19th and 20th century secular and sacred works. See Director for audition. *Every Semester.*

MUSE 121, 122, 221, 222, 231, 232, 241, 242 Handbell Ensemble (0 – 1)

This course is designed to introduce the students to both basic and advanced techniques of ensemble and solo handbell ringing. See Director for audition. *Every Semester.*

MUSE 123, 124, 223, 224, 323, 324, 423, 424 Chapel Music Ensemble (0 – 1)

An auditioned-member ensemble that examines and performs vocal and instrumental music for weekly Sunday and occasional celebratory mass and concerts at Bellarmine University. *Every Semester.*

MUSE 125, 126, 225, 226, 325, 326, 425, 426 Chamber Winds (0 – 1)

A small instrumental wind ensemble performing a Baroque, Classical, Romantic and Twentieth-Century music repertoire. See Director for audition. *Every Semester.*

MUSE 127, 128, 227, 228, 327, 328, 427, 428 Chamber Strings (0 – 1)

A small instrumental string ensemble performing a Baroque, Classical, Romantic and Twentieth-Century music repertoire. See Director for audition. *Every Semester.*

MUSE 131, 132, 231, 232, 331, 332, 431, 432 Chamber Ensemble (0 – 1)

A small mixed vocal and instrumental ensemble performing a Baroque, Classical, Romantic and Twentieth-Century music repertoire. See Director for audition. *Every Semester.*

MUSE 133, 134, 233, 234, 333, 334, 433, 434 Early Music Ensemble (0 – 1)

An auditioned-member ensemble that examines and performs vocal and instrumental Medieval and Renaissance music. See Director for audition. *Every Semester.*

MUSE 135, 136, 235, 236, 335, 336, 435, 436 Classical Guitar Ensemble (0 – 1)

This ensemble performs from the standard classical guitar repertoire. See Director for audition. *Every Semester.*

MUSE 137, 138, 237, 238, 337, 338, 437, 438 Brass Ensemble (0 – 1)

A small instrumental brass ensemble performing Baroque, Classical, Romantic and Twentieth-Century music repertoire. See Director for audition. *Every Semester.*

MUSE 140, 141, 240, 241, 340, 341, 430, 431 Jazz Trio (0 – 1)

This ensemble has traditionally featured the strongest rhythm-section players among jazz students. The program is typically high-powered and demanding. See Director for audition. *Every semester.*

MUSE 142, 143, 242, 243, 342, 343, 442, 443 Jazz Combo I (0 – 1)

This small ensemble features contemporary performances and techniques relating to jazz through the music of Charlie Parker, Dizzy Gillespie, Thelonious Monk and Miles Davis. Mixed instrumentation. Vocalists encouraged to participate. See Director for audition. *Every Semester.*

MUSE 144, 145, 244, 245, 344, 345, 444, 445 Jazz Combo II (0 – 1)

A small jazz ensemble for advanced musicians exploring contemporary jazz repertory. Open to instrumentalists and vocalists. See Director for audition. *Every Semester.*

MUSE 146, 147, 246, 247, 346, 347, 446, 447 Nouveau Gumbo Ensemble (0 – 1)

Explore the roots of non-western music and its influence on American culture through jazz, blues, soul, funk, R&B, gospel, spirituals, and island grooves in an ensemble where relationships and possibilities are constantly examined. See Director for audition. *Every semester.*

MUSE 148, 149, 248, 249, 348, 349, 448, 449 Big Band (0 – 1)

This ensemble performs from the standard big-band jazz repertory. The music of Woody Herman, Thad Jones, Count Basie and others is studied and presented in concert. See Director for audition. *Every Semester.*

MUSE 151, 152, 251, 252, 351, 352, 451, 452 Percussion Ensemble (0 – 1)

This ensemble performs from the standard Percussion Ensemble literature. The music of Varèse, Crumb, Reich and others is studied and presented in concert. See director for audition. *Every Semester.*

MUSE 153, 154, 253, 254, 353, 354, 453, 454 Intrinsic Rhythm Group (0 – 1)

This ensemble explores various neo-/traditional music from Ghana, West Africa, with an emphasis on the social relevance of the music and the instruments used. Because the music is removed from its traditional context the teaching approach embraces cultural sensitivity through artistic collaboration and expressive individuality. See Director for audition. *Every Semester.*

MUSE 161, 162, 261, 262, 361, 362, 461, 462 Flute Ensemble (0 – 1)

This ensemble performs from the standard flute ensemble repertory. See Director for audition. *Every Semester.*

MUSE 171, 172, 271, 272, 371, 372, 471, 472 Symphonic Wind Ensemble (0 – 1)

This ensemble performs from the standard Wind Symphony literature. The music of Holst, Grainger, Copeland and others is studied and presented in concert. See director for audition. *Every Semester.*

Music Courses

MUSC 100 Introduction to Music Theory 3

This course is designed as an introduction to the fundamental concepts of music theory including music reading, note recognition, scales, key signatures, chords and harmony. This course is taught as a preparatory course to remedy deficiencies in the areas of music theory and therefore is perfect for both non-music majors and music majors with little to no background in music theory. *As needed.*

MUSC 101 Music Theory I **3**

A study of scales, chords, musical notation and rhythm with emphasis on aural perception and ear training. An introduction to Common Practice Theory, figured bass and four-part writing. *Every fall.*

MUSC 102 Music Theory II **3**

A continuation of the material introduced in Theory I with expanded emphasis on aural perception, ear training, and part writing. An introduction to music analysis with examples of Renaissance motets and Baroque choral music. (Prerequisite: MUSC 101). *Every spring.*

MUSC 200 Music Literature **3**

A General Education course designed for non-majors to help develop an understanding and appreciation of traditional Western music from antiquity through the present. *Every Semester.*

MUSC 201 Music Theory III **3**

A continuation of the material introduced in Theory II with emphasis on harmony and formal analysis. Music examples of the Baroque and Classical periods are analyzed vertically and holistically. (Prerequisite: MUSC 102.) *Every fall.*

MUSC 202 Music Theory IV **3**

A continuation of MUSC 201 with study devoted to the chromatic and tonal language of Romantic music, the modal music of the Impressionist composers and the relationship to Medieval church modes. Techniques for analyzing twentieth-century music are introduced. (Prerequisites: MUSC 201.) *Every spring.*

MUSC 204 Music in American Popular Culture **3**

This course will explore American culture through the phenomena of its popular folk music specifically the blues, jazz, rock, theater and mainstream music. *As required.*

MUSC 211 Music History: Late Baroque to Romantic Music **3**

An historical survey of late Baroque, Classical and early Romantic music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisite: MUSC 102). *Every Fall.*

MUSC 221 Improvisation I **2**

A study of the art of spontaneous musical performance through the analysis of chords, rhythms, scales, transcribed improvised solos, and recordings. (Prerequisite: MUSC 102). *As required.*

MUSC 231 Music History: Medieval to Early Baroque Music **3**

An historical survey of Medieval, Renaissance and early Baroque music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisite: MUSC 202). *As required.*

MUSC 304 Music of the World's Cultures **3**

An introduction to music of selected cultures with an emphasis on music emanating from non-western societies. The course will study the music in its various contexts and will further explore the technical features of the music which determines its characteristics and distinctive sound. Also taught in the summer in Salzburg, Austria. *As required.*

MUSC 305 Pioneers, Patriots and Protesters: A History of America's Folk Music 3

An introduction to American folk music with an emphasis on the social, historical, and political events which influenced this music. The course will study the music in its various contexts and will further explore the technical features of the music which determine its characteristic, distinctive sound. *As required.*

MUSC 311 Music History: Twentieth Century Symphonic Literature 3

An historical survey of late Romantic, Twentieth-century and contemporary music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisites: MUSC 202). *As required.*

MUSC 321 Improvisation II 2

A continuation of Improvisation I. (Prerequisite: MUSC 221.) *As required.*

MUSC 331 Brass Methods 1

A course for the future primary and secondary school music educator this course introduces fundamental knowledge of standard band and orchestral brass instruments with emphasis on playing, fingering, tone production and pedagogy. (Prerequisite: MUSC 204.) *As required.*

MUSC 332 Woodwind Methods 1

A course for the future primary and secondary school music educator this course introduces fundamental knowledge of standard band and orchestral woodwind instruments with emphasis on playing, fingering, tone production and pedagogy. (Prerequisite: MUSC 204.) *As required.*

MUSC 333 String Methods 1

A course for the future primary and secondary school music educator this course introduces fundamental knowledge of standard orchestral string instruments with emphasis on playing, fingering, bowing, tone production and pedagogy. (Prerequisite: MUSC 204.) *As required.*

MUSC 334 Percussion Methods 1

A course for the future primary and secondary school music educator this course introduces fundamental knowledge of standard band and orchestral percussion instruments with emphasis on playing, stick and mallet techniques, tone production and pedagogy. (Prerequisite: MUSC 204.) *As required.*

MUSC 335 Vocal Methods 1

A course for the future primary and secondary school music educator this course introduces fundamental knowledge of standard vocal techniques with emphasis on breathing, tone production and pedagogy. (Prerequisite: MUSC 204.) *As required.*

MUSC 341 Chamber Orchestration I 3

A study of techniques in orchestration and arranging music for large and small instrumental ensembles. (Prerequisite: MUSC 202.) *As required.*

MUSC 343 Jazz Harmony I 3

A study of harmony and music theory focusing on the interpretation of both traditional and contemporary jazz nomenclature. *As required.*

MUSC 351 Vocal Pedagogy **3**

This course is designed to present the student with the practical, aesthetic, and musical requirements for the proper performance of the solo and choral masterworks of this repertoire. *As required.*

MUSC 401 Special Topics **3**

A study of musical issues in selected areas, especially those of current concern. *As required.*

MUSC 403 Choral Arranging **3**

A study of writing and arranging music for choral ensembles (Prerequisite: MUSC 201). *As required.*

MUSC 410 Recital **1**

Public performance during the senior year.

MUSC 411 The History of the Mass as a Musical Genre **3**

This course is designed to familiarize the student with musical monuments related to the Mass, Requiem Mass and Motet by select composers. The course will examine the roots of these genres from the Western tradition in the Roman rite and their development into the Classical Period. (Prerequisite: MUSC 202). Also taught in the summer in Salzburg, Austria. *As required.*

MUSC 421 Improvisation III **3**

A continuation of improvisation II with an emphasis on ear-training and tools for the professional jazz educator and musician. (Prerequisite: MUSC 321.) *As required.*

MUSC 423 Independent Study **1 – 3**

Guided study in an area of special interest under the direction of a faculty member. *As required.*

MUSC 431 Instrumental Conducting **3**

A study of fundamental conducting techniques by observation and practice in conducting instrumental ensembles. (Prerequisite: MUSC 202). *As required.*

MUSC 433 Choral Conducting **3**

A study of fundamental conducting techniques by observation and practice in conducting choral ensembles. (Prerequisite: MUSC 202). *As required.*

MUSC 441 Chamber Orchestration II **3**

A continuation of Chamber Orchestration I. A study of techniques in orchestration and arranging music for large and small instrumental ensembles. (Prerequisite: MUSC 341 or permission from the instructor.) *As required.*

MUSC 443 Jazz Harmony II **3**

This course is continued study of the topics begun in Jazz Harmony I, with more in-depth focus in the areas of ear training and analysis. *As required.*

MUSC 444, 445 Internship I, II **1 – 3**

As required.

Nursing

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Theresa R.M. Broderick, MSN, ARNP; Linda B. Cain, PhD, RN;
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Marian H. Smith, MSN, ARNP; Mary Ann Thompson, DrPH, RN;
Amy L. Verst, MSN, CPNP, ATC;

All full-time nursing faculty are registered nurses (RNs).

BSN Program Accreditation

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW #530, Washington, DC 20036, tel. (202) 887-6791.

BSN Program Purpose

The purpose of the Bachelor of Science in Nursing program is to provide basic professional education. Graduates are prepared to function independently or in collaboration with other health care providers to serve individuals and families in hospitals and community settings. The program is designed to encourage students' active participation in achieving program outcomes. Upon completion of the program, the graduates will have a recognition of and desire for continuing professional development and a sound foundation for pursuing graduate education in nursing.

BSN Program Objectives

Graduates of the BSN program will be able to:

1. Demonstrate the application of critical thinking skills.
2. Communicate effectively through oral, written, and technological means.
3. Use therapeutic nursing interventions in accordance with the ANA standards of care.
4. Function as a professional in accordance with the ANA standards of professional performance.
5. Develop caring relationships that facilitate health and healing.
6. Demonstrate leadership and political awareness to foster advocacy, health promotion, and health care delivery.
7. Provide service to the profession and community.
8. Possess the foundation for graduate education and the pursuit of lifelong learning.

KBN Regulation Regarding Denial of RN Licensure

Beginning January 1, 1998, an applicant shall not be eligible for the NCLEX examination or licensure if the applicant has been convicted (1) of an applicable felony (as listed in the regulation) within five years of the date of filing an application or (2) of a misdemeanor (as listed in the regulation) within two years of filing an application. See BSN Handbook for regulations.

BSN 4-Year Track

Admission to the Nursing Major

Admission to Bellarmine University does not automatically admit a student to the BSN program. Students must make a formal application and be accepted into the nursing major by the BSN Admission, Progression, and Graduation Committee. Admission to the nursing major grants the student the right to take nursing courses in the professional sequence.

Requirements for Admission

1. A minimum cumulative grade point average of 2.5.
2. Completion of 29 or more hours of academic credit, including Biology 108/109.
3. A minimum grade of C in natural sciences, Nursing 110 and Nursing 200 courses.
4. An application for admission to the nursing major on file in the School of Nursing.
5. A personal interview, if requested by the BSN Admission, Progression, and Graduation Committee.

Requirements for a Major in Nursing: BSN 4-Year Track, 60 hours

Basic courses: Nur. 110, 200, 205, 206, 220, 230, 305, 310, 311, 314, 330, 401, 414, 415, 430, 455. Required related courses: Biol. 108, 109, 202, 300; Chem. 214; Math. 205; Psy. 103, 218.

Bachelor of Science in Nursing
Suggested BSN Curriculum—4-Year Track

Freshman Year

Nursing 110	2	Nursing 200	2
Gen Ed Biology 108	4	Gen Ed Biology 109	4
Gen Ed English 101	3	Gen Ed IDC 101	3
Gen Ed Psychology 103	3	Gen Ed Fine & Performing Arts	3
Gen Ed IDC 100	1	Psychology 218	3
Gen Ed History 116 or 117	3		
	16		15

Sophomore Year

Nursing 205	4	Nursing 311	3
Nursing 206	3	Nursing 230	4
Nursing 220	2	Gen Ed Mathematics 205	5
Gen Ed IDC 200	3	Chemistry 214	4
Biology 202	4		
	16		16

Junior Year

Nursing 310	7	Nursing 305	4.5
Nursing 314	2	Nursing 330	4.5
Biology 300	4	Gen Ed English 200	3
Gen Ed Philosophy 160	3	Gen Ed IDC 301	3
	16		15

Senior Year

Nursing 401	5	Nursing 430	5
Nursing 414	1	Nursing 455	4
Nursing 415	5	Gen Ed IDC 401	3
Gen Ed Philosophy 301	3	Gen Ed Theology Elective	3
Gen Ed Theology 200	3		
	17		15

Note: Gen Ed courses may be taken in different semesters than those listed above.

BSN Accelerated Track

This is an accelerated program for individuals who hold a bachelor’s degree in any discipline and wish to pursue a career in professional nursing. The curriculum is designed to be completed in one calendar year. Upon successful completion of the program, a Bachelor of Science in Nursing degree is conferred.

Admission to the BSN Accelerated Track

Requirements for admission are:

- 1. Completion of a bachelor’s degree in any discipline from an accredited college or university.
- 2. A minimum GPA of 2.5.
- 3. A minimum grade of C in natural science courses (Anatomy & Physiology, Chemistry, Microbiology).
- 4. An application for the nursing major for the BSN–Accelerated Track on file in the Lansing School of Nursing.
- 5. A personal interview, if requested, by the BSN Admission, Progression, and Graduation Committee.
- 6. Completion of the following prerequisite courses:

General Psychology

Developmental Psychology

Statistics

Nutrition

Ethics

Microbiology

Chemistry (3 hrs.)

Anatomy & Physiology (8 hrs.)

BSN Accelerated Curriculum

Semester 1

<u>Session 1</u> (7 weeks)		<u>Session 2</u> (7 weeks)	
Nursing 220	2	Nursing 230	5
Nursing 205	4	Nursing 311	3
Nursing 206	3	Nursing 314	2

Semester 2

<u>Session 3</u> (7 weeks)		<u>Session 4</u> (7 weeks)	
Nursing 310	7	Nursing 305	4.5
Biology 300	4	Nursing 330	4.5
		Theology 200	3

Semester 3

<u>Session 5</u> (7 weeks)		<u>Session 6</u> (7 weeks)	
Nursing 401	5	Nursing 455	4
Nursing 414	4	Nursing 430	5
Nursing 415	5		

BSN RN Track

This track is for registered nurses who wish to pursue a bachelor’s degree in nursing. The curriculum is designed to be completed on a part-time basis. RNs who wish to be full-time students may meet with their faculty advisor to plan their course of study.

Requirements for Admission

- 1. Completion of a state-approved prelicensure program for registered nursing.
- 2. Proof of RN licensure.
- 3. A resume on file in the School of Nursing.
- 4. A personal interview, if requested by the Admission, Progression, and Graduation Committee.
- 5. Completion of the following lower-level General Education Requirements:
 - English Composition 3
 - Mathematics 3
 - Natural Sciences* 15
 - Social Sciences** 6–9
 - Lower-Level Nursing Courses (ASN or ADN) 28
 - Total 55

* May include Chemistry, General Biology, Anatomy and Physiology, Microbiology, or Nutrition.
** May include Introduction to Psychology, Introduction to Sociology, Life-Span Development, or other Social Science courses.

General Education Requirements and Electives

U.S. Experience IDC 200 (diploma graduates only)	3
Biology 300	4
Fine & Performing Arts	3
Literature–English 200	3
Mathematics 205	4
Philosophy 160	3
Philosophy 301	3
Theology 200	3
Theology Elective	3
Transcultural Experience IDC 301	3
Western Tradition–History 116 or 117	3
Senior Seminar IDC 401	3
Electives	6
Total	44

Nursing Requirements

Nursing 301	3
Nursing 302	3
Nursing 311	3
Nursing 313	2
Nursing 314	2
Nursing 410	5
Nursing 414	1
Nursing 431	4
Nursing 435	3
Nursing Elective	3
Total	29

Nursing Course Descriptions

For all nursing courses, 45 hours of clinical equals 1 credit hour.

Nur. 110 Introduction to Nursing (2)

This course is designed to introduce the student to the discipline and current concepts of nursing, with emphasis on the development of attitudes and values supporting the role of the professional nurse. Students will learn to perform selected basic nursing skills. (65 minute class, 1 hour 50 minute laboratory/clinical.)

Nur. 200 Nutrition (3)

This course is designed to assist students to gain an understanding of the basic principles of nutrition, selection of food, and diet therapy. Nutritional wellness across the lifespan will be examined. Emphasis will be placed on clinical application.

Nur. 205 Foundations of Nursing (4)

This course is designed to introduce the nursing process, knowledge, concepts, and skills of nursing care. The nursing process is used to examine alterations in health status and functioning. The Skills Lab and acute care facilities provide the setting for clinical experiences. (2 hrs. class, 6 hrs. laboratory/clinical.) (Prerequisites: Nur. 110, 200; Biol. 108, 109; Psych. 103, 218.)

Nur. 206 Nurse-Client Interaction (3)

This course provides theory and practice using interpersonal communication as a foundation for nursing care. The nursing process is discussed as it relates to communication and group dynamics. Cooperative, assertive, and advocate roles of the nurse are explored through the development of self awareness. (2 hrs. class, 3 hrs. laboratory/clinical.) (Prerequisites: Nur. 110; Biol. 108, 109; Psy. 103, 218.)

Nur. 220 General Principles of Drug Classification (2)

This course focuses on the action and therapeutic use of medication and application of drug therapy. Major classes of drugs are examined for pharmacological properties and effects. (Corequisites: Nur. 205, 206.)

Nur. 230 Nursing Process with Ill Adults, I (5)

This course focuses on implementation of the nursing process with ill adults who are experiencing fluid and electrolyte, cardiac, respiratory, hematologic, and neoplastic disorders. Perioperative care and pain management are also examined. Opportunity is provided for clinical application of relevant concepts and skills. (3 hrs. class, 6 hrs. clinical.) (Prerequisites: Nur. 205, 206, 220; Pre/corequisite: Biol. 202; Nur. 311.)

Nur. 301 Dynamics of Professional Nursing (RNs Only) (3)

This course provides an overview of the professional nurse's role. Topics include nursing history, professional socialization, health care delivery, and leadership. Legal, ethical, and political aspects of health care trends and issues are considered. For diploma graduates, validation of prior learning using the RN Mobility Examinations II is required.

Nur. 302 Nursing Process with Chronic Illness (RNs Only) (3)

This course will provide RN students the opportunity to explore a health/illness concept and to practice therapeutic nursing interventions with a specific population. Communication and theory application will be emphasized. The student, in collaboration with faculty, will implement an individualized learning plan. (2 hrs. class, 3 hrs. clinical.) (Prerequisite: Nur. 301.)

Nur. 305 Nursing Process with Children (4.5)

This course provides application of the nursing process in a family-centered approach to the care of children. The focus is on nursing care of children and families with a goal of health promotion, disease prevention, or illness management. Clinical experiences will be in primary, secondary, and tertiary care settings. (2 hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 310; Biol. 300.)

Nur. 310 Nursing Process with Ill Adults, II (7)

This course offers a continued focus on the nursing process with ill adults. Emphasis is placed on the nursing care of adults experiencing disorders of gastrointestinal, renal, neurological, musculoskeletal, and endocrine function. Further opportunity is provided for the application of nursing concepts and skills in the clinical setting. (3 hrs. class and 12 hrs. clinical.) (Prerequisites: Nur. 230, 311.)

Nur. 311 Health Assessment (3)

This course focuses on health assessment of individuals across the life span. Students will develop skills for obtaining health histories and performing physical examinations. (2 hrs. class and 3 hrs. laboratory.) (Prerequisites for prelicensure students: Nur. 205, 206, 220. No prerequisites for RNs.)

Nur. 313 Pharmacology (RNs Only) (2)

This course focuses on concepts of clinical pharmacology. Emphasis is placed on the role of the registered nurse in the safe administration of medications, and patient monitoring and education related to medication usage. (No prerequisites.)

Nur. 314 Health Care Research (2)

This course provides an introduction to the basic principles of the research process and problem solving method. Critical analysis of health care research studies is emphasized.

Nur. 330 Nursing Process with Woman and Childbearing Families (4.5)

This course focuses on a wellness approach to the developmental changes women experience. The nursing process will be used to meet the health care needs of childbearing family and women throughout the lifespan. (3 hrs. class and 4.5 hrs. clinical.) (Prerequisites: Nur. 310, 314; Biol. 300.)

Nur. 346 Selected Topics in Nursing and Health Care (1-3)

This course offers the student the opportunity to explore contemporary issues in health care delivery or subjects affecting health care for specific population groups.

Nurs. 401 Mental Health Nursing and Health Care Policy (5)

The focus of this course is on the theory and practice of psychiatric mental health nursing in the hospitals and community. Emphasis is on the development of therapeutic relationships with individuals using the nursing process. The American health care delivery system will be examined and compared to selected international systems. Issues in health policy and legislation will be examined. (3 hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 305, 314, 330.)

Nur. 410 Nursing Process in the Community**(5)**

This course provides an introduction to the theories, principles, practices, and research relating to the past, current, and future issues in the delivery of health care to a community. The nursing process is emphasized in the provision of nursing care to families and aggregates in the community setting. (3 hrs. class, 6 hrs. clinical.) (Prerequisites: Nur. 311, 314, 330; Biol. 300; Phil. 301.)

Nur. 414 Nursing Research Seminar**(1)**

This course focuses on the application of nursing research findings in the clinical setting. Emphasis is placed on the development of evidence-based nursing practice. (Prerequisite: Nur. 314.)

Nur. 415 Community Health Nursing and Leadership**(5)**

This course provides an overview of community health nursing theory and practice, emphasizing health promotion and disease prevention across the lifespan, as well as leadership and management principles. The provision and management of care for individuals, families, and groups is emphasized. (3hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 305, 314, 330. Corequisites: Nur. 401, 414.)

Nur. 430 Complex Health Problems**(5)**

This course focuses on the provision of professional nursing care to clients with complex health problems. Emphasis is placed on use of the nursing process with individuals and families in secondary or tertiary settings. (3 hrs. class and 6 hrs. clinical.) (Pre/corequisite: Nur. 401, 415.)

Nur. 431 Complex Health Problems (RNs Only)**(4)**

This course focuses on the case management of clients with complex health problems. Emphasis is placed on use of the nursing process with individuals and families in primary, secondary, and/or tertiary settings. (2 hrs. class and 6 hrs. clinical.) (Pre/corequisites: Nur. 410, 435.)

Nur. 435 Nursing Leadership and Management**(3)**

This course focuses on the baccalaureate nursing graduate's leadership roles in practice. Leadership theories and models of planned change and decision making are used to develop plans for solving problems in the health care setting. Management roles and functions are addressed. Trends and issues in nursing and their relationship to practice are analyzed. (Prerequisites: Nur. 314.)

Nur. 455 Health Care Management and Professional Issues**(4)**

This course addresses the economical and political aspects of community health and leadership roles in nursing and health care. Tertiary prevention, managed care, and evaluation of outcomes are considered in relation to nursing practice. Trends and issues related to health care systems are analyzed. The provision and management of care to ill individuals and families in the community is emphasized. (2 hrs. class, 6 hrs. clinical) (Prerequisites: Nur. 401, 415.)

Philosophy

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Steven Berg, PhD; Douglas J. Den Uyl, PhD; Barry Padgett, PhD; Evanthia Speliotis, PhD

“Philosophy,” a name said to have been coined by the ancient Greek thinker Pythagoras, literally means “love of wisdom.” It begins in wonder: wonder at the perplexing nature of the world and of human beings within it. Wonder drives philosophers to question, to investigate, and to reason about the nature of the whole and the nature of human beings as that part of the whole that is open to the whole. Because of the character of its investigations, philosophy often finds itself in tension with the political community or society within which it exists. For any political community is based upon certain fundamental opinions about the world and about human beings that are long-standing and are taken to be both sacred and true. Yet it is only the kind of questioning that philosophy pursues that is able to relieve political life of the dangers of an unrelenting and unqualified dogmatism, or a wholly unreflective adherence to opinion.

Within the Catholic liberal arts tradition that Bellarmine University embraces, philosophy and theology provide the foundation. Philosophy is not simply one among the many liberal arts, but rather foundational insofar as it takes up and examines the unexamined first principles of all the other disciplines. Thus, for example, though every science makes certain claims about what it knows and what is true, it is philosophy alone that investigates what knowledge and truth are and what it means to say “I know” and “That is true.” The study of philosophy, therefore, is central to the mission of Bellarmine University. Guided as it is by the love of truth (*in veritatis amore*), and directed toward encouraging students to develop the intellectual and moral qualities necessary to pursue a life worth living, a Bellarmine education is rooted in and enriched by philosophy’s ongoing investigation.

The study of philosophy at Bellarmine is primarily oriented toward helping students uncover and understand the fundamental and permanent questions that stand at the center of human existence. It takes seriously the indispensable contributions to the uncovering and articulation of these questions that have been made by the greatest thinkers from Greek antiquity to the present day. Moreover, the study of philosophy is undertaken in light of the recognition that, when it comes to the understanding of these questions, the greatest thinker is not necessarily the most recent.

The study of philosophy enhances analytical, critical, and interpretive skills. A major in philosophy provides the foundation not only for graduate studies and degrees in philosophy, but for virtually any discipline that requires critical, evaluative, or diagnostic skills. According to a study conducted by the American Philosophical Association in the early 1990s, which was reported in the *Wall Street Journal* (10/24/95), “philosophy majors who took the Graduate Record Examination between 1990 and 1993 finished first among all fields in verbal skills and third in analytical skills.”

Requirements for a Major in Philosophy, 30–36 hours

Basic courses: Phil. 160, 301, 302 or 317, 310 or 350 or 413, 311 or 312, 313 or 314, and twelve hours selected from other courses in Philosophy. For the maximum of 36 hours permitted in the department, six additional hours may be selected from other courses in Philosophy.

Requirements for a Minor in Philosophy, 18 hours

The Philosophy Department offers two minors of 18 hours each, a generic philosophy minor and a specialized minor in applied ethics. A student choosing to minor in philosophy may choose one of the available minors, but not both.

1. Generic Minor in Philosophy: Phil. 160, 301, 302, one course selected from 310 or 350 or 413, plus six hours of additional philosophy courses.
2. Applied Ethics Minor in Philosophy: Phil. 160, 301, 401, one course selected from 430 or 431 or 432, and two courses selected from 309, 330, 416, 430, 431, or 432.

Philosophy
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Philosophy 160	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed English 200	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Science Req	3
Gen Ed History 116 or 117	3	Gen Ed Mathematics Req	3
Gen Ed Social Science Elective	3	Gen Ed Fine Arts Req	3
Gen Ed Natural Science Req	3		
	16		15

Sophomore Year

Philosophy 301	3	Philosophy 312 or 314	3
Philosophy 302 or 317	3	Elective	3
Gen Ed Theology 200	3	Elective	3
Gen Ed IDC 200	3	Elective	3
Elective	3	Elective	3
	15		15

Junior Year

Philosophy 310, 350, or 413	3	Philosophy Elective	3
Philosophy 311 or 313	3	Philosophy Elective	3
Gen Ed IDC 301	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	15		18

Senior Year

Philosophy Elective	3	Philosophy Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Philosophy Course Descriptions

Phil. 160 Introduction to Philosophy

(3)

This course introduces students to philosophical thinking. By reading some of the greatest thinkers in the history of Western philosophy, students will learn about the topics that have engaged philosophers through the ages, as well as learning how to begin to think critically about those topics. Reading others' reflections on the nature of reality, knowledge, truth, personal identity, and human nature, students will have the opportunity to participate in the wonder that animates philosophers, and to begin to appreciate that learning is not simply a tool to be employed in the conduct of practical affairs, but is at the core of what it is to be a human being. *Every semester.*

Phil. 301 Ethics

(3)

This course investigates different philosophers' views of the good, the highest goal of human life and human action, in order to arrive at a better understanding of what is the best theoretical foundation and justification for virtuous conduct. In particular, it examines the relation between the human good and morality, examines whether there is an objective ground for the good or whether it is simply a matter of custom, culture, or opinion, and considers what consequences follow from identifying the objective ground with God, with human nature, or with the nature of society. Ultimately, it is meant to help students understand how the theory and practice of ethics lead to a virtuous life, the life that is truly worth living. (Prerequisite: Phil. 160.) *Every semester.*

Phil. 302 Logic

(3)

Logic is the study of the basic principles of reasoning. It presents and develops intellectual tools for distinguishing between good and bad arguments. Through its study, students achieve a better understanding of critical reasoning and clear thinking. Topics covered include how to recognize arguments, basic systems of logic, validity and truth, common fallacies or mistakes in reasoning, and practical methods for assessing the strengths of arguments. (Prerequisite: Phil. 160.) *Every fall.*

Phil. 309 Social and Political Philosophy

(3)

A study of the great political theories and their relevance to modern political questions. (Prerequisite: Phil. 160.) *As required.*

Phil. 310 Philosophy of Knowledge

(3)

The course examines prominent epistemological positions with respect to such issues as the nature of knowledge, the validation of cognition, criteria of knowledge, and the relation between cognitive experience and its object. (Prerequisite: Phil. 160.) *Every three years, in the fall.*

Phil. 311 History of Ancient Philosophy

(3)

A study of the great philosophers of ancient Greece. (Prerequisite: Phil. 160.) *Every two years, in the fall.*

Phil. 312 History of Medieval Philosophy

(3)

A study of the great thinkers in philosophy in the Middle Ages. (Prerequisite: Phil. 160.) *Every two years, in the spring.*

Phil. 313 History of Modern Philosophy

(3)

A study of the great thinkers in philosophy from Descartes to Kant. (Prerequisite: Phil. 160.) *Every two years, in the fall.*

Phil. 314 History of Contemporary Philosophy (3)

A study of important nineteenth and twentieth century thinkers in philosophy. (Prerequisite: Phil. 160.) *Every two years, in the spring.*

Phil. 315 Existentialism (3)

A study of existential thought through the works of such authors as Kierkegaard, Nietzsche, Sartre, Marcel, and Heidegger. (Prerequisite: Phil. 160.) *As required.*

Phil. 316 American Philosophy (3)

The course focuses on the development of those philosophical traditions and movements originating within America. Special emphasis will be given to evolutionary theories, pragmatism, and American philosophical idealism. (Prerequisite: Phil. 160.) *As required.*

Phil. 317 Symbolic Logic (3)

An introduction to the formal analysis of arguments. The student will translate English sentences into symbolic language and learn “truth table” and “proof” methods for testing the validity of arguments. This course covers sentential through relational predicate logic. The aim of the course is to sharpen reasoning skills and develop the ability for rigorous philosophical analysis. (Prerequisite: Phil. 160) *As required.*

Phil. 320 Philosophical Foundations of the U.S. Constitution (3)

A study of the philosophical foundations of the U.S. Constitution, as they evolved from classical and modern sources through discussion and debate among the founding fathers. *Every two years.*

Phil. 323, 324 Basic Issues in Philosophy I, II (3, 3)

Subject matter to be announced by the instructor each semester. (Prerequisite: Phil. 160.) *As required.*

Phil. 330 Philosophical Anthropology: Reflections on Human Existence (3)

A study of what it means to be a human being, through an exploration of the unity, structure, origin, and destiny that constitute the human being as a person, as a knowing, free, and loving being. (Prerequisite: Phil. 160.) *As required.*

Phil. 333 Dimensions of Consciousness (3)

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, socio-biology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with Psy. 333. (Prerequisite: Phil. 160.) *As required.*

Phil. 334 Philosophy of History (3)

An examination of the modern understanding of “history” and its influence on modernity’s understanding of the human being as a historical being, tracing the development from the teleological understanding of history of the German Idealists, to the more open ended idea of progress as ever ongoing change that became prevalent in the twentieth century. (Prerequisite: Phil. 160.)

Phil. 350 Philosophy of Being (3)

An investigation into the ultimate nature of reality through an exploration of the various ways important thinkers have answered the question: What is being? (Prerequisite: Phil. 160.) *Every three years, in the fall.*

Phil. 401 Applied Ethics

(3)

The application of ethical theories, principles, and techniques to contemporary social problems and controversies, e.g., abortion, euthanasia, sexual equality, animal rights, pornography, etc. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 402 Philosophy of Art

(3)

An examination of the nature and context of art and artistic activity by focusing on the experiences of those artifacts that stand as exemplars of art, the experience of those who create them, and the experiences of those who appreciate and criticize them. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 413 Philosophy of God

(3)

A philosophical study of God's nature and attributes. Topics include God's existence, simplicity, power, knowledge, and will. (Prerequisite: Phil. 160.) *Every three years, in the fall.*

Phil. 415 Philosophy of Religion

(3)

A study of the rationality of the belief in the existence of God, including an investigation of whether it is appropriate to seek reasons for religious belief. Topics covered include the relation between science and religion, the nature of rationality, religious experience, mysticism, evil, and human freedom. (Prerequisite: Phil. 160.) *As required.*

Phil. 416 Philosophy of Science

(3)

A survey of the philosophy of science, centering on the topic of science's explanation of empirical phenomena. Specific topics include the difference between scientific and other types of explanation, and the status of unobservable entities mentioned in scientific explanations. (Prerequisites: Phil. 160 and two courses in science.) *As required.*

Phil. 423 Independent Study

(1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: Phil. 160.) *As required.*

Phil. 430 Health Care Ethics

(3)

An application of ethical principles to health care issues. Topics to be considered include patient rights, withholding/withdrawing treatment, the definition of death, reproductive technology, experimentation on human subjects, allocation of medical resources and the right to health care. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 431 Business Ethics

(3)

A systematic discussion of the application of ethical principles to business practices, focusing on some of the more important moral issues facing persons involved in the business world today. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 432 Philosophy of Law

(3)

A philosophical treatment of jurisprudence, including a study of the basic schools of legal theory (natural law, legal positivism, legal realism). Also dealt with will be the relationship between morality and law, economics and law, and legal reasoning. (Prerequisites: Phil. 160, 301.) *As required.*

Physical Therapy

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David Boyce, EdD; Joseph A. Brosky, MS; Elizabeth Ennis, MSPT; Patricia D. Gillette, PhD;
Christine Laliberte King Price, MMSc; Nancy L. Urbscheit, PhD

The Physical Therapy program offers professional preparation in physical therapy. The program awards the BHS degree after 126 credit hours and completion of all general education requirements. The MPT degree in physical therapy is awarded at the conclusion of the graduate program.

Physical therapists are health care professionals who provide service to individuals with physical impairments, functional limitations, disabilities or changes in physical function and health status resulting from injury, disease of other causes.

Physical therapists

- Examine and evaluate individuals with movement related problems
- Diagnose and manage movement dysfunction to enhance physical and functional abilities
- Promote physical function and wellness to provide optimal quality of life as it relates to movement and health
- Prevent the onset of symptoms and the progression of movement related problems

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, home health agencies, pediatric facilities and nursing homes.

Program Start Date and Student Matriculation

Fall	Incoming Freshmen
Summer	Transfer students who will meet the Bellarmine University Physical Therapy program requirements

Physical Therapy
Program for Bachelor of Science Degree in Health Sciences
and a Master of Science Degree in Physical Therapy

Freshman Year

Gen Ed IDC 100	1	Gen Ed English 101	3
Gen Ed IDC 101	3	Gen Ed Philosophy 160	3
Gen Ed Psychology 103	3	Gen Ed History 116 or 117	3
Gen Ed Biol. 108	4	Gen Ed Biology 109	4
Elective	3	Elective	3
	14		16

Sophomore Year

Gen Ed Theology 200	3	Gen Ed English 200	3
Biology 130	4	Gen Ed Fine Arts	3
Chemistry 103	4	Gen Ed IDC 200	3
Mathematics 117	4	Chemistry 104	4
Elective	3	Biology 231	3
	18		16

Junior Year

Gen Ed IDC 301	3	Gen Ed Theology Elective	3
Mathematics 205	4	Gen Ed Philosophy 301	3
Physics 205	4	Physics 206	4
Psyc 218	3	Biology 314	4
Elective	3	Elective	3
	17		17

Year 1 Summer

PT 513	1
PT 524	3
PT 532	3
PT 655	2
Biology 513	1
	10

Year 1 Fall

PT 502	3
PT 535	2
PT 540	3
PT 560	5
PT 580	2
Gen Ed IDC 401	3
	18

Year 1 Spring

PT 513	4
PT 525	5
PT 545	4
PT 555	3
PT 625	2
	18

** Bachelor of Health Science awarded to students seeking intervening bachelors degree

Graduate Semester I

PT 600	3
PT 610	5
PT 615	5
Biol 515	4
	17

Graduate Semester II

PT 605	3
PT 640	3
PT 650	4
PT 670	3
PT 680	4
Hum 543	3
	20

Graduate Semester III

PT 612	3
PT 618	5
PT 630	3
PT 635	3
PT 645	4
	18

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Graduate Semester IV		Graduate Semester V			
PT 685	2	PT 710/720/730	10		
PT 710/720/730	10	PT 710/720/730	10		
	12		20	Total Credits	135

* Students not prepared for Mathematics 117 should take Mathematics 116.

** Upon successful completion of the program of study, the student will be awarded the Master’s degree in Physical Therapy (MPT).

Physical Therapy Course Descriptions

PT 502 Research in Physical Therapy I (3)

An introductory course in physical therapy research. Validity and reliability issues in clinical research, basic clinical tests and measures and research consumerism that articulate with the professional courses taught during the first year fall semester will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 513 Clinical Education I (4)

The first clinical education experience in the curriculum consists of two components: (1) a series of discussions related to patient and practitioner interaction, teaching and learning in the clinical setting, professional behavior, and operational particulars to prepare students for the clinical education experience; (2) eight full days in a local clinical facility. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

Biol. 513 Clinical Correlation in Anatomy (1)

This course is taught concurrently with PT 532 – Applied Clinical Anatomy and is intended to provide the first semester PT student clinical examples relevant to gross anatomy. Students will be exposed to clinical perspectives and the application of gross anatomy knowledge to physical therapy clinical practice. (Prerequisite: Permission of the Program Director.) *Summer session offered yearly.*

Biol. 515 Dissection Laboratory in Human Anatomy (4)

This course provides a guided experience in the dissection of the musculo-skeletal and peripheral nervous system of a human cadaver to students in the Physical Therapy Program. (Prerequisite: Permission of the program director required.) *Summer semester. Offered yearly.*

PT 516 Psychosocial Responses to Illness, Disability, and Health Care (3)

Examination of factors at the individual and society levels that affect the health care system and influence illness behavior. There will be opportunity to explore the factors that affect successful patient-provider interaction, touching on communication, cultural issues and values of the client and provider. The student will also study issues of the dying patient and professional burnout. (Prerequisite: Permission of the program director required.) *Summer semester. Offered yearly.*

PT 524 Basic Patient Management**(3)**

An introduction to patient care procedures necessary for physical therapists, especially in inpatient settings. The course will emphasize patient and practitioner safety, including prevention of nonsocomial injuries and infections and the scientific and clinical application of exercise to a patient population. The role of exercise in physical therapy and the foundation of basic exercise principles will be presented. Introduction to and delivery of basic types of exercises, including passive, active-passive, active range of motion, stretching, and progressive resistive exercise will be presented. Introduction to the basic principles of documentation using the Problem Oriented Medical Record, SOAP format and the Guide to Physical Therapy Practice will be presented. Prerequisite: Permission of the program direction required. *Summer semester. Offered yearly.*

PT 525 Exercise Physiology and Nutrition for Physical Therapists**(5)**

This course will prepare the student to perform a health risk assessment, fitness and exercise evaluation, and body composition analysis and interpret the results to develop an exercise prescription for the well individual. Factors that affect exercise performance and the body's adaptation to strength and endurance training will be covered. Basic nutrition needs for health, athletic performance, and rehabilitation will be addressed. Alternative nutritional delivery methods such as IVs and feeding tubes will be explored as well as the nutritional needs of patients with burns, cancer, or skeletal fractures and osteoporosis. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 532 Applied Clinical Anatomy**(3)**

This course will integrate physical therapy clinical practice concepts with basic musculoskeletal and neuromuscular anatomy and basic histology. Kinesiological concepts of movement will be introduced. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 535 Pharmacology**(2)**

Students will be introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment will be addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 540 Functional Anatomy**(3)**

Basic clinic applications of static situations, connective tissue biomechanics, and vertebral and extremity muscle kinesiology. Clinical applications of joint mechanics, arthrology, normal and pathological human locomotion, and other movement patterns will be discussed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 545 Neuroscience for Physical Therapy**(4)**

This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology to patient populations. From this understanding, theories of motor control and movement science will be addressed. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

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PT 555 Orthopaedics for Physical Therapists (3)

The role of the physical therapist in the management of common orthopaedic problems will be presented. Etiology, pathology, evaluation, diagnosis and medical and surgical treatment of the patient will be presented. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 560 Basic Patient Problems (5)

A study of the methods by which one can identify, quantify and assess basic patient problems such as joint mobility, flexibility, muscle strength, posture, functional mobility, sensation and soft tissue integrity. The course will also provide instruction and experiences in the proper methods of documentation of patient evaluation and assessment. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 580 Gerontology (2)

An overview of social, psychological, emotional, physiological changes that occur with aging and their cultural and socioeconomic influence on the aged adult population, with special emphasis on physical therapy management and intervention. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 600 Physical Therapy Modalities (3)

This course provides instruction to the first year students in the Physical Therapy Program about the physiological effects, mechanical operation, and appropriate application of massage; superficial heat and cold; ultrasound; diathermy; hydrotherapy; ultraviolet radiation; traction; intermittent compression; topical hyperbaric oxygen; electrical stimulation; and biofeedback. The course will also describe the role of the physical therapist assistant in the delivery of the above modalities. Laboratory included. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 605 Research in Physical Therapy II (3)

This is the fourth course in physical therapy research. Students will be instructed in the effective development of illustrations, graphics, tables, slides, and videotapes to enhance written and oral professional presentations. Integration of current research with the second year fall semester courses will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 610 Clinical Measures and Treatment I (5)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with extremity musculoskeletal dysfunction. (Prerequisites: PT 560 and permission of program director required.) *Summer semester. Offered yearly.*

PT 612 Tissue Trauma and Healing (3)

This course deals with the healing response to wounds and factors affecting the healing of wounds. The role of the physical therapist in management of wound and burn patients in the acute, sub-acute, and chronic phases of rehabilitation will be addressed. Students will develop skills related to assessment of tissue trauma and therapeutic intervention to facilitate healing. Format includes lecture, discussion, laboratory, audiovisuals, and patient interaction. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 615 Clinical Education II (5)

The second clinical experience in the curriculum consists of a minimum of 160 hours (four weeks full time) in a clinical facility scheduled in the last half of the second summer of the curriculum. Development of the therapeutic skills in musculoskeletal evaluation and therapeutic intervention will be emphasized. (Prerequisite: permission of the program director required.) *Summer semester. Offered yearly.*

PT 618 Clinical Education III (5)

The third clinical experience consists of four weeks full time in a clinical facility evaluating and treating patients. Students assignments will reflect the most recently learned content areas of cardiopulmonary and pediatric physical therapy. (Prerequisites: Completion of first year PT Curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 625 General Neurology for Physical Therapists (2)

Neurological conditions and pathologies will be presented with an emphasis on the general medical approaches for the etiology, diagnosis, pathology, prognosis and the general medical treatment of the neurological patient. Pathology, medications, diagnostic tests and the neurological exam will be covered in depth to enhance the physical therapist's understanding of the neurological patient. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 630 Management and Treatment of Adult Neurological Patient (3)

Basic clinical application in attempting to design and understand treatment programs for the neurophysiologically damaged adult patient. Concepts in motor control, motor relearning and treatment philosophies will be discussed and opportunities to apply them to real and simulated patients in order to create an effective rehabilitation program will be available. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 635 Pathophysiology of Complex Patient Problems (3)

Students in this course will analyze the physical therapy management of complex patients with multiple medical problems. The pathophysiology of medical problems related to nutritional disorders, infections disease, gastrointestinal disorders, hepatic disorders, endocrine dysfunction, metabolic dysfunction, renal dysfunction, genitourinary dysfunction, connective tissue disease, hematological disorders, oncology, and immunodeficiency will be discussed in depth. Age and gender related factors will be integrated into the course. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 640 Pediatric Physical Therapy (3)

This course will be an overview of normal motor and cognitive development in the first five years of life; the common motor and cognitive delays treated by physical therapists in children under 5 years old; assessment of developmental delays in children and treatment planning for delays. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 645 Rehabilitation Techniques in Physical Therapy (4)

The rehabilitation management of patients with selected disabilities (spinal cord injury, arthritic patient, amputee) and the application of the specialized knowledge of the physical therapist to the long term rehabilitation setting. Information on orthotics, prosthetics, and wheel chair prescription will be presented. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

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PT 650 Clinical Measures and Treatment II

(4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with vertebral column and trunk musculoskeletal dysfunction. (Prerequisite: Completion of first year PT, PT 610, curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 655 Teaching and Learning in Physical Therapy Practice

(2)

Basic principles of teaching and learning will be applied to physical therapy practice. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, other health professionals requiring on the job training, and other students. Sensitivity to age, gender, literacy, disability, and cultural differences will be addressed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 665 Special Topics in Physical Therapy

(1-6)

Elective course, offered each semester. The student will be introduced to a special topic through directed study and/or research in physical therapy. Program and/or university faculty will provide individualized instruction with expertise in a particular area of research or knowledge related to physical therapy. (Prerequisites: Student enrolled in physical therapy program.)

PT 666 Special Clinical Enrichment

(1-6)

Elective course offered as necessary for students requiring additional time in clinical education placement. Clinical experience will be determined by the Academic Coordinator of Clinical Education in conjunction with the program director to best meet the students' individual needs. (Prerequisite: Permission of program director required.) *Offered as needed.*

PT 670 Management in Physical Therapy

(3)

This course is designed to introduce the student to management and supervision issues common to physical therapy clinics and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 680 Cardiopulmonary Physical Therapy

(4)

This course provides definitions of professional and legal theories and practice applications pertinent to practitioners. A variety of topics including professional decision making, reimbursement, patient rights, confidentiality, continuing education, whistleblowing, and other health and physical therapy related issues will be discussed. The students will also have to arrange for and report on an experience in health care in which professional and legal issues are exerting a critical influence. Permission of program director required. *Fall semester. Offered yearly.*

PT 685 Professional and Legal Issues in Physical Therapy

(2)

This course provides definitions of professional and legal theories and practice applications pertinent to practitioners. A variety of topics including professional decision making, reimbursement, patient rights, confidentiality, continuing education, whistleblowing, and other health and physical therapy related issues will be discussed. The students will also have to arrange for and report on an experience in health care in which professional and legal issues are exerting a critical influence. Permission of program director required. *Fall semester. Offered yearly.*

PT 710 Acute Care Internship**(10)**

One of a series of three 8-week internships that are scheduled following completion of all didactic course work. PT 710 is a fulltime internship in acute care physical therapy practice. Students will be assigned to a facility or facilities providing acute care physical therapy to patients requiring medical and/or surgical intervention, such as hospitals and subacute units. (Prerequisite: Permission of program director required.) *Summer and fall semester. Offered yearly.*

PT 720 Rehabilitation Internship**(10)**

One of a series of three internships that follow completion of all academic course work. PT 720 is an eight week, full-time experience in physical therapy rehabilitation. Clinical experiences will include one or more of the following: rehabilitation following spinal cord injury, cerebral vascular accident, traumatic brain injury, amputation, burns, or multiple trauma. Appropriate facilities include rehabilitation hospitals, hospitals with rehabilitation units, extended care facilities or subacute units with appropriate patient populations. (Prerequisites: Completion of 1st year Curriculum and permission of program director required.) *Summer and fall semester. Offered yearly.*

PT 730 Community Based Internship**(10)**

One of a series of three internships that follow completion of all didactic course work. PT 730 is an eight week full-time experience in community based physical therapy, most often in outpatient settings. Students may select an area of interest, such as pediatrics, geriatrics, orthopedics, ergonomics, or sports medicine. Appropriate experiences include providing physical therapy intervention in private practice, schools, pediatric clinics, home health, industry, hospices, extended care facilities, adult day-care, and community reentry programs. (Prerequisites: Permission of program director required.) *Summer and fall semester. Offered yearly.*

Physics

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Physics courses will help increase students' scientific literacy and understanding of the physical world. Courses listed below are designed with the ultimate goal of developing problem-solving skills, critical thinking and conceptual understanding of the physical universe. Some of these courses are used as service courses for students majoring in Biology, Chemistry, Health Sciences and Computer Science.

Students may obtain a minor in Physics by completing 18 credit hours as indicated below. Students wishing to pursue a concentration in Physics should consult with a faculty member in the Chemistry and Physics Department. Additional courses in Physics are available through the Kentuckiana Metroversity.

Requirements for a Minor in Physics, 18 hours

Phys. 205, 206, 307, 308, and either Phys. 111 or Chem. 308.

Physics Course Descriptions

NOTE: All physics courses assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra.

Phys. 101, 102 College Physics I, II (Advanced Placement only) (3, 3)

Introduction to classical theories of mechanics, electromagnetism, and heat, as well as modern theories of special relativity, quantum mechanics, and the nucleus. Application of physical principles to biology is emphasized.

Phys. 105 Introduction to Astronomy (3)

The early history of astronomy; origin of modern astronomy; modern methodology, structure and origins of the solar system; the earth, moon and eight planets; comets, meteorites and asteroids; life in the universe. Three hours lecture, two hours laboratory. *Every fall.*

Phys. 106 Exploration of the Universe (3)

The stars and distances; the sun; the birth, youth, middle age and death of stars; supernovae; pulsars and other neutron stars; stellar black holes; structure of milky way galaxy; galaxies; quasars; cosmology; the Big Bang theory; past and future of the universe. Three hours lecture, two hours laboratory. *Every spring.*

Phys. 110 Electrical Principles (3)

Fundamentals, Ohm's law, power and resistor, series and parallel circuits, network analysis, AC generation, inductance, capacitance, AC circuits. Three hours lecture; three hours laboratory-recitation section. *Fall, odd years.*

Phys. 111 Electronic Circuits

(3)

Diodes, transistors, DC biasing BJT, BJT small-signal analysis, multistage systems, OP-amps, and digital ICs. Three hours lecture; three hours laboratory-recitation section. *Spring, even years.*

Phys. 205 General College Physics I

(4)

This is a calculus based course covering classical non-relativistic mechanics and is aimed at science, mathematics and preprofessional students. Topics included are vectors, motion in one and two dimensions, forces, work, energy, momentum, collisions, rotational motion, equilibrium of objects and gravitation. Three hours lecture; two hours laboratory and one hour recitation section. (Prerequisite: Math. 117.) *Every fall.*

Phys. 206 General College Physics II

(4)

Continuation of General College Physics I covering sound, heat, electricity, magnetism, geometrical optics. Three hours lecture; three hours laboratory-recitation section. (Prerequisite: Phys. 205 or permission of instructor.) *Every spring.*

Phys. 214 Health Science Physics

(3)

This is an algebra based course *designed for students interested in the Health Science industry.* Subjects studied include the following: (1) Classical mechanics: covering vectors, motion in one and two dimensions, force, work, momentum, energy, and gravity; (2) Fluid mechanics: thermal energy, heat transfer, first law of thermodynamics, wave propagation, waves on strings, sound waves; (3) Reflection and refraction of light; (4) Coulomb's Law, electric field and potential; (5) Magnetism, and (6) Simple AC and DC circuits. Three hours lecture, one hour recitation, two hours laboratory. *Every spring.*

Phys. 307 Modern Physics

(3)

Special theory of relativity; the Lorentz transformation; relativity and electromagnetism; black body radiation; photo electric effect; Compton effect; introduction to quantum mechanics; the Schrodinger equation; particle in a Box; simple harmonic oscillator; the Hydrogen atom; the wave functions for hydrogen; atomic spectra; x-rays; molecules and solids; band theory of solids; free-electron theory of metals; nuclear structure; nuclear physics applications. Three hours lecture; one hour recitation. (Prerequisite: Phys. 205, 206, and Math. 117, or permission of instructor.) *Fall, even years.*

Phys. 308 Physical Optics

(4)

Review of geometric optics; Maxwell's equations, plane electromagnetic waves, and electromagnetic spectrum; interference of light, phasor addition of waves, change of phase, and thin films; Fraunhofer diffraction; Fresnel diffraction; diffraction grating and diffraction of s-rays by crystals; spectrum of light and light scattering; polarization of light waves, Brewster's law; polarization by double refraction; interference of polarized light; magneto-optics and electro-optics. Three hours lecture; one hour recitation; two hours laboratory. (Prerequisite: Phys. 205, 206, and Math. 117, or permission of instructor.) *Spring, odd years.*

Political Science

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Michael G. Krukones, PhD; Eric P. Roorda, PhD

The Political Science discipline prepares students for graduate school and for careers in government, law, and related areas. Every effort is made to instill in the Political Science major the habits of objective analysis and open-mindedness along with a positive attitude toward the problems and potentials of the political system.

For students majoring in Political Science, the program is designed to instruct them in the function of American government at the national, state, and local level. For students majoring in other areas, Political Science courses provide a general understanding of the political system and the possibilities for responsible citizen participation. For both groups, the program encourages extracurricular political participation so that classroom theory can be tested in actual operation.

Requirements for a Major in Political Science, 24–36 hours

Basic courses: Pol. Sci. 101, 203, 204, 260, 308, and 9 hours selected from upper-level courses in Political Science. For the maximum of 36 semester hours permitted in the Department, 12 additional hours may be selected from other courses in Political Science. Required related courses: Math. 205; Hist. 201 or 202; Econ. 111.

Requirements for a Minor in Political Science, 18 hours

Pol. Sci. 101, 203, 204, 260, 308, and one course selected from 300- or 400-level courses.

Political Science
Suggested Basic Program for Bachelor of Arts Degree

Freshman Year

Political Science 101	3	Political Science Elective	3
Gen Ed English101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Elective	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Sciences Req	3
Gen Ed History 116 or 117	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Political Science 203	3	Political Science 204	3
Gen Ed Mathematics 205	4	Political Science 260	3
Gen Ed Economics 111 (SS Req)	3	History 201 or 202	3
Gen Ed IDC 200	3	Gen Ed English 200	3
Gen Ed Natural Science Req	3	Elective	3
	16		15

Junior Year

Political Science 308	3	Political Science Elective	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 301	3
Gen Ed Theology 200	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Political Science Elective	3	Political Science Elective	3
Gen Ed Philosophy 301	3	Gen Ed Senior Seminar (IDC 401) ..	3
Elective	3	Gen Ed Theology Req	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Note: Gen Ed courses may be taken in different semesters other than those listed above. No more than 36 hours in Political Science courses may be used in the 126 hour degree program.

Political Science Course Descriptions

Pol. Sci. 101 American National Government (3)

A survey of national government in the United States with emphasis on the Constitution, the structure of government and the political process. *Every fall.*

Pol. Sci. 102 State and Local Government (3)

A study of the forms and functions and some of the contemporary problems facing state and local government in the United States. *Every spring.*

Pol. Sci. 203 Early Political Theory (3)

A study of the basic political ideas of Western people as developed by political thinkers from the time of Plato to the Renaissance. *Every fall.*

Pol. Sci. 204 Modern Political Theory (3)

Political thought from the sixteenth century to the present, including those theories from which contemporary political systems are derived. *Every spring.*

Pol. Sci. 260 Scope and Methods of Political Science (3)

An introduction to the basic concepts and theories of Political Science, including the nature of science, the traditions and approaches used within the discipline, and an analysis of research methodology for political scientists. *Alternate years.*

Pol. Sci. 303 American Political Parties and Interest Groups (3)

A study of the role, function, composition, and organization of political parties and pressure groups, with emphasis on current research concerning contemporary problems and trends in the field. *As required.*

Pol. Sci. 308 Comparative Political Systems (3)

A study of the structure and performance of selected contemporary governments, democratic and non-democratic. *Alternate years.*

Pol. Sci. 323 International Political Problems: Selected Topics (3)

Readings and research on various aspects of the international political system. (Prerequisites: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 324 Contemporary Political Problems: National (3)

Readings in the operation of national governmental institutions and research into specific political issues. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 325 International Relations (3)

Readings and discussion of the formation of U.S. foreign policy and analysis of contemporary international relations. (Prerequisite: Pol. Sci. 101 or 102, Junior/ Senior status, or permission of instructor.) *As required.*

Pol. Sci. 326 Race Relations and Civil Rights (3)

A survey of race relations and civil rights since 1619 to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with Hist. 326. (Prerequisite: Junior/ Senior status, or permission of instructor.) *As required.*

Pol. Sci. 328 The United States Presidency (3)

This interdisciplinary examination of the presidency will focus on the development and use of executive branch power and the changing relationship between American citizens and their chiefs of state. With a theoretical foundation provided by Political Science, the course will examine the policies and personalities of the nation's presidents. Cross-listed with Hist. 328. (Prerequisite: Hist. 116 or 117.) *As required.*

Pol. Sci. 330 Public Administration (3)

An analysis of the operation of the administrative agencies of government on the national, state, and local levels, with emphasis on the organizational personnel and functions of these agencies. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 331 Politics and Film (3)

An analysis of political ideas and events as portrayed in motion pictures along with a study of the interaction of the political process in the motion picture industry. *As required.*

Pol. Sci. 413, 414 U.S. Foreign Policy I, II (3, 3)

Origins and development of U.S. diplomatic history and implementation of U.S. foreign policies. American emergence from isolation and the new position of the United States in world affairs during the twentieth century. Cross-listed with History 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Pol. Sci. 418 Administrative Law (3)

A study of problems in administrative law, with special emphasis on the role of the judiciary in applying constitutional standards of due process of law and delegation of powers. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 419 Public Policy (3)

The study of the procedures involved in policy analysis through the examination of current political, economic, and social problems in the U.S. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 422 Vietnam and Watergate (3)

An examination of the Vietnam war and the Watergate scandal. The focus will be on the ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with Hist. 422. (Prerequisite: Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Pol. Sci. 444, 445 Internship I, II (3)

As required.

Pre-Professional Programs

Pre-Law Program

Advisors

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Horrigan Hall 012K, Phone 502/452-8249

Evanthia D. Speliotis, PhD, Philosophy
Alumni Hall 116, Phone 502/452-8232

James R. Wagoner, JD, Adjunct Faculty, Communication
502/452-8417

Timothy K. Welliver, PhD, History
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The prospective lawyer will usually find a broad, general education the best preparation for legal studies. In order to provide a sound foundation for a sophisticated legal education and competent lawyering, the American Bar Association Section of Legal Education and Admissions to the Bar recommends the development of particular skills and values as well as significant bodies of knowledge as important goals of the undergraduate experience.

The core skills and values that are essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interest of others while also promoting justice. Good legal education teaches students to “think like a lawyer”.

Students should seek courses and other activities that will give them experience in structuring and evaluating arguments for and against propositions that are susceptible to reasoned debate. Preparation for legal education should also include substantial experience at close reading and critical analysis of complex textual material. These requisite critical reading abilities may be acquired in a variety of ways, including the close reading of complex material in literature, political or economic theory, philosophy, or history. Students should also seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism. Finally, students wishing to prepare for legal education should select courses and seek experiences that will require them to plan a research strategy, to undertake substantial library research, and to analyze, organize and present a reasonably large amount of material.

In addition to the fundamental skills and values discussed above, there are some basic areas of knowledge that one should possess in order to derive the maximum benefit from a legal education. Some of the types of knowledge that are most useful include the following:

- A broad understanding of history, particularly American history;
- A fundamental understanding of political thought and theory;
- A basic understanding of ethical theory;

A grounding in economics, particularly micro-economic theory;
Some basic mathematical and financial skills; and
A basic understanding of human behavior and social interaction.

The skills, values and knowledge that are essential to success in law school and to competent lawyering may be acquired in a variety of ways. Pre-law students are encouraged to major in areas in the humanities or social sciences that provide an especially valuable background for the study of law. Apart from a particular major, some courses are especially beneficial. These courses include Acct. 317 (Taxation I), Acct. 318 (Taxation II), B.A. 203 (Business Law I), B.A. 403 (Business Law II), Comm. 325 (Communications Law), Econ. 415 (Law and Economics), Econ. 418 (Forensic Economics), Phil. 302 (Logic), Phil. 320 (Philosophical Foundations of the American Constitution), in addition to courses in History and American Government.

In addition to their major advisors, pre-law students are guided in their program of study by faculty serving as pre-law advisors. Prospective law students should consult closely with their pre-law advisor. That individual can assist students in selecting courses that will be particularly helpful in developing the skills and knowledge foundation emphasized above. The pre-law advisor can also assist students in choosing law schools to which to apply that are appropriate in light of the student's interests and credentials. Any student interested in a legal career should contact a pre-law advisor as early as possible.

Pre-Medical Studies

Advisors

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Graham W.L. Ellis, PhD, Chemistry
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Susan A. Keating, DA, Clinical Laboratory Science
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Joseph F. Sinski, PhD, Chemistry
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Bellarmino University prepares students for medical school by providing the necessary science background in a framework of liberal arts. While most pre-medical students tend to major in either biology or chemistry, the medical schools place no restrictions upon a student's choice of major.

Medical school admission is extremely competitive. Students must have a strong undergraduate academic record (typically, a cumulative GPA of 3.50 out of 4.00) and acceptable scores on the required Medical College Admissions Test (MCAT). In addition, students must show evidence of familiarity with the day-to-day aspects of medicine by volunteering (or working) in a health

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care facility (hospital, clinic, etc.) and/or by shadowing physicians for a significant length of time. Other essential elements for admission include a strong recommendation from Bellarmine's Pre-medical Advisory Committee (PMAC) and a successful Interview with the Medical School Admissions Committee. Extracurricular activities (especially in leadership positions) and a commitment to community service are also positive factors for medical school admission. In general, students need to be highly motivated and make a commitment to pursuing a medical career early in their college studies.

The following science courses are recommended prior to taking the Medical College Admissions Test (MCAT). The MCAT must be taken in April of the Junior year for students planning to matriculate into medical school in August following their graduation from Bellarmine.

Biol. 130 Principles of Biology (with lab)

Biol. 231 Cell Biology (with lab)

Biol. 314 Vertebrate Physiology (with lab)

Chem. 103 Elementary Chemistry I (with lab)

Chem. 104 Elementary Chemistry II (with lab)

Chem. 205 Organic Chemistry I (with lab)

Chem. 206 Organic Chemistry II (with lab)

Math. 117 Calculus I (some medical schools require two college math courses)

Phys. 205 General College Physics I (with lab)

Phys. 206 General College Physics II (with lab)

Both the Biology and Chemistry curricula are designed to provide the proper sequence of courses which permit application to medical school at the end of the Junior year. Students not majoring in science must contact one of the pre-medical advisors as soon as possible in order to incorporate the required science courses into their field of study.

Psychology

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 drosborn@bellarmine.edu

Pamela G. Cartor, PhD; Ann M. Jirkovsky, PhD; Hank Rothgerber, PhD;
 Thomas L. Wilson, PhD

The psychology major has a demanding program which emphasizes a scientific approach to the study of human behavior supported by field placements at appropriate community agencies. The department offers three program options. A research project of the student's choice is required. This research is completed under close supervision and interaction with the entire faculty in psychology.

The psychology major prepares students for graduate work in psychology and related disciplines. Also it provides the foundation for numerous careers in psychology, human services, and human resources.

The Department of Psychology has five goals for its degree programs

1. Students should develop an understanding of the scientific methods that are the basis of psychology.
2. Students should develop an overview and understanding of the major psychological theories and research.
3. Students should be prepared for graduate school and careers in psychology.
4. Students should have opportunities for experiential and applied learning through individual and group activities, research projects, laboratories, practica and internships.
5. Students should increase their understanding of self and others by learning about the relevance of psychology to everyday life.

The Psychology Department offers three program options:

1. The Traditional emphasis prepares the student for graduate work and has numerous electives to broaden, enrich, and stimulate the intellectual, emotional and social growth of the student.
2. The Human Services emphasis prepares the student for careers in the helping profession. It is more structured and training oriented. An Internship at a field placement is required.
3. The Human Resource emphasis prepares the student for careers in organizational and business settings working with people. The program is designed toward developing practical skills and is training oriented. An Internship working in a human resource position is required.

Requirements for a Minor in Psychology, 18 hours

Psyc. 103, 104, 218, 230, 317, and three hours selected from 300- or 400-level Psychology courses.

Requirements for a Major in Psychology: Traditional Emphasis, 25–43 hours

Basic courses: Psyc. 103, 104, 200, 310, 311, and twelve hours elected from Psyc. 208, 218, 230, 304, 307, 313, 315, 317, 342, 402, 405. Required related course: Math. 205. For the maximum of 43 hours permitted in the Department, eighteen additional hours may be selected from other Psychology courses. Any student who is considering entering a graduate program in psychology should consult her/his academic advisor. Successful application to some programs requires that the student complete certain courses not required by the Psychology major.

Psychology: Traditional Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Psychology 103	3	Psychology 104	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed Social Science Elective	3	Elective	3
Elective	3		
	16		15
Sophomore Year			
Psychology Elective	3	Psychology 200	1
Gen Ed IDC 200	3	Psychology Elective	3
Gen Ed Natural Science Req	3	Gen Ed Mathematics 205	4
Elective	3	Gen Ed Natural Science Req	3
Elective	3	Gen Ed English 200	3
		Elective	3
	15		17
Junior Year			
Psychology 310	3	Psychology 311	3
Psychology Elective	3	Psychology Elective	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Gen Ed IDC 301	3	Elective	3
Elective	3	Elective	3
	15		15
Senior Year			
Psychology Elective	3	Gen Ed Senior Seminar (IDC 401) ..	3
Gen Ed Theology Elective	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above.

Requirements for a Major in Psychology: Human Services Emphasis, 40 hours

Basic courses: Psychology 103, 104, 200, 208, 218, 230, 304, 310, 311, 317, 342, 402, 405, 444.

Required related course: Math. 205.

Psychology: Human Services Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 103	3	Psychology 104	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed Social Science Elective	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Psychology 208	3	Psychology 200	1
Psychology 218	3	Psychology 230	3
Gen Ed IDC 200	3	Gen Ed Mathematics 205	4
Gen Ed Natural Science Req	3	Gen Ed Natural Science Req	3
Elective	3	Gen Ed English 200	3
		Elective	3
	15		17

Junior Year

Psychology 310	3	Psychology 304	3
Psychology 317	3	Psychology 311	3
Gen Ed Theology 200	3	Psychology 342	3
Gen Ed IDC 301	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
	15		15

Senior Year

Psychology 405	3	Gen Ed Theology Elective	3
Psychology 444	3	Psychology 402	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 43 hours of Psychology courses may be used in a student's 126 hour degree program.

**Requirements for a Major in Psychology: Human Resource Emphasis,
37 hours**

Basic courses: Psychology 103, 104, 200, 208, 230, 310, 311, 317, 320, 342, 402, 405, 444.
Required related courses: B.A. 103, 203; Econ. 111; Math. 205.

Psychology: Human Resource Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 103	3	Psychology 104	3
Gen Ed English 101	3	Business Administration 103	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus IDC 100	1	Elective	3
Gen Ed Economics 111	3	Elective	3
Gen Ed History 116 or 117	3		
	16		15

Sophomore Year

Psychology 208	3	Psychology 200	1
Gen Ed IDC 200	3	Psychology 230	4
Gen Ed Natural Science Req	3	Gen Ed English 200	3
Elective	3	Gen Ed Mathematics 205	4
Elective	3	Business Administration 203	3
		Elective	3
	15		18

Junior Year

Psychology 310	3	Psychology 311	3
Psychology 317	3	Psychology 342	3
Gen Ed Natural Science Req	3	Psychology 320	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Elective	3	Gen Ed IDC 301	3
		Elective	3
	15		18

Senior Year

Psychology 405	3	Psychology 402	3
Psychology 444	3	Gen Ed Theology Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
	15		15

Note – Gen Ed courses may be taken in semesters other than the ones listed above. No more than 43 hours of Psychology courses may be used in a student’s 126 hour degree program.

Psychology Course Descriptions

CJS. 415 Criminal Profiling

(3)

An overview of the art and science of identifying the perpetrator of a crime through an analysis of crime scene information and other behavior patterns of the offender. *As required. Prerequisite: Psy 304.*

Psyc. 103 Introductory Psychology

(3)

A survey of psychology including the history and methods of psychological science, learning and motivation, cognition and memory, biological bases of behavior, sensation and perception, personality and social psychology, psychological disorders and their treatment. The course emphasizes the relation between life experiences and the scientific findings that explain those experiences. *Every semester.*

Psyc. 104 Foundations of Psychology

(3)

This course provides an in-depth exploration of selected topics from 103 and is intended for those students majoring in or considering a major or minor in psychology. Emphasis is placed upon psychology as a science and developing an understanding of how psychologists investigate the phenomena they study. Topics will vary according to the professor but will include both theoretical and applied issues and research. (Prerequisite: Psyc. 103.) *Every semester.*

Psyc. 200 Introduction to Professional Psychology

(1)

This course provides an introduction to the profession of psychology. Information will be provided on career opportunities and graduate school programs in psychology. Students will identify their career interests and goals and will develop plans to help them achieve their goals. (Prerequisite: Sophomore standing in the psychology major.) *Every spring.*

Psyc. 208 Personality: Theories and Research

(3)

A review and evaluation of the more influential theories of personality with a survey of relevant research. *As required.*

Psyc. 209 Current Issues in Psychology

(3)

A study of psychological issues in selected areas with an emphasis on liberal-arts or interdisciplinary topics. Topics will be announced in advance. *As required.*

Psyc. 215 Human Sexuality

(3)

A study of human sexual behavior as influenced by physical, emotional, interpersonal, social, cultural, and ethical factors. *As required.*

Psyc. 218 Life-Span Development

(3)

A study of the principles of growth and development, covering the span of life from infancy to late adulthood. This course focuses on how individuals develop physically, socially, and intellectually. Implications of development theories and research on counseling, education, parenting, and health services are also discussed. *Every semester.*

Psyc. 225 Dynamics of Small Group Behavior

(3)

An experiential and theoretical study of the formation, development, interaction and behavioral influences of small groups. *As required.*

Psyc. 230 Psychology of Learning

(3)

A study of the influence of the environment on the acquisition and maintenance of behavior, including traditional and contemporary approaches to learning and the application of human learning principles in an individual project. *Every spring.*

Psyc. 250, 251, 350, 351 Practicum: Applied Psychology I-IV (1-3)

This course is designed to provide students with the opportunity to develop and apply their psychological knowledge through directed observation and participation in practical settings such as business, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is strongly recommended. (Prerequisite: Approval of the Psychology Practicum coordinator.) *Every semester.*

Psyc. 304 Abnormal Psychology (3)

A study of current concepts as to the causes, manifestations, and treatment of maladaptive behavior in modern American culture. (Prerequisite: Junior standing.) *Every spring.*

Psyc. 307 History and Systems in Psychology (3)

An introduction to the history of psychology. This course focuses on the philosophical and scientific influences on the development of psychology, the major schools of psychology, and the influence of each of these schools on psychology today. *As required.*

Psyc. 310 Research Methods in Behavioral Science I (3)

Lecture and laboratory. Basic principles of design, conduct and analysis in behavioral research. Students in small groups carry out a research project of their own choice. Each student is required to design and submit an independent research project which may be carried out in Psyc. 311. (Prerequisites: Math. 205 and Psyc. 104 or permission of instructor.) *Every fall.*

Psyc. 311 Research Methods in Behavioral Science II (3)

Lecture and laboratory. Study of research techniques in Human Behavior with emphasis on human resources, personality, social psychology and program evaluation. Each student carries out the individual research project designed in Psyc. 310. (Prerequisite: Psyc. 310.) *Every spring.*

Psyc. 313 Memory and Cognition (3)

A comprehensive study of contemporary theories and research on human memory and cognition. Topics include verbal learning, information processing, models of memory, and the representation of knowledge. Mental processes involved in concept formation, language comprehension, and problem solving will be discussed along with strategies for improving memory. Two hours lecture, two hours laboratory. (Prerequisites: Psyc. 104, Psyc. 230, and Junior standing.) *As required.*

Psyc. 315 Sensation and Perception (4)

A comprehensive study of the psychological theories and research of human perception and psychophysics. The techniques and methods of perceptual research are emphasized along with the application of these methods to investigate the perceptual construction of conscious experience. Students also will be introduced to the physiological/anatomical mechanisms involved in the various human sensory systems. Other topics include the sensory capabilities and dysfunctions, perceptual illusions and constancies and speech perception. Three hours lecture, three hours laboratory. (Prerequisites: Psyc. 104, Psyc. 230, and Junior standing.) *As required.*

Psyc. 317 Social Psychology (3)

Influence of others on the behavior of the individual: theoretical perspectives; methods of investigation; the self; social judgment; interpersonal attraction; altruism; aggression; prejudice and discrimination; social influence. Cross-listed with Soc. 401 (Prerequisite: Junior standing.) *Every fall.*

Psyc. 320 Human Resource Management**(3)**

Management principles and practices for attracting, retraining, and motivating human resources in organizations; specific attention is given to the basic personnel processes of staffing, appraisal, compensation, and labor relations. (Prerequisite: B.A. 103 or Junior standing and permission of the instructor.) *As required.*

Psyc. 333 Dimensions of Consciousness**(3)**

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, sociobiology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with Phil. 333. (Prerequisite: Phil. 160.) *As required.*

Psyc. 342 Tests, Measures, and Evaluation**(3)**

Fundamental principles of testing and measurement, emphasizing their usefulness in the objective evaluation of individual and organizational performance. Topics include reliability, validity, assessment of intellectual and cognitive functioning, psychological and personality attributes and functioning, interest testing, performance appraisal, organizational effectiveness criteria, and the interrelation of these topics. (Prerequisite: Junior standing or permission of instructor.) *As required.*

Psyc. 344, 345 Non-Majors Internship I, II*As required.***Psyc. 402 Organizational Behavior and Leadership****(3)**

The principles of organizational behavior experientially studied with particular emphasis upon the organization as a problem-solving enterprise. Fundamental concepts concerning the behavior of individuals and groups within organizational settings, public and private. Specific attention is devoted to analyzing and influencing behavior, managing group processes of conflict and communication, and using power constructively and ethically in meeting individual and organization goals. (Prerequisite: Senior standing or permission of instructor.) *As required.*

Psyc. 405 Counseling and Psychotherapy**(3)**

Survey and evaluation of the principal theories and practices of counseling and psychotherapy. Development of increased self awareness and training in interviewing skills are integral goals. (Prerequisite: Psyc. 208, Junior/Senior standing or permission of instructor.) *Every fall.*

Psyc. 409 Current Issues in Psychology**(3)**

Topic will be selected each semester. (Prerequisite: Junior/Senior standing or permission of instructor.) *As required.*

Psyc. 410 Psychology and Law**(3)**

A consideration of the psychological factors that influence confessions, eyewitness identification, repressed memories, sentencing, jury decision making, and jury selection. Direct participation of psychologists in the legal process including involuntary commitment, the insanity defense, predicting dangerousness and competency to stand trial will also be considered. *As required.*

Psyc. 423 Independent Study**(1–3)**

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Psyc. 444, 445 Internship I, II**(1–3, 1–3)**

The objective of the experience is to provide students with an opportunity to apply their psychological knowledge in a business or human service setting. (Prerequisite: Permission of psychology internship coordinator.) *As required.*

Sociology

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Nancy Schrepf, PsyD; Greg Smith, MA; Steve Smith, MA; Hank Rothgerber, PhD

The sociology program emphasizes a combination of rigorous classroom preparation in sociological theory/research with hands-on experience in the real world such as internships, police ride-alongs, and the Books Behind Bars program. A two-course sequence in both theory and research methods is required of all majors, and numerous sociology students have presented their scholarly papers at undergraduate research conferences around the mid-west. The Department also embraces a strong social justice philosophy and encourages student activism to bring about a more just and humane world as envisioned by Catholic social teaching. The Students for Social Justice, an activist student organization on campus, is sponsored by the sociology department.

Requirements for a Minor in Sociology, 18 hours

Soc. 101, 201, 205, 410, and six additional hours in Sociology, at least three of which must be at the 300- or 400-level.

Requirements for a Major in Sociology: 30–36 hours

Required, minimum Department major, 30 semester hours: Sociology 101, 201, 205, 210, 235, 306, 323, 405, 410, and 419. Up to six additional elective Sociology hours may be taken, including Soc. 423 (Independent Study) and Soc. 444/445 (Internship). Required, related course: Math 205.

Sociology: Traditional Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Sociology 101	3	Sociology 201	3
Gen Ed English 101	3	Gen Ed Natural Science Req	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed History 116 or 117	3	Elective	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Sociology 205	3	Sociology 210	3
Gen Ed Mathematics 205	4	Sociology 235	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200	3
Gen Ed English 200	3	Gen Ed Theology 200	3
Elective	3	Elective	3
	16		15

Junior Year

Sociology 306	3	Sociology 323	3
Gen Ed Philosophy 301	3	Sociology 405	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 301	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			18

Senior Year

Sociology 410	3	Sociology 419	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than the ones listed.

Sociology Course Descriptions

Soc. 101 Introduction to Sociology (3)

Basic concepts in the study of man in social groups. Analysis of roles, institutional patterns, structures and process. *Every semester.*

Soc. 150 Practicum I: Books Behind Bars (1)

An experiential course in which students interact with selected prison inmates in the discussion of scholarly issues in today's society. Cross listed with CJS 150. *Every semester.*

Soc. 151, 250, 251, 350, 351 Practicum: Applied Sociology II-VI (1-3)

This course is designed to provide students with the opportunity to apply their sociological knowledge and/or develop sociological knowledge through directed observation and participation in practical settings such as businesses, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is recommended. (Prerequisite: Approval of the Sociology Practicum coordinator.) *Every semester.*

Soc. 101 is a prerequisite for all other Sociology courses.

Soc. 201 Contemporary American Social Problems (3)

Investigation of current problems and issues affecting social relationships, in such areas as population, poverty, marriage, mental health and crime. *As required.*

Soc. 205 Sociological Theory I (3)

An overview of the major theoretical schools of sociology, including their historical development and contemporary expressions. (Cross-listed with CJS. 205.) *Fall, even years.*

Soc. 210 Criminal Justice (3)

An overview of the criminal justice system including the history of law, the police and police powers, the courts, prisons, and strategies for criminal rehabilitation. (Cross-listed with CJS. 210.) *Every semester.*

Soc. 235 Social Inequality (3)

Theories of social stratification and the role of power in societies are examined. These principles are then applied to an understanding of the social position of minorities, the poor and other underprivileged groups in society. *As required.*

Soc. 306 Juvenile Delinquency (3)

The Juvenile Court as seen through recent Supreme Court decisions as they affect the determination, handling and rehabilitation of delinquents. Analysis of causal factors. (Cross-listed with CJS. 306.) *Every year.*

Soc. 323 Marriage, Family and Sex Roles (3)

A historical review of the contemporary American family. Comparison of family forms, marriage patterns and sex roles in a variety of societies. *As required.*

Soc. 341 Topics in Sociology (1-3)

Selected specialized topics in sociology. *As required.*

Soc. 344, 345 Non-Majors Internship I, II*As required.***Soc. 401 Social Psychology****(3)**

Influence of others on the behavior of the individual: theoretical perspectives, methods of investigation; the self; social judgment; interpersonal action; altruism; aggression; prejudice and discrimination; social influence. (Cross-listed with Psyc. 317.) *As required.*

Soc. 405 Sociological Theory II**(3)**

An in-depth examination of selected classical and contemporary works in sociology. (Prerequisite: Soc. 205.) *Spring, odd years.*

Soc. 410 Research Methods**(3)**

Basic concepts of research methods and design. Each student is guided through the logical steps of constructing a research design which may later be carried out in Soc. 419. (Prerequisite: Math. 205) *Fall, odd years.*

Soc. 419 Advanced Research Methods**(3)**

An advanced methodology course in which the student carries out a previously designed research project. Intensive supervision and guidance by the instructor in the conduct of research and the writing of professional research reports is emphasized. (Prerequisite: Soc. 410.) *Spring, even years.*

Soc. 423 Independent Study**(1–3)**

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Soc. 444, 445 Internship I, II**(3, 3)**

Students are given the opportunity to do guided internships in community agencies. Service areas include corrections, aging, medical and community organization. (Prerequisite: 9 hours of Sociology.) *As required.*

Theatre

Mark Sawyer-Dailey, MFA, Program Director
Wyatt 103, Phone 502/452-8032
msawyerdailey@bellarmine.edu

Part-time Staff: Various professionals from the area will guest teach and lecture.

The Theatre Program offers students the opportunity to study theatre with professional actors, directors, playwrights, and technical specialists and to participate in a variety of student productions. The rich cultural community surrounding the Bellarmine campus provides a unique environment for expanding and enriching classroom activity through extended off-campus observation and participation. Students majoring in Arts Administration may select a Theatre Emphasis. Students may also combine a Theatre minor with any major field of study to broaden and enhance their overall education.

Requirements for a Minor in Theatre, 18–21 hours

Thea. 110, 202, 310 or 311, 350, and six to nine hours selected from other courses in Theatre or Eng. 412. No more than one hour each of Thea. 150 and 151 may count toward the Theatre minor.

Thea. 110 Acting I: Beginning Acting

(3)

As a primary objective, each student should acquire a self-concept as a performing artist. The course content includes study in basic concepts and techniques of performance; physical training in stage movement, voice, and gesture; and development of script analysis techniques for performers. Required activities: study of several acting and performance texts; several written essays and script/character analyses. *As required.*

Thea. 111 Acting II: Improvisation/Scene-Study

(3)

This course focuses on basic acting skills and tools using improvisational methodologies such as theatre games and role playing. Students learn to trust themselves and their own creative sensibility by examining how scenes are structured, how to find the arch of the character, and how to remain spontaneously present inside the moment of the scene. They discover how improvisational techniques assist both the actor and the director with the rehearsal process. The course culminates in a final Evening of Improvisational Theatre. (Prerequisite: Thea. 110 or permission of instructor.) *As required.*

Thea. 112 Voice and Articulation

(3)

An introductory course for improving the voice and professional speaking habits; to assist in developing one's own unique voice. Emphasis is placed on regular practice to develop relaxed tone support, breath control, efficient articulation, resonance and vocal variety and flexibility. Listening and hearing skills are stressed, as is the international Phonetic Alphabet. *As required.*

Thea. 150 Theatre Practicum: Production**(1)**

This course awards academic credit for participating in theatre or video productions as a production technician. Required activities: a determined number of hours of rehearsal and/or performance work, a written analysis of the experience, and a journal diary. *Every semester.*

Thea. 151 Theatre Practicum: Performance**(1)**

This course awards academic credit for participating in theatre or video productions as a performing artist. Required activities: a determined number of hours of rehearsal and/or performance work, a written analysis of the experience, and a journal diary. *Every semester.*

Thea. 202 Introduction to Theatre**(3)**

Students receive an introductory overview of Western theatre and drama. The course addresses the art of theatre from the point of view of the audience/reader. Required activities: attendance at various performance events, several written essays and examinations, and study of several dramas. *As required.*

Thea. 203 Movement for the Actor**(3)**

Movement is a natural activity that becomes an artistic expression when structured and formed by the elements of principles of dance using compositional forms. This course instructs the student in movement for the stage and integrates movement into the acting process. It provides an environment where the student is allowed and encouraged to explore how the activity of movement creates communication. *As required.*

Thea. 204 Stage Management**(3)**

This course will assist students in understanding the elements of Stage Management. Course content emphasizes organizational and communication skills; technical theatre knowledge; and professional rehearsal and performance protocol and practice, according to the rules of Actors Equity Association. Required activities: half of the hours will be spent in the classroom, half at Actors Theatre of Louisville, observing and assisting with a professional production. (Prerequisite: Thea. 202.) *As required.*

Thea. 310, 311 Theatre History I, II**(3, 3)**

An examination of the history of theatre, including theatrical structures, design, performance, and production, as well as the context in which theatre occurs. Theatre History I: The Ancient era to the Renaissance. *Every fall.* Theatre History II: Restoration drama to the present. *Every spring.*

Thea. 312 Acting III: Verse**(3)**

A continuation of Thea. 110, the student will discover that acting means translating the text into a series of actions and that physical actions take on a particular shape and style according to the given circumstances of the text. In this course, the texts will be that of William Shakespeare, Moliere, and Sophocles. The student will learn to create characterization through action, analysis, development, and performance of roles studied in depth. (Prerequisite: Thea. 110 or permission of professor.) *Once a year.*

Thea 320 Playwriting (3)

This course will assist students in understanding the elements of writing a play. Through readings and experiences in writing and working with elements of playwriting, students will gain experience in writing monologues, dialogues, scenes, and short plays. Students will develop an understanding of dramaturgical concepts such as plot, character (emotion, needs, conflict, motivation, character development), structure, theme, and dialogue. Student will also read and discuss each others' work. *As required.*

Thea. 350 Theatrical Directing (3)

This course introduces advanced students to the theory and practice of stage management and theatrical direction. Course content emphasizes script analysis, use of basic staging techniques, implementation of traditional rehearsal methods and exercises, and theatrical production organization and management. Required activities: study and research of directing theory texts, preparation of several production scripts, direction of several short performances in the studio, and direction of a one-act drama for public presentation. *As required.*

Thea. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. *As required.*

Thea. 444, 445 Internship I, II (1-3, 1-3)

Students participate in an on-the-job training program with a selected theatre, organization, or individual. Required activities: supervised theatre training and a written analysis of the experience. (Prerequisite: Junior or Senior standing.) *As required.*

Theology

J. Milburn Thompson, PhD, Chair
 Alumni Hall 100, Phone 502/452-8178
 jthompson@bellarmine.edu

Clyde F. Crews, PhD; George A. Kilcourse, PhD

As a Catholic university, Bellarmine takes faith seriously and considers the study of theology and religion essential for a truly liberal education. For this reason every student is required to take six credits in theology—Theo 200 (Ultimate Questions), and one other upper level course. Students are, of course, encouraged to take more courses in theology. Courses in the theology curriculum encourage students to reflect on the meaning of life, of religious faith, and of Christian living. While many of the courses in the curriculum are approached from the perspective of the Roman Catholic tradition, others take an ecumenical or interreligious approach.

A concentration (major or minor) in Theology provides a student with the opportunity for more extensive and intensive exploration of the religious and Christian experience. It is also an excellent focal point for the liberal arts and can serve as a preparation for graduate study in theology, ministry, religion, and related disciplines (philosophy, history, social sciences, law, etc.) or for work in the Church (education, ministry, etc.) or society. Thus the requirements for a major or a minor in Theology are designed to give a student an adequate foundation in the discipline and the flexibility to build a program to meet individual needs and goals.

Requirements for a Major in Theology: 30–39 hours

A minimum of 30 credits (ten courses) in Theology is required, and a maximum of 39 credits is allowed. The following requirements must be met:

Theo 200

One course in Scripture: (Theo 301, 302, 304, 401, 432)

One course in the History of Christianity (Theo 310, 315, 415)

One course in Systematic Theology (Theo 300, 305, 306, 402, 403, 408, 409, 426, 432)

One course in Ethics or Spirituality (Theo 420, 315, 321, 314, 334, 450)

It is *not* possible for one course to fulfill two of these requirements.

Requirements for a Minor in Theology: 18 hours

A minimum of 18 credits (six courses) is required for a minor in Theology. The following requirements must be met:

Theo 200

One course in Scripture: (Theo 301, 302, 304, 401, 432)

One course in Systematic Theology (Theo 300, 305, 306, 402, 403, 408, 409, 426, 432)

It is *not* possible for one course to fulfill two of these requirements.

Concentrations

The basic requirements are the same for every student, but several concentrations are suggested here to stimulate the student's imagination and to provide some direction. It is not necessary to choose a concentration, and the courses that are suggested below are not required. Students who plan to do graduate study in Theology or a related field are encouraged to study at least one modern language and to consider studying classical languages—Latin and Greek. Many fields of study can complement a major or minor in Theology, such as, Philosophy, Communications, Psychology, Political Science, History, Sociology, Foreign Language and International Studies, English, Fine Arts, Music, Theater, Social Work, Education, Nursing, and Business.

Theology: For those with a general interest in Theology or who anticipate graduate study in Theology. Recommended courses: Besides the required courses listed above, a variety of courses, especially in Systematic Theology. Complementary electives: Courses in Philosophy, History, Communications, and the Social Sciences.

Ministry: For those interested in ministry in Church or society. Recommended Courses: Theo 408, 426 and a Practicum in Theology. Complementary electives might include courses in Psychology and Communications, such as, Psy 218 Life-Span Development; Psy 405 Counseling and Psychotherapy; Psy 402 Organizational Behavior and Leadership; Psy 317 Social Psychology; Psy 320 Human Resources Management; Comm 103 Intro to Public Speaking; Comm 221 American Civic Life: Values and Society; Comm 302 Interpersonal Communication.

Religious Education: For those interested in catechesis or teaching religion in schools or churches (Director of Religious Education). Recommended courses: A variety of courses in Theology, including a Practicum. Complementary electives might include courses in Education, Psychology and Communications, such as, Psy 218 Life-Span Development; Psy 230 Psychology of Learning; Comm 103 Intro to Public Speaking.

Religion: For those interested in studying the phenomenon of religion or comparative religion. Recommended Courses: Theo 307, 300, 305, 315, 401, 402, 403, 415. Complementary electives: Phil 415 Philosophy of Religion; Phil 413 Philosophy of God; Sociology of Religion; Comm 222 Mythology; Anthropology.

Scripture: For those interested in pursuing graduate studies in scripture. Recommended courses: Theo 301, 302, 304; 401, 409, 432. Complementary courses might include Comm 222 Mythology; Eng 200 Reading Literature; Eng 201 The World of Texts; the Bible as Literature; Archeology. Students interested in Biblical Studies are encouraged to study Greek and other languages.

History of Christianity: For students interested in pursuing graduate study in the History of Christian Thought. Recommended courses: Theo 310, 315, 321, 401, 402, 408, 415. Complementary electives might include courses in History and Philosophy, such as, Hist 116, 117 History of the Western World; Hist 241 The Worlds of St. Francis of Assisi and Robert Bellarmine; Hist 304 Medieval History; Hist 305 Europe and the Age of the Reformation; Phil 312 History of Medieval Philosophy; Art 202 Art History II.

Christian Living: For those interested in Christian ethics and spirituality. Recommended courses: Theo 420, 450, 300, 312, 314, 334, 321, 409, 426. Complementary electives might include Philosophy courses, especially in ethics, and courses in the Social Sciences and Communications, such as, Phil 301 Ethics; Phil 401 Applied Ethics; Psy 218 Life-Span Development; Comm 302 Interpersonal Communication.

Justice and Peace: For those interested in becoming involved in social ministry or public policy advocacy or in pursuing justice and peace studies. Recommended courses: Theo 314, 334, and a Practicum in Theology. Complementary electives might include courses in Political Science, Sociology, History, International Studies, and Economics, such as, U.S. Foreign Policy; Soc 201 Contemporary American Social Problems; Soc 235 Social Inequality; Hist 326 Race relations and Civil rights.

Theology
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3	Gen Ed Mathematics Req	3
Elective	3	Electives	3
Elective	3		
	16		15

Sophomore Year

Theology 200	3	Theology (Systematic)	3
Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200	3	Elective	3
Gen Ed Natural Science Req	3	Elective	3
Gen Ed Elective	3	Elective	3
	15		15

Junior Year

Theology (Scripture)	3	Theology Elective	3
Theology (History)	3	Theology Elective	3
Gen Ed IDC 301	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			18

Senior Year

Theology (Ethics/Spirituality)	3	Theology Elective	3
Theology Elective	3	Theology Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Note – Gen Ed courses may be taken in semesters other than ones listed above.

Theology Course Descriptions

Theo. 200 Ultimate Questions

(3)

An investigation of the fundamental questions of human meaning and of the nature of religious experience as response to such questioning. The course provides an introduction to religious experience, to theological terms, concepts, and methods, and to the ways that ultimate questions are dealt with in a religious context, with specific focus on the basic themes in Christianity. *Every semester.*

Theo. 300 Catholicism

(3)

This course will present an introduction to the distinctiveness of the church catholic and apostolic and to the essentials of a Catholic approach to theology. Attention is given to the ways in which Catholic faith is expressed in (1) scriptural-historical sources; (2) systematic theological reflection; (3) ethical-pastoral action; (4) mysticism and spirituality; and (5) worship. A unique feature of the course is the emphasis given to the reciprocal relationship between belief and practice, Catholic faith and ethical responsibility. (Prerequisite: Theo. 200.) *As required.*

Theo. 301 The Hebrew Scriptures

(3)

The nature of revelation, tradition, scripture, inspiration and literary forms. The Hebrew Scriptures are considered as a source of Jewish and Christian theology. (Prerequisite: Theo. 200.) *As required.*

Theo. 302 New Testament: Gospels

(3)

Studies in the New Testament with special emphasis on the Gospels. The course examines both historical development and critical interpretation. (Prerequisite: Theo. 200.) *As required.*

Theo. 304 New Testament: Epistles

(3)

Studies in the New Testament with special emphasis on the Epistles. The course examines both historical development and current investigations. (Prerequisite: Theo. 200.) *As required.*

Theo. 305 The Quest for God

(3)

A cultural and theological description of the contemporary search for transcendence and God. (Prerequisite: Theo. 200.) *As required.*

Theo. 306 The Christ

(3)

Studies in Christology from the ancient to the modern. (Prerequisite: Theo. 200.) *As required.*

Theo. 307 World Religions

(3)

An introduction to the great world religions: Hinduism, Buddhism, Islam, Confucianism, Taoism and Judaism. Additionally the course offers a comparative recapitulation of Christianity and an examination of the structures of religious experience. (Prerequisite: Theo. 200.) *As required.*

Theo. 310 History of Christianity

(3)

A survey history of major doctrines, movements and personalities in Christianity's twenty centuries. The course includes studies in Catholic, Orthodox and Protestant traditions. (Prerequisite: Theo. 200.) *Alternate fall semesters.*

Theo. 312 Christian Marriage

The course explores the meaning of Christian marriage in the context of an increasingly secular society. It addresses the following topics: the social context of marriage and relationship, marriage in the Christian tradition, preparation for marriage, sexual ethics, the stages of marriage, and responding to crises in marriage. (Prerequisite, Theo. 200) *As required.*

Theo. 314 Christianity and Social Justice (3)

This course will address the social and political dimensions of the Gospel, the social teaching of the Catholic Church, and the national and global responsibility of Christians. It will focus on the global issues of poverty and economic development and attend to issues such as human rights, ethnic conflict, ecology and strategies for change. (Prerequisite Theo. 200) *As required.*

Theo. 315 Saints and Sacred Places (3)

A study of great-hearted individuals in history and of sacred or intensity places across the world. Such persons and places often serve as critical elements of self-definition for individuals and societies. The study will focus on examples in the Christian tradition, but will include many others as well, e.g., Gandhi, Buddha, Native American locales, and Shinto shrines. (Prerequisite: Theo. 200.) *Alternate spring semesters.*

Theo. 321 Monastic Spirituality (3)

A study of the Western monastic tradition originating with Benedict of Aniane, with an emphasis upon the Cistercian reform movement. The course includes an experiential component with at least one visit to the Abbey of Gethsemani for the Liturgy of the Hours and Eucharist as well as presentations by and dialogue with the monks. (Prerequisite: Theo. 200.) *Alternate spring semesters.*

Theo. 334 Christian Peacemaking (3)

This course explores the Christian tradition regarding war and peace in the contemporary context. It addresses both interpersonal conflict and conflict among nations, i.e., the reality of conflict, violence, war and weapons in the post-Cold War world. It presents a non-violent method of conflict resolution as well as the just war theory and the just peacemaking approach. The course takes seriously the Christian vocation to be peacemakers. (Prerequisite, Theo. 200) *As required.*

Theo. 401 History of Judaic Thought I (3)

Jewish thought from pre-Biblical times to the period of the Enlightenment. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: Theo. 200.) *Every fall.*

Theo. 402 History of Judaic Thought II (3)

Contemporary Jewish thought and its antecedents. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: Theo. 200.) *Every spring.*

Theo. 403 Foundations of Protestant Theology (3)

An examination of the main sources and developments of Protestant theology. (Prerequisite: Theo. 200.) *As required.*

Theo. 408 The Church in Renewal

(3)

A study of the community of Christian believers developing from New Testament models through contemporary ecumenical projects and Third World “base Christian communities.” Historical expressions of institutional Church life are related to theological critiques and reforms. (Prerequisite: Theo. 200.) *As required.*

Theo. 409 Faith and Imagination

(3)

This course integrates the study of human religious experience, theological reflection and literary expressions. Analysis of imaginative literature emphasizes the novel genre, examining the work of selected modern and contemporary fiction writers. (Prerequisite: Theo. 200.) *Every spring.*

Theo. 415 American Religious Experience

(3)

A historical investigation of major types of religions that have contributed to American pluralism. Special emphasis is placed on the interplay of the religious traditions and the social and personal values of the American people. The role of the churches as “loyal critics” in American life and as developers of social compassion and deepened sensibilities is also examined. (Prerequisite: Theo. 200.) *Alternate fall semesters.*

Theo. 420 Christian Ethics

(3)

How does a Christian decide right from wrong? This course will explore the foundations of ethics in the Christian tradition, and it will apply Christian norms and ethical theory to particular cases and contemporary issues. (Prerequisite: Theo. 200.) *Alternate fall semesters.*

Theo. 423 Independent Study

(1–3)

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: Theo. 200 and permission of Department.) *As required.*

Theo. 426 Spirituality of Sacraments

(3)

A systematic validation of the Christian sacraments and their liturgical expression, with emphasis on Baptism and Eucharist in the context of major ecumenical dialogues. (Prerequisite: Theo. 200.) *As required.*

Theo. 430 Practicum

(1–3)

Supervised experience in ministerial education, coordinated through local religious agencies. (Prerequisite: Theo. 200.) *As required.*

Theo. 432 Jesus in Palestinian Culture

(3)

A new knowledge of first century Judaism, new understanding of sources, and a social-scientific reading of such sources contribute to a theological appreciation of Jesus in his first century Palestinian culture. The course will examine Jesus’ everyday life in that culture and discern new theological teaching and practice in the historical Jesus’ ministry. (Prerequisite, Theo. 200) *As required.*

Theo. 441 Special Issues in Theology

(3)

A study of theological issues in selected areas, especially those of current concern. (Prerequisite: Theo. 200.) *As required.*

Theo. 450 Moral Issues in Health Care: A Christian Perspective (3)

An exploration of moral questions raised by scientific and technological development in the health care field. Christian ethics will be studied and applied to specific issues and cases. Topics addressed include: patient's rights, euthanasia, abortion, new birth technologies, genetic developments, just allocation of scarce resources, health care delivery, etc. (Prerequisite: Theo. 200). *Alternate fall semesters.*

Graduate Studies





Graduate Studies

The professional graduate programs at Bellarmine University aim at facilitating the goals of their students by developing well-prepared professionals in the areas of business, education, information technology, lab administration, physical therapy, nursing, and spirituality. This aim is accomplished through rigorous, value-based academic programs that develop skills in leadership, cooperation, communication, critical thinking, and analysis. Through mastery of professional practice, advanced theory, research methods, and contemporary trends, Bellarmine graduate students prepare to serve their organizations and communities effectively with high professional, intellectual, and ethical standards.

Graduate Degree Programs

Arts and Sciences

Master of Arts in Spirituality

Business

Master of Business Administration (MBA)

Weeknight MBA Program

Weekend MBA Program

Executive MBA Program

5 year BA Accounting/MBA

Center for E-World Education

Master of Applied Information Technology (MAIT)

Education

Master of Arts (MA)

Elementary Education, Grades P–5

Middle School Education, Grades 5–9

Learning and Behavior Disorders, Grades P–12

Master of Arts in Teaching (MAT)

Elementary Education, Grades P–5

Middle School Education, Grades 5–9

Secondary Education, Grades 8–12

Learning and Behavior Disorders Certification, Grades P–12

Rank I Post-Masters Program

Nursing & Health Sciences

Master of Science in Nursing (MSN)

Nursing Administration

Nursing Education

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

Master of Science in Laboratory Administration (MSLA)

Master of Science in Physical Therapy (MPH)

Admission

All applications and correspondence relevant to admission should be directed to the admission offices of the respective graduate programs. Applicants are considered without regard to race, religion, sex, age, nationality, or disability. Application forms may be obtained by writing or calling the following persons:

Business

Laura Richardson, MBA Director

W. Fielding Rubel School of Business

Bellarmino University

2001 Newburg Road

Louisville, KY 40205

Phone: (502) 452-8258 or 1-800-274-4723

Education

Theresa Klapheke

Administrative Director

Graduate Programs in Education

Bellarmino University

2001 Newburg Road

Louisville, KY 40205

Phone: (502) 452-8037 or 1-800-274-4723

Information Technology

Michael Mattei, Executive Director

Bellarmino University

2001 Newburg Road

Louisville, KY 40205

Phone: (502) 452-8441 or 1-800-274-4723

Nursing and Laboratory Science

Office of Admission
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8131 or 1-800-274-4723

Physical Therapy

Mark R. Wiegand, Ph.D., P.T.
 Physical Therapy Program
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8001 or 1-800-274-4723

Spirituality

Rev. George A. Kilcourse
 Theology Department
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8186 or 1-800-274-4723

Procedures and Requirements

Candidates for admission to any graduate program are required to submit:

1. A completed graduate application form.
2. A nonrefundable \$25.00 application fee.
3. Official college transcripts of all graduate and undergraduate credits from all accredited institutions.

Candidates for whom English is a second language must also submit an official report of their TOEFL scores.

For additional, program-specific admission requirements and procedures, consult the “Requirements for Admission” section in each program description that follows.

Status upon Admission

Applicants will be admitted to take courses in a graduate program in one of three categories:

1. Regular Admission — Applicants who fulfill all admission requirements are admitted unconditionally, are in good standing, and meet the established norms determined by the specific graduate program. They may enroll in courses without restrictions.

- 2. Conditional Admission — Applicants who have not taken the required graduate admission examinations or satisfactorily completed all prerequisites. The precise courses and number of courses may be limited until all prerequisites are fulfilled.
- 3. Probationary Admission — Applicants have not met the established norms required for regular admission. The precise courses and number of courses may be limited until all prerequisites are fulfilled. These students are required to maintain a consistent cumulative 3.0 average in their first 15 semester hours of course work to continue in the program. Failure to maintain a cumulative 3.0 average during any one semester will subject the student to dismissal. Students in graduate Education programs should check with their program director on this policy.

Failure to maintain a cumulative 3.0 average during any one semester will subject the student to dismissal. Students in graduate Education programs should check with their program director on this policy.

Tuition and Fees

The tuition charge at Bellarmine covers both the cost of instruction and supporting services. Bellarmine, as a private institution, receives no support through taxes or other public revenues. Tuition covers only a part of the total educational cost, and Bellarmine depends upon support of alumni and other friends for gifts and grants to supplement tuition and fees in paying the total cost of educating its students.

All charges are subject to change upon action of the Board of Trustees of Bellarmine. Notice of any change will be given to students and applicants after changes are approved. Tuition is due and payable in full at the Bursar's Office of the University on the dates indicated in the Class Schedule. An appeals process exists for students or parents who feel that individual circumstances warrant exemptions from published policy. Contact the Bursar in the Business Office.

Tuition for 2003–2004

Tuition fee per credit hour for most graduate courses Varies by program

Some special programs have a total tuition charge for the program. These programs include the Executive MBA, MBA cohort program, Accelerated MAT and Masters in Physical Therapy. Each program has a special rate due to required classroom materials that vary with each program.

Audit fee per course (for those who wish to audit a course rather than taking it for credit). Plus any course fees if applicable	50% of the above rate
Education art fee (Educ. 531)	40.00*
Computer usage fee, per each applicable course	20.00 to 46.00*
Lab fee (Natural Sciences and Nursing)	14.00 to 115.00*
Student teacher and intern fee, per each applicable course	60.00*

Fee for comprehensive examination in any course for
which full academic credit might be awarded one graduate credit hour

Portfolio evaluation fee 70.00*

Portfolio tuition fee one graduate credit hour

**Fees in addition to the regular tuition rate.*

Other Fees

Technology Fee \$250 per semester full-time
\$25 per class part-time

Application fee (on filing first application only) \$25.00

Service charge for each approved change of course or
section after registration 5.00

Transcript of grades:

First copy (each request) 3.00

Each additional copy 1.00

Student insurance, per semester (where applicable) TBA

Parking Fee 30.00

Penalties and Fines

Fee for late payment of bill (1½% per month of unpaid balance) variable fee

Fee for each check issued to the University on which the bank refused payment
(first offense only) 15.00

Fee on any check refused for payment by the bank after the first occurrence 25.00

Room and Board

Room and board accommodations are open to graduate students on a space-available basis. Students interested in housing information should contact the Residence Life Office at (502) 473-3000.

Tuition Payment

Tuition and fees are due in full near the beginning of each semester. A student's registration for a semester may be cancelled for failure to pay tuition and fees in full, when due, for that semester. Cancellation does not relieve responsibility for payment. Due dates for payments are published in the Class Schedule. Accounts date from registration day. Students permitted to register after that date will be billed for the full semester for both tuition and fees. All special fees must be paid when the service is rendered or when billed.

Special Payment Plans

Sponsoring Agency or Employer: Bills may be sent to an outside agency who will be responsible for payments on dates and terms agreed upon in the contract with Bellarmine. Students using this

plan must present written evidence of the extent of the responsibility assumed by the sponsoring agency each semester. Students registered with the Veterans Administration or other government agencies must present evidence of their certification. Students sponsored by the State Vocational Rehabilitation Agency must present evidence of their approval and grant each semester. Students sponsored by a business or industrial corporation must present evidence of the fact and extent of the corporation's responsibility each semester. All charges not paid by the sponsoring agency must be paid by the student according to the general payment regulations of Bellarmine.

Scholarship grants: Scholarship and student aid grants must be applied first to direct college expenses and then for other purposes.

Other payment plans are available for qualifying students. Details of these plans are available in the Bursar's Office.

Adjustments and Refunds of Tuition

The refund policy is published each semester in the official Class Schedule of the University.

Fees listed under "Course Fees" and "Other Fees" are not refunded. No refunds will be made following disciplinary dismissal from the University. No refunds will be made to a student who has accounts due in any area of Bellarmine. Any student whose registration is cancelled will be charged according to Bellarmine's general refund policy. An appeals process exists.

The date of withdrawal from or dropping a course is not the day the student stops going to class, but the date the student returns the properly completed withdrawal form to the Registrar's Office. The last opportunity to change enrollment status from full-time to part-time is before the end of the first full week of classes.

Any student, who withdraws from any or all of the courses that they had registered to take, may be entitled to an adjustment of the amount of tuition charged. The amount of the reduction is contingent on the following factors:

1. Date of withdrawal and,
2. The amount of any federal Title IV student financial aid received, if any, and,
3. The refund policy established by the institution.

The Federal Title IV student financial aid programs subject to the federal refund regulations are the Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant Program, Federal Perkins Loan Program, Federal Stafford loans (either subsidized or unsubsidized), and Federal Parents Loans for Undergraduate Students (PLUS loans). The benefits under these programs will be recalculated as prescribed by the U. S. Department of Education regulations pertaining to the Return of Title IV Funds. Under these regulations, any adjustment is based on the students withdrawal date as defined in the regulations. This date and the date of withdrawal reflected in the student's academic records will not necessarily be the same. For further information regarding the adjustment to the Title IV student financial aid benefits, if any, received by the respective student should be directed to the Office of the Bursar.

After the determination of the adjustment, if any, to Title IV student financial aid, any adjustments or refunds under the University policy is then calculated after taking into consideration the effect of any federal Title IV student financial aid benefit refunds. Any adjustments to the tuition charges will be made in accordance with the Semester Refund Schedule **stated in the**

respective academic period Class Schedule. The percentage of adjustment is based on the official date of withdrawal as reflected on the student's academic records, which may be different from the withdrawal date used in determining any refunds of Title IV student financial aid benefits under the Department of Education's Regulations. For further information regarding the University policy, please contact the Office of the Bursar.

Military Service and Serious Illness or Injury

Students enrolled in courses at the time they are called for active military service will have their registration for classes, cancelled **once the appropriate documents** are provided to the Office of the Registrar. All tuition and academic fees will be removed from the student's account and any financial aid will be refunded to its source. This policy will also apply to any enrolled student who becomes incapacitated by serious illness or injury **once the appropriate documents** are provided to the Office of the Registrar.

Penalties for Delinquent Accounts

Students who fail to make full payments of amounts due on dates agreed upon or those set forth in the Class Schedule will be notified of their past-due account. At this time a fine of 1½% per month of the unpaid balance will be charged against the account for late payment. If payment in full of the amount due is not received within thirty days of the past due date, the student may be dismissed from the university. A student owing charges for a previous semester will not be permitted to register for the following semester until the debt is paid in full or other satisfactory arrangements are made with the Bursar's Office. A transcript of credits will not be issued for a student with an unpaid balance. No student may graduate with an unpaid balance at Bellarmine. Grades will be withheld from students with past due bills.

Personal Liability

Bellarmino assumes no responsibility for accidents to students that may occur incident to attendance at or participation in classroom, laboratory, campus-work, or intramural athletics.

Scholarships and Student Aid

The Financial Aid Program at Bellarmine University has a dual purpose: to recognize superior academic achievement and to provide assistance to qualified students who without such aid would be unable to attend college. All aid given through Bellarmine is intended to supplement the resources of the student and his or her family.

To determine financial need with a degree of uniformity, Bellarmine requires that students submit the Free Application for Federal Student Aid (FASA), designating Bellarmine as one of the information recipients. To receive financial assistance a student must be accepted for admission into an eligible program of study offered by the University. The appropriate forms may be obtained from the Office of Admission or specific Graduate program.

Satisfactory Progress

Federal regulations state that all students who receive any federal or state financial assistance will be required to make measurable academic progress toward a degree at Bellarmine University. Progress is determined quantitatively and qualitatively. Progress is monitored at the conclusion of the spring and summer semesters.

Quantitative: Graduate students attending full-time must be enrolled in at least three courses and will be required to earn a minimum of 8 hours per semester. Graduate students attending part-time will be required to earn a minimum of 5 hours per semester. A maximum of three (3) academic years will be permitted for completion of a graduate degree, or a total of 54 hours attempted.

If a student enrolls for an excessive number of repeated or unrelated courses, he/she will not be making satisfactory academic progress. Classes for which students receive grades of “AU” (audit), “F” (failing), or “W” (withdrawal) are not counted as earned hours, but are counted as attempted hours. Incomplete and deferred grades will not be considered as hours earned for a semester until a grade is received. Transfer hours accepted at Bellarmine are considered in calculating the total number of hours attempted.

Qualitative: Graduate students must maintain a cumulative 3.0 GPA in order to retain financial aid.

Appeal: If a recipient becomes ineligible to receive aid, reinstatement of that aid will occur either when the student successfully meets the above requirements following a subsequent semester of enrollment, or the Committee for Financial Aid Appeals approves the continuation of assistance through an appeal. The Committee for Financial Aid Appeals shall consist of at least one representative from the Office of Financial Aid, Office of the Registrar, faculty, and student body.

Stafford Loans

A federal Stafford loan is a low-interest loan made to students by lenders such as banks, credit unions, or savings and loan associations. Stafford loans can be either subsidized or unsubsidized, contingent upon a student's eligibility for need-based financial aid (as determined by the Free Application for Federal Student Aid). Repayment begins six months after graduation, leaving school, or dropping below half-time status.

Scholarships and Grants

Business

The J and L Foundation Scholarship

Education

Christa McAuliffe Fellowship Program

BPW Career Advancement Scholarship

Minority Teachers Scholarship

Professional Educators Incentive Program

Special Education Traineeship

Special Education Tuition Scholarship

WHAS Crusade for Children Scholarships

For information on the above, contact the Director of Graduate Programs in Education.

Nursing

BecVar Nursing Grant

Kentucky Board of Nursing Scholarship

Owsley Graduate Nursing Grant

For information on the above, contact the Director of Graduate Programs in Nursing

Physical Therapy

Michael Hale Memorial Scholarship

Academic Information

Classification of Students

Full-time

A full-time graduate student is one who is enrolled in at least three courses and is registered for not less than eight semester hours exclusive of audit courses. Full-time graduate students are entitled to all benefits extended to full-time undergraduate students except where excluded by other regulations. The definition of full-time used for student financial aid purposes can differ from the definition used for other purposes at the institution, such as the definition used by the Office of the Registrar. As such, a minimum standard for full-time enrollment at the graduate level is 6 credit hours per semester. A minimum standard for part-time enrollment (at least half-time) at the graduate level is 3 credit hours per semester.

Auditors

Persons wishing to audit a graduate course should submit an audit application, a graduate application, and an application fee to the appropriate graduate admission office listed in the "Admission" section above. Auditors do not receive a grade or credit for the course.

Visiting Students

Bellarmino graduate students who wish to take graduate courses at another accredited institution must obtain permission from the director of their graduate program. A student is limited to six hours of transferable credit as a visiting student.

Transfer Students

Bellarmino University reserves the right to accept or reject any credits earned by applicants at other institutions. A maximum of six to twelve credit hours may be accepted for application toward a graduate program. (Consult director of the specific program.) Any credit that is accepted must represent work applicable to the current curriculum of the appropriate graduate program. Transcript credit evaluations are made by the director of a graduate program in conjunction with the Registrar, with final authority residing in the respective graduate committee.

Residency Requirement

A student seeking a graduate degree from Bellarmine must complete a minimum of 24 credit hours in his or her program at Bellarmine. Any exception to this requirement must be approved by the appropriate graduate committee.

Academic Status

Academic status is expressed in a Quality Point Index. A student’s Quality Point Index is found by dividing the sum of quality points by the sum of hours attempted (see “Grading Policies” below). For analysis of academic status, Bellarmine computes both a semester index and a cumulative index. To be eligible for graduation, a graduate student must have a cumulative Quality Point Index of 3.00 or higher.

Good Standing

The status of good standing indicates that a student has a cumulative Quality Point Index of 3.00 or better and is making satisfactory progress toward a degree. Refer to the Student Affairs section of this Catalog regarding on-academic good standing.

Academic Probation

Students whose semester GPA falls below a 3.00 average in any semester are placed on probation. Students who have been admitted in good standing have one semester in which to raise their cumulative grade-point average to 3.00. Students who have been admitted on probation are subject to dismissal if their cumulative grade-point average should fall below 3.00 in any semester up to the completion of 15 semester hours. If after completing 15 hours a student’s cumulative grade-point average falls below 2.80, the student’s file will be reviewed by the appropriate graduate committee and the student may be dismissed from the University.

Grading Policies

Bellarmino University uses a 4.00 scale for grading. For qualitative evaluations of student performance, the University has adopted the standard device of the Quality Point Index. The Quality Point Index is a ratio of points earned in courses to the sum of hours attempted. Quality points are assigned to letter grades as follows:

A	4 quality points earned per hours
B	3 quality points earned per hours
C	2 quality points earned per hours
F	0 quality points earned per hours
I	In complete (0 hours, 0 points)
W	Withdrawal (0 hours, 0 points)
AU	Audit (0 hours, 0 points)
X	Deferred (0 hours, 0 points)

Grade reports are issued by the Office of the Registrar at the end of each semester.

Withdrawal from a Course

A student may withdraw from a course during the first week of classes with no entry on his or her official transcript. From the second through the eighth week of classes (or one third of the semester for classes not offered on a regular semester basis), a student may withdraw from a course with a grade of W on the transcript. Withdrawal dates for various programs are published in the Class Schedule. A student may not withdraw after the end of the eighth week of classes except for documented reasons of serious illness or family or financial problems. To withdraw after the eighth week, a student must obtain the permission of the Dean. Withdrawal from a graduate

course after the first week of classes requires use of the proper form, which is available in the Office of the Registrar. The signature of the instructor in the course and of the student's advisor is required for withdrawal from any graduate course.

Transcripts

Requests for transcripts of academic records should be directed to the Office of the Registrar. These requests must be in writing and accompanied by a \$5.00 payment for the first transcript and \$1.00 for each additional transcript ordered with that request. Official transcripts will be mailed directly to institutions at the written request of the student. Only the student may request that a transcript be sent.

Waivers and Exceptions

Students seeking an exception to or waiver of any academic regulation must do so by petitioning the appropriate graduate committee. Students are advised to meet informally with their graduate director and then, if formal action is warranted, submit a written request for a waiver or exception to the graduate director for action by the graduate committee.

Thesis

Some graduate programs require a thesis or offer a thesis option. The description, requirements, and guidelines for thesis work are available from the program director.

Application for Degree

All degree candidates must submit an application for degree by the date specified in the Bellarmine calendar for the semester in which they expect to complete degree requirements. The proper form is available in the Registrar's Office.

Responsibilities of Students

Graduate students at Bellarmine University have the responsibility to meet all the requirements for their chosen degree; seek academic advice when necessary; be knowledgeable of University policies, procedures, and requirements; and become acquainted with their graduate advisor and review regularly their progress toward a degree.

Severe Weather

In all cases of severe weather, the Vice-President of Academic Affairs will officially announce delayed or cancelled classes. Information regarding severe weather announcements and procedures are published in the Class Schedule.

Student Affairs

The primary goal of the Division of Student Affairs at Bellarmine University is to encourage and enhance the intellectual and personal growth and development of students. Student Affairs includes athletics, intramural sports, campus ministry, career services and internships, counseling, disability services, food services, health insurance, health services, residence life, international student services, orientation, the Sport, Recreation, and Fitness Center, student activities, student discipline and judicial procedures, student organizations, volunteerism, and the Nexus co-curricular transcript program.

Graduate students are encouraged to make use of all resources offered through Student Affairs. The most commonly used services include the Counseling Center, Campus Ministry, Career Center, Disability Services, Intramural Sports, and International Student Services. Although there are no separate housing facilities for graduate students, accommodations are available for graduate students. Descriptions of these and other services offered through Student Affairs can be found in the undergraduate Student Affairs section of this catalog and in the Student Handbook.

Master of Business Administration

Daniel L. Bauer, DBADean

John T. Byrd, III, PhD
 Alan B. Deck, PhD, CPA, CMA
 Ida Kutschera, PhD
 Michael D. Mattei, PhD
 Myra J. McCrickard, PhD
 Francis E. Raymond, PhD
 Mike H. Ryan, PhD
 Julie Toner Schrader, PhD
 Frank L. Slesnick, PhD

David T. Collins, PhD, CPA
 Joan Combs Durso, PhD
 Michael R. Luthy, PhD, PCM
Director of Graduate Studies
 Cynthia F. Mulliken, JD, MBA
 Curtis Richards, MBA
 Keith W. Richardson, PhD
 Richard W. Schrader, PhD, CPA, CIA
 Patricia M. Selvy, PhD

The MBA Program of the W. Fielding Rubel School of Business provides students with close personal contact with faculty in a learning environment characterized by a wide range of teaching and classroom experiences that provide students with the theoretical and practical experiences they will need for success in the managerial stages of their professional careers. These experiences incorporate and are enriched by the diverse intellectual perspectives available at a liberal arts university as well as by the wealth of resources in the Louisville professional and business communities.

Requirements for Admission

Applicants are carefully evaluated for admittance into the MBA program on three significant factors – undergraduate grade point average (GPA), Graduate Management Admissions Test (GMAT) score, and relevant work experience.

1. Applicants should have earned a bachelor's degree (with the exception of BA Accounting/ MBA applicants). Applicants must submit official transcripts of all undergraduate and graduate work.
2. All applicants are required to submit scores from the Graduate Management Admissions test (GMAT) administered by the Educational Testing Service. The GMAT is computer adaptive and tests general aptitude much like the ACT and SAT examinations. The standard formula for evaluating candidates for admission to the MBA program is $(200 \times \text{GPA}) + \text{GMAT score} = 1050$, with a minimum GMAT score of 450.
3. Completed MBA graduate application with the accompanying fee.
4. Completed International Student Application (if applicable).
5. Students whose first language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL). Minimum TOEFL scores are 213 for computer test and 550 for paper test.

An applicant not meeting minimum requirements for admission to the MBA program may submit an appeal for review, with any supporting documentation to the MBA Committee. Committee members will evaluate the appeal and make a final decision.

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All applications and correspondence relevant to admission should be directed to the MBA Program Office. Application forms may be obtained by writing or calling:

Laura Richardson, MBA Director
W. Fielding Rubel School of Business
Bellarmine University
2001 Newburg Road • Louisville, KY 40205
Phone 502/452-8258 • lrichardson@bellarmine.edu

Facilities

The administrative and faculty offices of the Rubel School of Business are located in Horrigan Hall, located off Newburg Road, on the campus of Bellarmine University. Most MBA classes are held in the W.L. Lyons Brown Library. This facility features modern classrooms and two computer laboratories. The campus library provides access to local, regional and world-wide business periodicals.

Financial Assistance

Student loans are available to all students who can demonstrate financial need. Students applying for assistance must be registered for six or more graduate credit hours and submit a Stafford Loan application to the Office of Financial Aid.

MBA Student/Alumni Advisory Committee

MBA students are eligible to join the MBA Student/Alumni Advisory Committee. The committee provides opportunities for students to assist with the continuous improvement of academic policies and curriculum.

Requirements for Degree

1. Completion of 48 hours of graduate credits in MBA courses as specified in the curriculum below, at least 36 hours of which must be earned in residence at Bellarmine University.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program.
3. Completion of all degree work within six years from date of entry.

MBA Program Structure

Cohort Structure

To facilitate team formation and the development of group problem solving skills, students in the Bellarmine MBA program will take all of their courses with the same group of classmates. This cohort of students will be registered for the same core courses throughout their MBA experience.

Planned Pace of Progress

Upon admission to the MBA program, students must select a Planned Pace of Progress from the following options:

- **Weeknight MBA.** Classes meet two nights per week. Students will graduate in approximately 2 ½ years.

- **Weekend MBA.** Accelerated format for individuals desiring a weekend schedule, as well as students completing the 150-hour requirement for the CPA exam. Classes typically meet on alternate weekends (Friday evenings/Saturday). Students have the option of graduating in 16 or 22 months (depending upon when electives are taken).
- **Executive MBA.** Accelerated format for individuals with significant management experience. Classes typically meet on alternate weekends (Friday/Saturday). Students will graduate in 16 months.

Students are expected to maintain their selected cohort throughout their enrollment in Bellarmine's MBA program. Students may, however, transfer to a different cohort with the approval of the MBA Committee.

The Curriculum

The MBA curriculum is divided into six modules. Students must successfully complete each module before beginning course work in a subsequent program module.

Module I - Foundations of Management & Leadership

MBA 701 Foundations of Management & Leadership I

MBA 702 Foundations of Management & Leadership II

Module II - Foundations of Strategic Management

MBA 703 Foundations of Strategic Management I

MBA 704 Foundations of Strategic Management II

Module III - Single Product/Market Firms

MBA 705 Single Product/Market Firms I

MBA 706 Single Product/Market Firms II

Module IV - Multi-Product/Market Firms

MBA 707 Multiple Product/Market Firms I

MBA 708 Multiple Product/Market Firms II

Module V - Firms - Diversified/Global Firms

MBA 709 Diversified Global Product/Market Firms I

MBA 710 Diversified Global Product/Market Firms II

Module VI - Strategic Leadership

MBA 711 Strategic Leadership

International Experience

MBA 720 International Management

Electives

Students are required to complete three MBA elective classes. The purpose of the three electives is to allow adequate material for reasonable breadth in the MBA program.

Course Descriptions

MBA 700 – Assessment Weekend (0)

An orientation to the MBA program, includes assessment of personality traits/learning styles, introduction to case study methodology, and basic technology skills. Student teams are formed based on the outcomes of this weekend.

MBA 701 – Foundations of Management and Leadership I (3)

An introduction to the MBA program, this course focuses on the differences between management and leadership, and the environment in which leaders make decisions. Students enhance basic written/oral communication and basic computer usage skills through case analysis/projects both as individuals and as groups. Topics include: decision making, organizational behavior, and the domestic economic environment.

MBA 702 - Foundations of Management and Leadership II (3)

This course applies the basic functions of management – planning, leading, organizing, and controlling, as students study financial reporting and analysis, human behavior in organizations and managing the process for creating and distributing goods and services. Topics include: accounting, human resource management, and project management.

MBA 703 – Foundations of Strategic Management I (3)

This course expands on the role of the leader by using basic quantitative analysis and computer skills to analyze the operations of the firm. Topics include: statistics, operations management, and quality.

MBA 704 – Foundations of Strategic Management II (3)

This course exposes the leader to competitive forces external to the firm, the domestic and global economic environments of organizations as students write and present an industry analysis. In addition, basic quantitative analysis skills are further refined. Topics include: strategic management, economics of strategy, and quantitative marketing.

MBA 705 – Single Product/Market Firms I (3)

This course introduces the leader to the development process for creating and distributing goods and services, and, basic financial reporting and analysis issues. Topics include: entrepreneurship, financial accounting, and financial analysis.

MBA 706 – Single Product/Market Firms II (3)

This course expands on the development process for creating and distributing goods and services, and, basic financial reporting and analysis issues as students write and present a financial/marketing plan. In addition, the influence of technology on the organization is examined and basic computer usage skills are further refined. Topics include: marketing strategy, financial analysis, and management of technology.

MBA 707 – Multiple Products/Markets Firms I (3)

This course broadens the complexity of issues facing a firm (creation and distribution of goods and services, financial analysis and markets) by adding multiple products and markets to the strategic mix. Topics include: financial analysis and markets, marketing management, and operations management.

MBA 708 – Multiple Products/Markets Firms II (3)

This course expands on the development of larger firms by focusing on the political, legal, regulatory, and social environment, as well as, internal financial reporting and analysis issues. Students write and present a business plan in this class. Topics include: business law, strategic management, and managerial accounting.

MBA 709 – Diversified Global Products/Markets Firms I (3)

This course further expands on significant issues faced by complex firms by providing an understanding of ethical, global, and technological issues. Topics include: ethics, international economics, and eMarketing.

MBA 710 – Diversified Global Products/Markets Firms II (3)

This course exposes the leader to the impact of demographic diversity on organizations, along with political, social, legal, and regulatory issues. Students write and present a human capital project, and analyze the impact of demographic diversity on the organization in this class. Topics include: labor economics, human resource management, and cross-cultural business negotiations.

MBA 711 – Strategic Leadership (3)

This capstone course completes the core of the MBA program as students examine the influence of environmental and technological issues on the firm. Students also write and present an individual project in lieu of a thesis. Topics: managing information systems, environmental issues, individual projects.

MBA 720 – International Management (6)

This course exposes students to the similarities and differences of the influence of political, social, legal and regulatory issues in a global environment as students immerse themselves during a required trip to a foreign country.

Electives

MBA 731 Forensic Accounting (3)

Forensic accounting is an in-depth examination of occupational and financial statement fraud, its causes, its detection, and its prevention. Topics include legal foundations of fraud, behavioral assessments, asset detection and recovery, internal control emphasizing fraud prevention, and investigative techniques.

MBA 732 International Accounting (3)

An accounting-oriented analysis of global events that are increasingly impacting business organizations. Includes an in-depth examination of the multinational dimension of: financial accounting and reporting, diversity in accounting practices and resulting harmonization efforts, foreign currency translations, financial statement analysis, performance evaluation, transfer pricing, and taxation.

MBA 751 Financial Statement Analysis (3)

An in-depth examination of financial statement analysis performed by both internal and external stakeholders of a business entity.

MBA 752 Investment Analysis (3)

An analysis of investment decisions in light of business conditions, capital markets, industry trends and corporate financial statements. This course includes analysis of securities and the formulation of portfolio strategies.

MBA 761 Business Law (3)

A study of the legal, ethical, and regulatory issues professionals face as entrepreneurs or managers.

MBA 762 Decision Making — Ethical Perspectives (3)

A study of human, and ethical decision making. Students will read, study, discuss, and integrate concepts pertaining to descriptive research, rational decision models, ethical decision making, and philosophical principles. These principles will then be applied in a complex decision-making environment.

MBA 771 Communications in Management (3)

A study of effective management communication skills as a major component of any organization's successful performance. Both oral and written skills are emphasized.

MBA 772 E-Strategy (3)

The course will focus on how a company's e-strategy fits with its vision/mission/corporate strategies. We will take a strategic look at ways to utilize the Web, and if an e-commerce initiative or other e-applications make the most sense for specific companies.

MBA 773 Human Resource Management (3)

Examines the role of the human resource/personnel function and its influence on outcomes such as performance, satisfaction, retention, and attendance. Outcomes, activities, and external influences are treated from a functional perspective, including analyzing individuals and jobs, personnel planning, staffing, compensation, and labor relations.

MBA 774 Negotiations (3)

This course provides a framework for becoming a more effective negotiator in a variety of situations. Students learn how to separate the people from the problem, how to focus on the interest of the negotiating parties, how to develop options for mutual gain, and how to develop objective criteria. This process takes into account perceptual differences, the nature of conflict, and the use of power. Improved skills as well as a conceptual framework for negotiating are the goals of this course.

MBA 781 Integrated Marketing Communication (3)

The course explores the major tools of integrated marketing communication including advertising, personal selling, publicity, sales promotion, direct selling, and electronic media. Students are exposed to both the managerial issues and creative issues involved in integrating the marketing communication tools.

MBA 782 Logistics (3)

Logistics is the systematic study of the movement of material and information throughout the value chain internally to a firm and throughout the supply chain of related firms. This encompasses the packaging, transporting, warehousing, purchasing, inventorying, and distributing of raw materials until they are actually consumed by the final users.

MBA 783 Services Marketing**(3)**

The primary objective of the course is to prepare students to function as effective executives in a services economy. Service organizations require a distinctive approach to marketing, management, operations, and strategy – both in their development and execution. Our focus will be on understanding how world-class service organizations as well as manufacturing firms satisfy customers with value-added services. Classroom sessions will consist of a mixture of topic discussions, a simulation game, case studies, and presentations of field studies by students.

MBA 791, 792 Contemporary Issues in Business I, II**(3, 3)**

Topics as needed in such areas as entrepreneurship, small business ventures, innovation, corporate finance, buyer behavior, production, etc. The topic may also reflect the instructor's research.

Graduate Programs in Education

Maureen R. Norris, Ph.D., Dean
Lenihan 4, 502/452/8191

Cindy Gnadinger, Ed.D., Director
Lenihan 15, 502/452-8259

Theresa Klapheke, Adm. Director
Lenihan 16, 502/452-8037

Anne Bucalos, M.S.Ed., Mary Goral, PhD, Susan Lancaster, EdD, Amy Lingo, MS,
Anne Moll, Ed.D, Christine Price, Ed.D, Anne Raymond, Ph.D, Adam Renner, Ph.D.

“Educator As Reflective Learner”

The Annsley Frazier Thornton School of Education offers two master’s degrees, a certificate program and a post-masters program:

Master of Arts in Education (MAEd.)

Elementary Education, Grades P-5
Middle School Education, Grades 5-9
Learning and Behavior Disorders, Grades P-12

Master of Arts in Teaching (MAT)

Elementary Education, Grades P-5
Middle School Education, Grades 5-9
Secondary Education, Grade 8-12

Learning and Behavior Disorders Certification, P-12

Rank I Post-Masters Program

All teacher education programs at the advanced level are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496 and approved by the Kentucky Education Professional Standards Board.

Requirements for Admission to Graduate Studies

1. MA and MAT Programs
 - a. A baccalaureate degree from a regionally accredited institution.
 - b. A 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework.
 - c. A 3.0 grade point average in the applicant’s undergraduate major.
 - d. Satisfactory scores on the Graduate Record Examination (GRE).

- e. Two letters of recommendation from professors, employers or supervisors attesting to the applicant's potential as a graduate student.
 - f. A letter of intent to pursue the graduate degree; the letter should include a statement of the applicant's professional goals.
 - g. A valid Kentucky Provisional or Professional Certificate at the program level for which the applicant is making application (MA only).
 - h. Official transcripts of all previous higher education course work from regionally accredited institutions (MA only).
 - i. A student for whom English is a second language must submit a report of their Test of English as a Foreign Language (TOEFL) scores.
2. Rank I Post-Masters Program
- a. A valid Kentucky Rank II Certificate or equivalent in elementary education, middle school, high school, or Special Education.
 - b. Official transcripts from all accredited institutions.

All applications and correspondence relevant to admission should be directed to the Administrative Director of Graduate Programs in Education. Application forms may be obtained by writing or calling:

Theresa Klapheke
 School of Education
 Administrative Director of Graduate Programs
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8037

Master of Arts in Education (MAEd.) Programs

Available Programs

Early Elementary Education, Grades P-5
 Middle School Education, Grades 5-9
 Learning and Behavior Disorders, Grades P-12.

Degree Requirements

1. Completion of a minimum of 36 hours of graduate course work, at least 30 hours of which must be taken at Bellarmine University.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.

3. An exit evaluation consisting of:
 - a. Performance Assessment Experience and one of the following:
 - b. Portfolio or Master's Thesis in Education
4. Completion of all degree work within six years from date of entry.

**Early Elementary Education, Grades P-5 and Middle School Education, Grades 5-9
MA Program of Studies, 36 hours**

1. Core Curriculum (12 hours)

- Educ. 600 Research Methodology
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum and Methods
- Educ. 663 Diagnosis of Reading Difficulties

2. Specialization Component (18 hours)

Twelve hours selected from the following courses:

- Educ. 509 Classroom Management Strategies*
- Educ. 512 Procedures for Children with Learning and Behavior Disorders*
- Educ. 514 Nature and Needs of Children with Learning and Behavior Disorders*
- Educ. 515 Speech and Language Development*
- Educ. 562 Educational Measurement*
- Educ. 582 Early Education of the Exceptional Child*
- Educ. 608 Educational Resources*
- Educ. 609 Advanced Classroom Management*
- Educ. 612 Advanced Field Placement*
- Educ. 638 Education and Psychology of the Adult Learner
- Educ. 639 Teaching Writing: A Workshop Approach
- Educ. 640 Special Topics in Elementary and Special Education I*
- Educ. 641 Special Topics in Elementary and Special Education II*
- Educ. 642 Teaching Science II
- Educ. 662 Advanced Assessment
- Educ. 666 Teaching Mathematics II
- Educ. 610 Parents, School and Community (required)
- Educ. 648 Technology Across the Curriculum (required)
- Educ. 649 Multimedia Across the Curriculum

*Students adding LBD certification must choose twelve hours from * courses. Additional hours are required to complete the certification.

3. Electives (6 hours)

All specialization courses may be taken as electives.

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Educ. 699 Master's Thesis in Education
- Professional Development credit may be taken with approval of the faculty advisor.

*Students who elect to write a thesis must register for six hours of Educ. 699.

Students who do not have undergraduate equivalent courses may also select 500-level courses. A maximum of 12 hours of 500-level courses may be applied toward the 36-hour MA degree.

Learning and Behavior Disorders, Grades P-12

MA Program of Studies, 36 hours

1. Core Curriculum (12 hours)

- Educ. 600 Research Methodology
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum and Methods
- Educ. 663 Diagnosis of Reading Difficulties

2. Specialization Component (12 hours)

Twelve hours selected from the following courses:

- Educ. 608 Educational Resources
- Educ. 609 Advanced Classroom Management
- Educ. 612 Advanced Field Placement
- Educ. 639 Strategies and Tactics for Teaching Writing
- Educ. 640 Special Topics in Elementary Special Education I
- Educ. 641 Special Topics in Elementary Special Education II
- Educ. 642 Teaching Science II
- Educ. 662 Advanced Assessment
- Educ. 666 Teaching Mathematics II
- Educ. 610 Parents, School, and Community (required)
- Educ. 648 Technology Across the Curriculum (required)
- Educ. 649 Multimedia Across the Curriculum

3. Electives (6 hours)

All specialization courses may be taken as electives.

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Educ. 699 Master's Thesis in Education
- Professional Development credit may be taken with approval of the faculty advisor.

*Students who elect to write a thesis must register for six hours of Educ. 699.

Students who do not have undergraduate equivalent courses may also select 500-level courses. A maximum of 12 hours of 500-level courses may be applied toward the 36-hour MA degree.

Master of Arts in Teaching (MAT) Programs

The MAT degree is open to applicants who hold a baccalaureate degree from an accredited institution and are seeking initial teaching credentials at the graduate level. The MAT is an accelerated, outcome-based, cohort program. Classes meet one evening a week and selected Saturdays per semester with the exception of the final professional (student teaching) semester.

Available Programs

Early Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Secondary School Education, Grades 8-12

Learning and Behavior Disorders (LBD), Grades P-12

Requirements for Admission to Teacher Education Programs

MAT applicants admitted to Graduate Studies must meet all the following requirements by the end of Module I for admission to teacher education programs leading to initial certification:

1. Evidence of specified competency in oral and written communication, reading, writing, and computation.
2. A minimum of 2.75 on all previous higher education coursework prior to enrolling.
3. A minimum of a C+ in English 101-102 (all majors) and Mathematics 101-102 (P-5 majors and middle school Mathematics majors) or Math 523.
4. Satisfactory scores on the Graduate Record Exam (GRE).
5. Recommendations from Bellarmine faculty members.
6. An Evaluation by the Teacher Education Faculty that the student demonstrates maturity, interpersonal and communication skills, and the disposition, knowledge, competence, and judgment necessary to be an effective teacher.

Certification is offered in the following areas :

Early Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Secondary School Education, Grades 8-12

Learning and Behavior Disorders (LBD), Grades P-12

MAT Program of Studies- Elementary School Education, Grades P-5

NOTE: Early Elementary, Grades P-5, requires a minimum 21 hours of specialization in one of the following areas: English/Communications, Fine Arts/Humanities, Mathematics, Science, Social and Behavioral Sciences. A student may elect to add certification in Learning and Behavior Disorders. This will require additional course work.

All necessary coursework in the specialization area must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations and Tools

- Educ. 533- Foundations of Elementary Education
- Educ. 618- Advanced Child Development
- Educ. 612- Advanced Field Placement

MODULE II- Literacy and Pedagogy

- Educ. 534- Literature for Children and Youth
- Educ. 535- The Teaching of Reading
- Educ. 556- Curriculum Design Methods

MODULE III- Research and Technology

- Educ. 600- Research Methodology
- Educ. 616- Computer Applications in Education

MODULE IV- Math/Science and Pedagogy

- Educ. 642- Teaching Science
- Educ. 666- Teaching Mathematics

MODULE V- Professional Semester

- Educ. 518- Supervised Student Teaching, Elementary School, Grades P-5
- Educ. 519- Supervised Student Teaching, Elementary School, Grades P-5

SPECIAL TOPICAL WORKSHOP- At least annually, participation in a series of topic workshops will be required. These workshops will focus on the fine arts as a complement to and tool for reinforcing academic content.

MAT Program of Studies- Middle School Education, Grades 5-9

NOTE: Middle School, Grades 5-9, requires 24 hours of specialization in two of the following areas: English/Communications, Mathematics, Science, Social and Behavioral Studies, or Special Education. All necessary coursework in the specialization areas must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations of Education

- Educ. 502- Foundations of Middle/Secondary Education
- Educ. 509- Classroom Management Strategies
- Educ. 612- Advanced Field Placement
- Educ. 546- Middle Grades Curriculum

MODULE II- Sociocultural Studies in Education

- Educ. 547- Parallel Culture Education
- Educ. 610- Parents, School & Community

MODULE III- Research and Tools

- Educ. 618 -Adv. Child Development
- Educ. 616 -Computer Application in Education
- Educ. 600 -Research Methodology

MODULE IV- Middle/Secondary Pedagogy

- Educ. 545 – Reading in the Content
- Educ. 666- Teaching Mathematics II **and/or**
- Educ. 642- Teaching Science II **and/or**
- Educ. 538- Teaching Social Studies **and/or**
- Educ. 539- Teaching Language Arts

MODULE V- Professional Semester

- Educ. 543- Supervised Student Teaching, Middle School Grades 5-9
- Educ. 544- Supervised Student Teaching, Middle School Grades 5-9

MAT Program of Studies- Secondary School Education, Grades 8-12

NOTE: Secondary School Education, Grades 8-12, requires thirty-six (36) hours of specialization in one of the following areas: Biology, Chemistry, English, Mathematics or Social Studies. All necessary coursework in the specialization area must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations of Education

- Educ. 502- Foundations of Middle/Secondary Education
- Educ. 509- Classroom Management Strategies
- Educ. 612- Advanced Field Placement
- Educ. 566- Curriculum Design/Methods in Secondary Schools

MODULE II- Sociocultural Studies in Education

- Educ. 547- Parallel Culture Education
- Educ. 610- Parents, School & Community

MODULE III- Research and Tools

- Educ. 618- Adv. Child Development
- Educ. 616- Computer Applications in Education
- Educ. 600-Research Methodology

MODULE IV- Secondary Pedagogy

- Educ. 545 – Reading in the Content
- Educ. 536- Teaching Secondary Mathematics **or**
- Educ. 548- Teaching Secondary Social Studies **or**
- Educ. 540- Teaching Secondary English **or**
- Educ. 549- Teaching Secondary Science

MODULE IV- Professional Semester

- Educ. 541- Supervised Student Teaching: Secondary
- Educ. 545- Reading in the Content

Rank I Post-Masters Program

Students have two options: (1) to pursue a program in an area of certification they do not hold or (2) to plan an individualized continuing education program with a faculty advisor.

Available Areas

Elementary School Education, Grades P-5
 Middle School Education, Grades 5-9
 Learning and Behavior Disorders, Grades P-12
 Other areas to be arranged

Program Completion Requirements

1. A formal, written, program-of-studies contract planned in advance by the student with their Bellarmine faculty advisor and signed by both the student and the advisor.
2. Thirty hours of course work beyond the master's degree, at least 15 hours of which must be taken at Bellarmine University.

Graduate Programs in Education Course Descriptions

Educ. 502 Foundations of Middle and High School Educ (3)

Orientation to adolescent students in the school, to the teaching profession, and to the school as a social, economic, historical and political institution.

Educ. 509 Classroom Management Strategies (3)

Examines theories of discipline and uses simulation techniques to apply selected procedures for classroom organization and management.

Educ. 512 Procedures for Children with LBD (3)

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for mildly handicapped persons. (Prerequisite: Educ. 514. Corequisite: one hour of Educ. 612.)

Educ. 514 Nature and Needs of Children with LBD (3)

An in-depth study of individuals with mild disabilities typically described as either learning disabled, behavior disordered, orthopedically handicapped or educable mentally retarded.

Educ. 515 Speech and Language Development (3)

Designed to introduce the student to the normal development of speech and language of children, with emphasis on providing opportunities for enriching experiences in classroom settings.

Educ. 518, 519 Supv Student Teaching, Elementary Educ, P-5 (5, 4)

Directed observation, participation, and student teaching in the elementary school grades (P-5). (Prerequisite: Admission to Student Teaching.)

332 Graduate Studies

Educ. 520 Supervised Student Teaching, LBD Grades P-12 (6)

Directed observation, participation, and student teaching in special education settings. (Prerequisite: Approval of School of Education faculty.)

Educ. 529 School Music Methods (3)

Survey of song texts, teaching techniques, and musical instruments for classroom use; practical application of music fundamentals.

Educ. 531 School Art Methods (3)

Principles, media, and methods of art for the classroom teacher.

Educ. 533 Foundations of Early Elem., Grades P-5 & Middle School Educ, Grades 5-9 (3)

An overview of early elementary education with special emphasis on the school, the teacher, and the teaching/learning process. (Corequisite: one hour of Educ. 612.)

Educ. 534 Literature for Children and Youth (3)

A survey of the historical development of literature for children and an evaluation of selected works of the past and present.

Educ. 535 The Teaching of Reading (3)

An analysis of methodology and instructional techniques; application of methods to the skill and content area of reading. Demonstration classes and observation required.

Educ. 538 Teaching Social Studies (3)

An analysis of methodology and instructional techniques; application of methods of the skill and content area of middle school social studies. Demonstration classes and observation required.

Educ. 539 Teaching Language Arts (3)

Designed for the elementary and middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

Educ. 541, Secondary Supervised Student Teaching (6)

Pre-service teachers will spend twelve weeks of observation, participation and student teaching in a secondary school. Pre-requisites: Admission to Student Teaching.

Educ. 543, 544 Supervised Student Teaching: Middle Grades 5-9 (3-6)

Directed observation, participation, and student teaching in middle grades, 5-9. (Prerequisite: Admission to Student Teaching.)

Educ. 545 Reading in the Content Areas (3)

The goal of the course is to familiarize middle and secondary preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas.

Educ. 546 Middle School Grades 5-9 Curriculum (3)

Examines middle school philosophy and other components determining curriculum and teacher practices with middle grade learners. (Requisite: Concurrent enrollment in Educ. 543 and 544.)

Educ. 547 Parallel Cultures

(3)

Designed to assist pre-service teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students. Using materials that reflect the perspective of different groups, pre-service teachers build bridges between home/community and school experiences by helping their students see connections between their lives and what they are learning in school.

Educ. 548 Teaching Secondary Mathematics

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching mathematics in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration. Taken the semester prior to student teaching.

Educ. 549 Teaching Secondary Science

(3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching science in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration. Taken the semester prior to student teaching.

Educ. 556 Curriculum Design and Methods for Elementary School Educ, Grades P-5

(3)

An examination of basic curriculum design, content; and study of the implementation of curriculum in various elementary programs.

Educ. 557 Teaching Secondary Social Studies

(3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching social studies in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

Educ. 558 Teaching Secondary English

(3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching English in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

Educ. 562 Educational Measurement

(3)

An introduction to the foundations, techniques, procedures and application of measurement and evaluation to the regular and special education classroom and other settings.

Educ. 566 Curriculum Design/Methods for Secondary Schools

(2)

A general curriculum development and instructional planning course; pre-service teachers will examine and evaluate basic course design, appropriate pedagogy and content. A study of the implementation of curriculum in various middle and high school programs will aid them in the creation of unit and semester plans.

Educ. 582 Early Childhood Education of Children with Exceptional Needs

(3)

Designed to introduce the student to the current practices, research and program issues in the early childhood education of children with special needs.

Educ. 600 Research Methodology

(3)

An introduction to the basic methods of research in education.

Educ. 608 Educational Resources (3)

A practical approach to selecting and producing materials designed for the needs of the learner. Course presentations relevant to instructional materials development include educational accountability, instructional design, research strategies, and formative evaluation.

Educ. 609 Advanced Classroom Management (3)

Communication skills and problem-solving strategies applied to the classroom.

Educ. 610 Parents, School and Community (3)

An examination and analysis of the interrelationship of the parent, school, and community.

Educ. 612 Advanced Field Placement I,II (1-6)

Designed to provide field experiences in conjunction with relevant courses in the curriculum of the program. (Prerequisite: permission of instructor.) May be repeated with permission.

Educ. 616 Computer Applications in Education (3)

This class investigates computers as a toll for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet for instruction, and ways to use integrated applications software to promote learning.

Educ. 618 Advanced Child Development (3)

The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior from infancy through adolescence.

Educ. 620 Mainstreaming: Teaming and Collaboration II (3)

The purpose of this course is to assist regular and special education teachers to approach the teaching of exceptional children in the “mainstream” as a shared responsibility involving collaboration which results in the careful and systematic interfacing of the regular education program and classroom.

Educ. 636 Advanced Curriculum and Methods (3)

An examination of the determinants of curricula with focus on processes, concepts, resources, and relationships in curriculum design and development.

Educ. 639 Teaching Writing: A Workshop Approach (3)

Theoretical and practical consideration for teaching writing.

Educ. 640, 641 Special Topics in Elementary Grades P-5 and LBD Grades P-12 I, II (3, 3)

Special topic to be indicated. Involves examination of special issues or topics related to elementary and/or special education.

Educ. 642 Teaching Science II (3)

This course covers biological, physical, and earth sciences. Instruction for the course will give equal attention to theory and classroom application.

Educ. 648 Technology Across the Curriculum**(3)**

Technology includes computers and associated peripherals as a productivity tool for instruction and professional activities and investigate strategies for effective use of all types of technology. Students will develop a portfolio of instructional activities incorporating a variety of technologies that focus on the student as a knowledge worker. Prerequisite: Educ. 116/616, or permission of instructor.

Educ. 649 Multimedia Across the Curriculum**(3)**

Multimedia refers to text, graphics, audio, video, and/or combinations of those tools. This class investigates ways to use multimedia instructionally in all content areas.

Educ. 662 Advanced Assessment Strategies and Practices**(3)**

Develops competence in educational measurement and instruction procedures.

Educ. 663 Diagnosis of Reading Difficulties**(3)**

Designed to provide skill in assessment and interpretation of specific areas of weakness in individual student's reading skills and to select appropriate materials and methods to remediate problem areas.

Educ. 666 Teaching Mathematics II**(3)**

Considers student readiness for mathematics instruction, assessment of student mathematical difficulties, and instruction methods in mathematics content. Student is expected to apply theory and skills to specific cases of learning difficulties in mathematics. Instruction is based on pre-service level course and classroom experiences in teaching elementary mathematics. (Prerequisites: Math 101, 102; or Math 523)

Educ. 697 Applying Research to Practice I**(1-3)**

This course permits the inservice teacher to explore a research topic that may affect classroom instruction. Some innovation, revision, or other change in the teacher's classroom instruction should result. (Prerequisite: Permission of instructor.) May be repeated with permission.

Educ. 698 Readings and Research in Education I**(1-3)**

Through readings and research in the relevant literature, the student explores a selected topic(s) in depth. A paper, project, or similar product is expected. (Prerequisite: Permission of instructor.)

Educ. 699 Master's Thesis in Education**(1-6)**

Open to candidates for the master's degree engaged in a thesis project. (Prerequisite: Permission of Graduate Director.)

Educ. 797 Applying Research to Practice II**(1-6)**

The purpose of this course is to permit the inservice teacher to investigate a particular pedagogic problem that he/she is experiencing in the classroom with the expectation that a databased strategy of change will be derived, implemented, and evaluated. (Open to Rank I students only.)

Educ. 798 Readings and Research in Education II**(1-6)**

The purpose of this course is to permit the student (1) to investigate a topic not offered in the graduate curriculum or (2) to investigate a topic offered in the curriculum but at a more advanced level. (Open to Rank I students only.)

Master of Science in Applied Information Technology

Michael D. Mattei, Ph.D.
Executive Director

Program Overview

The Master of Science in Applied Information Technology (MAIT) program is designed to prepare students with a non-technical undergraduate degree or an outmoded technical undergraduate degree for a career in information technology. The program is a unique combination of traditional classroom experience (local education) and blended distance education. The blended distance education component is comprised of distance delivered material augmented with local faculty support to insure student success.

There are three principal thematic areas in the program:

1. Information technology foundations and tools
2. Systems engineering and project management
3. Individual, group and organization success factors

Most organizations, whether for-profit or not-for-profit, use information technology to meet its operational and strategic needs. While the first two themes focus on the design and development of IT projects, the third theme complements the more technical program elements by developing the student's ability to better understand the needs of the organization and its users. Students gain a sensitivity to the human and cultural factors operating within an organization. This knowledge will facilitate the effective and efficient application of information technology.

The sensitivity to the non-technology factors are developed through extensive project experiences incorporating oral, written and presentation skills both within the IT department and between the IT department and non-IT departments. Interpersonal skills, both individual and group, are emphasized in order to better prepare the student for a successful career.

A cohort model is employed in which all students take the same courses each semester thereby progressing through the entire program together. The program has a fixed sequence and there are no electives. Since students work collaboratively on a significant IT project, the cohort model enables them to develop stronger interpersonal skills.

The program consists of 36 graduate semester hours. Approximately 60% of the program material is delivered via blended distance education. The remaining 40% is created and delivered by Bellarmine faculty. The program is offered in a two night per week format. Attendance one night is required of all students for the "local" course and the in-house part of the blended distance education courses.

An optional second night is available to the students to meet with faculty who can assist them with any of the material provided in the blended distance education courses. This evening is also available for the students to work collaboratively on homework and projects. The program is a fast paced and challenging way to revitalize your career or prepare for a new one in IT.

Requirements for Admission

1. An undergraduate degree along with official transcripts of all graduate and undergraduate work.
2. Two letters of recommendation.
3. An undergraduate GPA of 2.75 (on a 4.0 scale).
4. Satisfactory score on either the GRE or GMAT.
5. Completed graduate application with accompanying \$25.00 fee
6. Official report of TOEFL (Test of English as a Foreign Language) scores if appropriate.

All applications and correspondence relevant to admissions should be directed to the program director. Application forms may be obtained by writing, calling or emailing:

Michael Mattei, Executive Director
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: 502-452-8441
mmattei@bellarmine.edu

Requirements for Degree

1. Completion of 36 hours of graduate credit in MAIT courses, 30 hours of which must be earned at Bellarmine University.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
3. Completion of all degree work within six years from date of entry.

Program Details

The program is comprised of three thematic areas. The IT Foundations area focuses on the basic tools that the student will need to be successful. The System Engineering and Project Management details the approaches that can be employed to apply the tools to the needs of the organization. The third area, Individual, Group and Organization Success Factors, is designed to teach the student how to effectively communicate and understand the needs of the organization and stakeholders of the organization.

Each course runs the full semester. The three courses are thus taken concurrently during the semester. The program runs four consecutive semesters including summer.

The following table summarizes the courses by semester within thematic area:

Sem	Information Technology Foundations	Systems Engineering and Project Management	Individual, Group and Organizational Success Factors
1	DBMS using Oracle	Systems Engineering I, Systems Analysis	Business Fundamentals and Strategic Planning
2	Java2 Programming	Systems Engineering II, Systems Design	Technical Communications and Interviewing Skills
3	Networks, Internet & Intranet Infrastructure	Systems Engineering III, Systems Construction, Implementation and Operation	Team Building, Negotiations and Organizational Change Management
4	IT Security and Risk Management	Systems Project Management	IT Based New Venture Creation

Course Titles and Description

All courses are three semester hours. Since the program of study is fixed, the courses must be taken as shown in the table above.

AIT 520 Java2 Programming

This is an introductory course in object-oriented programming using the Java language. The basics of computer programming and the Java language are covered including data types, control structures, methods, arrays, recursion, event-driven programming and Java class libraries. This course covers most of the material required to pass the Sun Certified Programmer for the Java Platform Exam.

AIT 521 Systems Project Management

This course covers project management fundamentals including project estimating, planning, procurement, scheduling, risk management, and quality assurance. Students successfully completing this course will be prepared to sit for the Project Management Professional (PMP) certification exam.

AIT 522 Business Fundamentals and Strategic Planning

This course presents a functional view of the organization from the perspective of senior management. Foundational topics from marketing, management, finance, accounting, human resources, law and strategic planning are covered to enable the student to better understand the goals and challenges of an organization.

AIT 523 DBMS using Oracle

This course will focus on data management principles and administration in an Oracle environment. Topics covered include relational principles, fundamentals of database design, normalization and physical design, managing storage, data integrity, SQL and PL/SQL program constructs. Upon successful completion of this course, students will be able to sit for Oracle exam 1Z0-001.

AIT 524 Systems Engineering I, Systems Analysis

A critical part of most system development efforts is understanding the context in which the application is conceived and developed. The goal of this course is provide a solid foundation of the tools and techniques employed during the preliminary investigation and systems analysis phase of an IT project. Topics covered include requirements discovery, data modeling, process modeling, feasibility analysis, object-oriented analysis and creation of the systems analysis proposal. The application of the skills developed in this course is reinforced with a class project that is initiated in this course.

AIT 525 Technical Communications and Interviewing Skills

Effective communication with users, customers, vendors and IT professionals is critical to insure successful system identification, design and implementation. This course is the first of two courses (AIT 528 is the second course) focusing on building effective communication skills. Topics covered include verbal communication, nonverbal communication, listening and critical thinking, intercultural communication, proposal and report writing, skillful questioning, interviewing for information gathering, interviewing for persuasion, interviewing with a learning perspective and creating effective presentations.

AIT 526 Networks, Internet & Intranet Infrastructure

This course covers data communications and networks including the OSI model, enterprise operating system technologies, protocols, topologies, data transmission, data integrity and data security, TCP/IP, hardware, internet, intranet and extranet technologies, and internet security. The topics covered in this course map to the CompTIA Network+ certification exam.

AIT 527 Systems Engineering II, Systems Design

This course builds on AIT 524 by covering the techniques necessary to complete the second phase of a IT development effort, the system design. Topics include application architecture and modeling, object-oriented design, database design, input design, output design, user interface design and prototyping. The problems and pitfalls of multi-vendor systems are also explored in this course. This course expands the class project begun in the AIT 524 course.

AIT 528 Team Building, Negotiations and Organizational Change Management

This course extends the topics covered in AIT 525 by focusing on group process and the challenges of effective communication. Topics covered include the dynamics of small group discussion, group leadership, conflict and problem solving. Negotiating skills including strategizing, planning, tactics, leverage and ethics are also covered in the course. Since information systems often lead to radical changes in organizational process, this course will also examine how effective communications can facilitate changes in organizational culture necessary for the adoption new systems.

AIT 529 IT Security and Risk Management

As more and more organizations become dependent on information systems, the demand for accurate, reliable and 24/7/365 system availability has become the norm. Designing and insuring systems that can endure and survive attack is the primary focus of this course. Physical and operating security will be explored at the network, operating system, DBMS, application and data layer. Protecting systems from internal as well as external threats and natural disasters will be covered in this course. The course is designed to cover the common body of knowledge concepts and topics defined by the International Information Systems Security Certification Consortium for the CISSP certification exam.

AIT 530 Systems Engineering III, Systems Construction, Implementation and Operation

The focus of this course is on the third and fourth phases of systems development, namely the programming, component integration, implementation and operation of the information system. During this course, the students will complete the creation of the project begun in AIT 524.

AIT 531 IT Based New Venture Creation

This course examines information systems which are central to the success of an organization, whether the organization is a startup or one venturing into a new line of business or way of doing business. This capstone course will require students to identify emerging technologies, critically evaluate the strengths and weaknesses of the technology, examine the technical, organizational and economic benefits and costs, and determine if and how the technology can be integrated with corporate strategy. The course uses an entrepreneurial framework to reinforce the business topics covered in AIT 522 and expose students to the challenges faced by entrepreneurs and intrapreneurs. Students will prepare a comprehensive three year business plan which will integrate many of the concepts of strategy, marketing and finance as they pertain to new venture creation.

Master of Science in Laboratory Administration (MSLA)

Susan A. Keating, DA, MT(ASCP), Department Chair
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Telephone: 502.452.8357
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Mary Beth Adams, MEd, Cheryl K. Stewart, MS, Madelon F. Zady, EdD,
Adjunct Faculty: Karen George, MBA

Program Overview

The purpose of the Laboratory Administration master's degree program is to foster the skills that current and aspiring medical laboratory managers require to be leaders in a health care facility as well as in the medical community, to be advocates for their profession, and to serve society. The curriculum is designed to expand the student's knowledge base, diversify perspective, and provide a broad foundation for clinical judgment and ethical decision-making. Educational experiences are formulated to develop individuals who think critically, communicate effectively, analyze and solve problems, and apply intellect and moral principles in challenging situations.

The curriculum is designed to prepare graduates who have problem solving skills and the knowledge required to be responsible practitioners, scholars and leaders in the laboratory professions into the 21st century. The content will help prepare practitioners to serve their communities with particular sensitivity, understanding and commitment to medically underserved populations. Graduates will not only provide health care but also educate other practitioners and influence the evolution of health care delivery in their community, state, region and profession. Course work has been developed to challenge graduates to assess changing needs and competing priorities with limited resources so as to deliver health care to all populations.

Program Description

The Master of Science in Laboratory Administration degree program is designed for the advanced education and career enhancement of medical laboratory scientists (Clinical Laboratory Scientists, Cytotechnologists, Histotechnologists, Histocompatibility Technologists, Cytogeneticists, and other health professionals).

A technology-enhanced distance education model will maximize resources and expand availability of graduate study to students throughout the region. Courses will utilize primarily the Internet, which will be supplemented by interactive video, voice and data *via* KTLN. On-campus sessions will be scheduled on weekends (typically 3 times per semester) to accommodate graduate students who hold full-time clinical positions.

Admission Requirements

All candidates must meet general admission requirements as stipulated by the Lansing School and Bellarmine University. Admission must be approved by the MSLA Admission, Progression and Graduation Committee. The criteria below must be met for unconditional admission. An applicant who lacks one or more of the criteria may be considered for admission with probationary or conditional status.

- Applicants for the master’s program must have an earned bachelor’s degree with a minimum 2.75 (on a 4.0 scale) grade point average on all course work from a fully accredited institution of higher learning. The bachelor’s degree may be in Clinical Laboratory Science, Medical Technology, Cytotechnology, Histology, Cytogenetics or any major plus completion of a nationally accredited health sciences program and/or national certification in a medical laboratory-related discipline.
- Submit official transcripts of all undergraduate and graduate course work.
- File a Graduate Admission Application form with application fee. Application form is available from the University’s Admissions Office, the department office and at nursing.bellarmino.edu/cis.
- Students for whom English is a second language must submit official report of TOEFL scores.
- Satisfactorily complete the Graduate Record Examination (GRE) and submit scores in accordance with Bellarmine University’s graduate program policies. Scores must be submitted before registration for the second semester of course work.
- Two letters of recommendation from individuals who can attest to the applicant’s academic and/or professional capabilities and potential are required. Forms are provided.

Master of Science in Laboratory Administration

Curriculum Design

Course work in the curriculum is organized in tiers and builds upon the scientific and general education foundation of eligible students and prepares them for leadership roles in medical laboratory practice. Principles and application of methods to ensure the accuracy and efficacy of laboratory results; federal, state and accreditation policies and regulations; and an in-depth exploration of health care policy and ethical issues pertain to any area of clinical sciences practice. The curriculum provides the infrastructure applicable for all Laboratory Administration graduate students, regardless of their specialty and career aspirations.

Tier

1	*MSLA600 Health Policy	3
	*MSLA 608 Healthcare Administration	3
	*MSLA613 Quality Assurance and Laboratory Regulations	4
	*HUM 543 Bioethics	3

Tier

2	MSLA 625 Financial Aspects of Healthcare	3
	MSLA 612 Healthcare Information Systems	3
	*MSLA 614 Personnel Management	3
	*MSLA 602 Laboratory Administration Seminar	1
	*MATH 600 Applied Statistics	4
3	* MSLA 606 Administrative Analysis	3
	MSLA 616 Marketing Laboratory Services	3
	MSLA 629 Pathologic Concepts for Clinical Decision Making	3
	MSLA 603 Research Methods	3
	MSLA 626 Outcomes Measurements and Evaluation	3
4	MSLA 640 Laboratory Administration Project	2
	MSLA 642 Laboratory Administration Thesis	2
	MSLA 643 Laboratory Administration Thesis Extension	1

Note: An asterisk indicates required courses.

Degree Requirements

- < 36 credit hours in the MSLA Program.
- < Maintain at least a 3.0 GPA [4.0 scale] in all graduate course work
- < Successfully complete comprehensive/final examination(s)
- < Minimum of 24 hours of graduate credit must be completed at Bellarmine University
- < Degree requirements must be completed within six years

Master of Science in Laboratory Administration Course Descriptions

MSLA 600 Health Policy (3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal level are used for analysis of the relationship of health care to policy making. Selected organizational, systems, legislative, ethical, and regulatory problems provide course content.

MSLA 602 Laboratory Administration Seminar (1)

The seminar course will address the skills required of a successful laboratory scientist to communicate effectively with peers, other health professionals, clients, and the general public. Interaction between laboratory science professionals and the community is essential to planning, researching, and delivering health care services. The capabilities necessary to conduct background research and deliver an effective presentation will be developed. Research, planning and instructional material preparation, and delivery skills will be covered. Students will present appropriate medical laboratory science topics to faculty and peers. Each student will also demonstrate the ability to interact with a community audience and to function in an educator role by investigating, preparing and delivering a presentation to the class and to a community group. (Prerequisite: permission of department chair)

MSLA 603 Research Methods

(3)

An introduction to the basic methods of research. The content focuses on analyzing and evaluating research. Published research in student's area of concentration will be critically analyzed. (Prerequisites: MATH 600)

MSLA 606 Administrative Analysis and Advanced Laboratory Statistics

(3)

Applications-based analytical and statistical processes are used to demonstrate capital investment strategy, break-even analysis for billing and Federal billing regulation compliance issues related to writing the compliance plan, coding for billing, local medical review policy and advanced beneficiary notification. Special attention will be given to physician and client evaluations of the laboratory. Adherence to accrediting agency requirements related to process improvement will be stressed. Special emphasis will be on quality control and continuous quality improvement strategies to include evaluations of sensitivity, specificity, predictive values and ROC charts. Detection and control of unstable error will be explored through a statistical modeling approach. Computerized performance management systems and innovations in compliance strategies will be featured. Strategies for survival in a difficult financial/regulatory environment will be considered such as strategic planning, networking and outreach/marketing. Student evaluation will be based on projects and papers. (Prerequisites: Statistics course and permission of department chair)

MSLA 608 Healthcare Administration

(3)

This course is designed to explore leadership skills necessary to manage change in complex health care delivery systems. The content focuses on examining individual strengths necessary to collaborate effectively within and across healthcare disciplines. Management strategies and organizational theories are explored for application to health care. (Pre/corequisites: MSLA 625)

MSLA 612 Healthcare Information Systems

(3)

Students are introduced to roles played by information and information systems in healthcare. The test result represents the laboratory product that plays an integral role in diagnosis and treatment or disease, and monitoring of the patient's health status. Laboratory data has to be captured, transformed into usable information, collated, stored, and retrieved. To accomplish these tasks, information systems and network are required. (Prerequisite: permission of department chair)

MSLA 613 Quality Assurance & Laboratory Regulations

(4)

Accreditation processes are evaluated with special emphasis on standards established by agencies and organizations such as JCAHO, CAP, FDA, and NCCLS (FCC). The continuing quality control demands of the Clinical Laboratory Improvement Act of 1988 (CLIA '88) and the various accrediting bodies are addressed through a statistical approach that examines descriptive and inferential analyses to include hypothesis testing (t-test), power and confidence intervals, OVA-testing and regression analysis, TEA algorithms, bias studies, method comparison/validation studies, performance and utilization management systems, standard compliance issues related to Medicare laboratory fee schedules, CPT and ICD coding, reimbursement strategies and other billing practices are presented and tied into the finance of the laboratory enterprise. (Prerequisite: Permission of department chair.)

MSLA 614 Personnel Management**(3)**

This course is designed for graduate students who are or who plan to become hospital or clinical laboratory department managers. The course includes personnel management skills such as creating job descriptions, conducting personnel evaluations, understanding and responding to workplace legislation, understanding personality types in relation to job performance, applying quality control and efficiency measures, and creating workplace schedules. The course contents are based on the personnel management components of the College of American Pathologies (CAP) Diplomate in Laboratory Management (DLM). The course uses the Society for Human Resource Management (SHRM) and US Department of Labor (US DOL) web sites as primary resources. Students will complete the majority of reading, research, and written assignments online. Cross-listed with Nur. 614. (Prerequisite: permission of department chair)

MSLA 616 Marketing Laboratory Services**(3)**

Marketing skills are essential for laboratory managers in the current highly competitive health care environment. Instruction and assignments are designed to assist students in developing and applying marketing skills from market assessment and staff development to legal and ethical issues. (Prerequisite: permission of department chair)

MSLA 625 Financial Aspects of Health Care**(3)**

This course enables the student to gain a broader understanding of the changing issues affecting the financing of health care in today's integrated health care delivery systems. The financial incentives and implications of various models of health care delivery and reimbursement are explored. Basic financial concepts and tools are applied to health care settings.

MSLA 626 Outcomes Measurement and Evaluation**(3)**

This course examines the process of evidence-based decision-making. Current methodologies used to evaluate practice changes in a variety of health care and education settings are discussed, including program evaluation, outcomes research, and CQI techniques. Emphasis is on obtaining and evaluating available evidence and identifying, measuring, and analyzing outcomes. (Prerequisite: MSLA 603)

MSLA 629 Pathophysiologic Concepts of Clinical Decision Making**(3)**

This course present pathophysiologic concepts essential for critical thinking and clinical decision making. The emphasis is pathophysiology applied to health promotion, disease prevention, and disease management.

MSLA 640 Laboratory Administration Project**(2)**

Clinical project or research project conducted under the guidance of a faculty member. The course goal is to promote the development of analytical and critical reading skills in the development and application of innovative solutions in clinical laboratory administration. (Prerequisites: MSLA 613, MATH 600, MSLA 608, MSLA 602, and MSLA 600 and permission of department chair)

MSLA 642 Laboratory Administration Thesis**(2)**

The laboratory administration project developed in MSLA 640 is expanded to a formal thesis under the direction of a thesis committee. After final presentation and approval by the thesis committee, the thesis is submitted for binding and microfilming. (Prerequisite: MSLA 640)

MSLA 643 Laboratory Administration Thesis Extension**(1)**

This course is available to students who did not complete MSLA 642. (Prerequisite MSLA 642)

Cognate Courses

Hum. 543 Bioethics

(3)

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students.

Math 600 Applied Statistics

(4)

Basic statistical principles and use of computer software packages in statistical analysis. Topics include descriptive statistics and graphical techniques of data presentation, sampling, hypothesis testing, regression and correlation, and analysis of variance and covariance.

Graduate Programs in Nursing

Susan H. Davis, EdD, ARNP, Dean

Sherill N. Cronin, PhD, RN,c, Program Director
Miles Building 203, Phone 502/452-8149
scronin@bellarmine.edu

Linda B. Cain, MSN, RN; Margaret E. Miller, PhD, RN; Joan C. Masters, MA, MBA, RN

All full-time nursing faculty are registered nurses (RNs).

Master of Science in Nursing (MSN)

Program Accreditation

The Master of Science in Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW #530, Washington, DC 20036, tel. (202) 887-6791.

Program Overview

The purpose of the Master of Science in Nursing is to prepare nurses to improve nursing practice through the advancement of theories of nursing and research. The graduate of this program is prepared in education or administration. Consistent with Bellarmine's goal to prepare leaders for our society, graduate students in nursing will be able to effect change within health care.

The graduate program leading to the Master of Science in Nursing builds on the baccalaureate degree. The curriculum is designed to meet the individual needs of students, while maintaining a sound academic program in nursing. Each student formulates his or her educational goals with a faculty advisor and maintains a close liaison with the advisor throughout the program of studies. The program is designed for part-time study. A plan is also available for full-time study.

Program Outcomes

Graduates of the MSN program will be able to:

1. Synthesize advanced theoretical, empirical, and ethical knowledge to influence nursing practice.
2. Demonstrate competence in a professional role in administration or education.
3. Use research skills to identify practice and system problems, initiate change, and improve outcomes.
4. Assume leadership roles that contribute to social, cultural, economic, and political changes to improve health care delivery, health promotion and disease prevention, and to advance professional nursing.

Areas of Concentration

Nursing Administration

The nursing administration track prepares professional nurses to function in management positions in a variety of health care settings. Students focus on financial and economic aspects of health care, human and resource management, and organizational leadership. Selected clinical, administrative, and research experiences provide the student with the opportunity to function as a nurse administrator. Practica must be completed in nursing administration.

Nursing Education

The nursing education track prepares professional nurses to function as beginning nurse educators. This may be in the area of staff development, health education, or preparation of nursing students. Selected teaching and research experiences in clinical and classroom settings provide the student with the opportunity to function as a nurse educator. Practica must be completed in nursing education.

MSN/MBA Program

The MSN/MBA program offers professional nurses a unique opportunity to prepare for leadership, management, and health policy roles in health care organizations. Students complete requirements of both the MSN nursing administration track and the MBA program. Ten hours from the MBA are applied to the MSN requirements of Nurs. 625, Math. 600, and an elective.

Degree Requirements

1. 37–39 hours of graduate credits in nursing and/or related fields.
2. A minimum of 24 hours of graduate credits earned in residence at Bellarmine.
3. Maintenance of a 3.0 GPA out of 4.0 overall grade point average throughout the program.
4. Completion of degree work within six (6) years from the time of entry.

Admission to the MSN Program

Admission to the master's program requires approval by the MSN Admission, Progression, and Graduation Committee. The criteria below must be met for unconditional admission. An applicant who lacks one or more of the criteria may be considered for admission with probationary or conditional status.

1. Be a registered nurse and hold a baccalaureate degree from an accredited institution.
2. File a Graduate Admissions Application form with application fee.
3. Submit official college transcripts of all graduate and undergraduate degrees and credits from accredited institutions.
4. Submit statement on application form outlining how a MSN degree will help meet your professional goals.
5. Submit two letters of recommendation.

6. Satisfactorily complete GRE and submit official record of scores.* (Students applying for the MSN/MBA program take the GMAT instead of the GRE.)
7. Students for whom English is a second language must also submit official report of TOEFL scores.

* GRE must be completed by the end of the first semester enrolled.

Registered Nurses with a bachelor's degree in an area other than nursing may be admitted to the MSN program after satisfactorily completing six undergraduate prerequisite courses. The six undergraduate prerequisite courses are:

Nur. 301 Dynamics of Professional Nursing	3
Nur. 311 Health Assessment	3
Nur. 313 Pharmacology	2
Nur. 410 Nursing Process in the Community	5
Nur. 431 Complex Health Problems	4
Nur. 435 Nursing Leadership and Management	3

Questions should be directed to Dr. Sherill Cronin, Director MSN Program, 502-452-8149 or 1-800-274-4723, e-mail scronin@bellarmine.edu. Application forms may be obtained by writing or calling:

Julie Armstrong-Binnix
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8364
 Email: julieab@bellarmine.edu

Master of Science Degree in Nursing Curriculum Design

NURSING ADMINISTRATION

Nursing Core Courses

Nur. 600 Health Policy	3
Nur. 602 Theories in Nursing	3
Nur. 603 Research Methods	3
Nur. 605 Clinical Practice Concepts	3
Nur. 626 Outcomes Measurement and Evaluation	3

Cognate Courses

Math. 600 Applied Statistics	4
Hum. 543 Bioethics	3

Specialty Courses

Nur. 608 Healthcare Administration	3
Nur. 618 Practicum I	2
Nur. 619 Practicum II	2
Nur. 625 Financial Aspects of Health Care	3
Nur. 640 Project	2

350 Graduate Studies

Nur. 642 Thesis Option	2
Elective by Advisement	3

TOTAL 37–39

NURSING EDUCATION

Nursing Core Courses

Nur. 600 Health Policy	3
Nur. 602 Theories in Nursing	3
Nur. 603 Research Methods	3
Nur. 605 Clinical Practice Concepts	3
Nur. 626 Outcomes Measurement and Evaluation	3

Cognate Courses

Math. 600 Applied Statistics	4
Hum. 543 Bioethics	3

Specialty Courses

Nur. 606 Practicum I	2
Nur. 607 Practicum II	2
Nur. 609 Nursing Education	3
Nur. 627 Educational Theories and Curriculum Development	3
Nur. 629 Pathophysiologic Concepts for Clinical Decision Making	3
Nur. 640 Project	2
Nur. 642 Thesis Option	2

TOTAL 37–39

RN–MSN Program

The RN-MSN program provides an avenue towards the MSN for Registered Nurses desiring an accelerated path, which bypasses the BSN degree. Nurses with a diploma or ADN with the 55 required lower level courses take 24 credit hours of prerequisite undergraduate courses in the liberal arts and 20 credit hours of upper level BSN courses. This course work prepares the nurse to meet the program objectives for the BSN program, but the nurse will not receive a baccalaureate degree.

Requirements for Admission

- 1. Completion of a state-approved prelicensure program for registered nursing.
- 2. Successful completion of the RN Mobility II examination (diploma graduates only).
- 3. A completed and signed application to the RN-MSN program with application fee.
- 4. An official transcript of associate degree or diploma and any other college work.

Progression to the MSN-level courses requires:

- 1. Undergraduate course GPA of 2.75 or greater.
- 2. Completion of the GRE.
- 3. Minimum of 3 years of nursing experience.

RN–MSN Program Curriculum Design

Lower-level General Education Requirements:

English Composition	3
Natural Sciences *	15
Math	3
Social Sciences **	6
Lower-Level Nursing Courses (ASN or ADN)	28

* May include Chemistry, General Biology, Anatomy and Physiology, Microbiology, or Nutrition.

** May include Introduction to Psychology, Introduction to Sociology, Life-Span Development, or other Social Science courses.

BU Core requirements, 24 credit hours

Literature	3 hr
Intro Philosophy	3 hr
Theology (200 + 3/400 level)	6 hr
Western Tradition	3 hr
Art, Music, or Theater course	3 hr.
IDC 200	3 hr.
IDC 301	3 hr
IDC 401	3 hr

BSN courses, 20 credit hours

N301 Dynamics Prof Nurs.	3 hr	N410 Community	5 hr
N311 Health Assessment	3 hr	N431 Complex Health	4 hr
N313 Pharmacology	2 hr	N435 Nursing Leadership	3 hr

MSN Core Courses, 15 credit hours

N600, Health Policy	3 hr
N602, Theories in Nursing	3 hr
N605, Clinical Practice Concepts	3 hr
N603, Nursing Research	3 hr
N626, Outcomes Measurement & Eval.	3 hr

MSN Cognate Courses, 7 hr

Math 600, Applied Statistics	4 hr
Humanities 543, Bioethics	3 hr

Nursing Administration, 15 credit hours

N625, Financial Aspects	3 hr
N608, Healthcare Administration	3 hr
N618, Practicum I	2 hr
N619, Practicum II	2 hr
Graduate Elective	3 hr
N640, Project	2 hr
N642, Thesis Option	2 hr

Total hours 136-138

Nursing Education, 15 credit hours

N629, Pathophysiology	3hr
N627, Theories and Curriculum	3 hr
N609, Nursing Education	3 hr
N606, Practicum I	2 hr
N607, Practicum II	2 hr
N640, Project	2 hr
N642, Thesis Option	2 hr

Total hours 136-138

Master of Science in Nursing

Course Descriptions

Nur. 600 Health Policy (3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal level are used for analysis of the relationship of healthcare practitioners to policy making. Selected organizational, systems, legislative, ethical, and regulatory problems provide course content.

Nur. 602 Theories in Nursing (3)

Provides an introduction to the process of theory development, application, and evaluation. Middle range theories are explored in detail. Each student has the opportunity to select a middle range theory and develop a method whereby he or she could evaluate this theory for practice.

Nur. 603 Research Methods (3)

An introduction to the basic methods of research. The content focuses on analyzing and evaluating research. Published research in student's area of concentration will be critically analyzed. (Pre/corequisites: Math. 600, Nur. 602.)

Nur. 605 Clinical Practice Concepts (3)

This course is designed to develop advanced nursing knowledge and skills. Focus is on health promotion and disease prevention concepts used in nursing practice in selected populations. Concepts will be explored with an emphasis on theory based nursing practice, critical thinking and use of research in practice. Students will apply this knowledge in a 45-hour practicum. (Pre/corequisite: Nur. 602.)

Nur. 606 Nursing Education Practicum I (2)

This course is designed to provide guided experiences in developing skills in nursing education. The focus is on didactic instruction and measurement of learning outcomes. Students assess and define their learning needs, select appropriate experiences, and participate in selected learning activities directed by a mentor/preceptor and a graduate faculty member. (45 hours equal 1 credit hour; Seminar & clinical.) (Prerequisites: Nur. 609, 629.)

Nur. 607 Nursing Education Practicum II (2)

This course is designed to provide students with an opportunity to work closely with a nurse educator in the clinical setting. The focus is on clinical instruction and evaluation of students' performance. Students work on designated and/or self-designed projects during the practicum. (45 hours equal 1 credit hour; Seminar & clinical.) (Prerequisite: Nur. 609, 629.)

Nur. 608 Healthcare Administration (3)

This course is designed to explore leadership skills necessary to manage change in complex health care delivery systems. The content focuses on examining individual strengths necessary to collaborate effectively within and across health care disciplines. Management strategies and organizational theories are explored for application to health care. (Pre/corequisite: Nur. 625.)

Nur. 609 Nursing Education**(3)**

This course explores the professional and leadership roles and responsibilities of the nurse educator. The work of the nurse educator within the academic and/or health agency/facility and among various learner/student populations is explored. Accreditation standards, statutory regulations, legal aspects and ethical issues effecting nursing education are examined. (Prerequisite: Nurs. 627. Pre/corequisite: Nurs. 626.)

Nur. 614 Personnel Management**(3)**

This course is designed for graduate students who are or who plan to become hospital or clinical laboratory department managers. The course includes personnel management skills such as creating job descriptions, conducting personnel evaluations, understanding and responding to workplace legislation, understanding personality types in relation to job performance, applying quality control and efficiency measures, and creating workplace schedules. The course contents are based on the personnel management components of the College of American Pathologies (CAP) Diplomate in Laboratory Management (DLM). The course uses the Society for Human Resource Management (SHRM) and US Department of Labor (US DOL) web sites as primary resources. Students will complete the majority of reading, research, and written assignments online. Cross-listed with MSLA 614. (Prerequisite: permission of department chair)

Nur. 618 Nursing Administration Practicum I**(2)**

This course enables the student to demonstrate skills in analyzing specific problems in health care delivery systems. Students examine a problem from multiple perspectives (e.g., financial, policy, legal, ethical) and provide an in-depth analysis with specific recommendations for change or improvement. (45 hours equal 1 credit hour; Seminar & clinical.) (Prerequisite: Nur. 608.)

Nur. 619 Nursing Administration Practicum II**(2)**

This course enables the student to practice in an administrative role within a health care delivery system. The student provides leadership to a group with the purpose of implementing and evaluating a specific change within the selected health care system. (45 hours equal 1 credit hour; Seminar & clinical.) (Prerequisites: Nur. 618.)

Nur. 623 Independent Study**(3)**

May be selected by graduate nursing students. (Prerequisite: Permission of MSN Program Director.)

Nur. 625 Financial Aspects of Health Care**(3)**

This course enables the student to gain a broader understanding of the changing issues affecting the financing of health care in today's integrated health care delivery systems. The financial incentives and implications of various models of health care delivery and reimbursement are explored. Basic financial concepts and tools are applied to health care settings.

Nur. 626 Outcomes Measurement and Evaluation**(3)**

This course examines the process of evidence-based decision-making. Current methodologies used to evaluate practice changes in a variety of health care and education settings are discussed, including program evaluation, outcomes research, and CQI techniques. Emphasis is on obtaining and evaluating available evidence and identifying, measuring, and analyzing outcomes. (Prerequisite: Nur. 603.)

Nur. 627 Educational Theories and Curriculum Development (3)

This course examines nursing education in various settings and discusses educational theories and curriculum development, and evaluation of student learning and performance. Emphasis is placed on historical beginnings, foundations of higher education, theoretical perspectives, and curriculum components and design. (Pre/corequisite: Nur. 603.)

Nur. 629 Pathophysiologic Concepts for Clinical Decision Making (3)

This course presents pathophysiologic concepts essential for critical thinking and clinical decision making. The emphasis is pathophysiology applied to health promotion, disease prevention, and disease management.

Nur. 640 Project (2)

Promotes basic skills or research and scholarly writing by an in-depth exploration of a nursing topic or problem. Clinical project or research study is completed under the guidance of a faculty member. (Pre/corequisites: Nur. 606/607 or Nurs. 618/619.)

Nur. 641 Thesis Extension (1)

May be taken if thesis is not completed in Nur. 642. May be repeated one time.

Nur. 642 Thesis Option (2)

This course is designed for the student who desires to complete a thesis. An additional two credit hours are required. The project developed in Nur. 640 is expanded to a formal thesis under the direction of a thesis committee. After final presentation and approval by the thesis committee, the thesis is submitted for binding and microfilming. (Pre/corequisites: Nur. 640.)

Cognate Courses

Hum. 543 Bioethics (3)

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students.

Math. 600 Applied Statistics (4)

Basic statistical principles and use of computer software packages in statistical analysis. Topics include descriptive statistics and graphical techniques of data presentation, sampling, hypothesis testing, regression and correlation, analysis of variance and covariance.

Graduate Program in Physical Therapy

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David Boyce, EdD; Joseph A. Brosky, MS; Elizabeth Ennis, MSPT; Patricia D. Gillette, PhD;
Christine Laliberte King Price, MMSc; Nancy L. Urbscheit, PhD

The Physical Therapy program offers professional preparation in physical therapy. The program awards the BHS degree after 126 credit hours and completion of all general education requirements. The MPT degree in physical therapy is awarded at the conclusion of the graduate program.

Physical therapists are health care professionals who provide service to individuals with physical impairments, functional limitations, disabilities or changes in physical function and health status resulting from injury, disease of other causes.

Physical therapists

- Examine and evaluate individuals with movement related problems
- Diagnose and manage movement dysfunction to enhance physical and functional abilities
- Promote physical function and wellness to provide optimal quality of life as it relates to movement and health
- Prevent the onset of symptoms and the progression of movement related problems

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, home health agencies, pediatric facilities and nursing homes.

Program Start Date and Student Matriculation

Summer	Transfer students who will meet the following Bellarmine University Physical Therapy program course requirements: <ul style="list-style-type: none"> • One semester of Algebra/Trigonometry, Pre-Calculus or Calculus • One semester of Biology with Lab * • Two semesters of Anatomy & Physiology with Labs* • Two semesters of Chemistry with Labs* • Two semesters of Physics with Labs* • One semester of Advanced Human Mammilian or Patho-Physiology • One semester of Introductory Psychology • One semester of Advanced Psychology • One semester of Statistics
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* At level of a science major

Students seeking intervening BHS degree must meet Bellarmine University General Education requirements.

Physical Therapy
Program for a Master of Science Degree in Physical Therapy

Year 1 Summer	Year 1 Fall	Year 1 Spring
Biology 513 1	PT 502 3	PT 513 4
PT 532 3	PT 560 5	PT 525 5
PT 524 3	PT 580 2	PT 545 4
PT 516 3	PT 535 2	PT 555 3
PT 655 2	PT 540 3	PT 625 2
	Gen Ed IDC 401 3	
12	18	18

** Bachelor of Health Science awarded to students seeking intervening bachelors degree

Graduate Semester I	Graduate Semester II	Graduate Semester III
PT 600 3	Hum 543 3	PT 630 3
PT 610 5	PT 650 4	PT 612 3
PT 615 5	PT 605 3	PT 645 4
Biol 515 4	PT 680 4	PT 618 5
	PT 640 3	PT 635 3
	PT 670 3	
17	20	18

Graduate Semester IV	Graduate Semester V	
PT 710/720/730 10	PT 710/720/730 10	
PT 685 2	PT 710/720/730 10	
12	20	Total Credits 135

* Students not prepared for Mathematics 117 should take Mathematics 116.

** Upon successful completion of the program of study, the student will be awarded the Master's degree in Physical Therapy (MPT).

Physical Therapy Course Descriptions

PT 502 Research in Physical Therapy I

(3)

An introductory course in physical therapy research. Validity and reliability issues in clinical research, basic clinical tests and measures and research consumerism that articulate with the professional courses taught during the first year fall semester will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 513 Clinical Education I

(4)

The first clinical education experience in the curriculum consists of two components: (1) a series of discussions related to patient and practitioner interaction, teaching and learning in the clinical setting, professional behavior, and operational particulars to prepare students for the clinical education experience; (2) eight full days in a local clinical facility. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

Biol. 513 Clinical Correlation in Anatomy

(1)

This course is taught concurrently with PT 532 – Applied Clinical Anatomy and is intended to provide the first semester PT student clinical examples relevant to gross anatomy. Students will be exposed to clinical perspectives and the application of gross anatomy knowledge to physical therapy clinical practice. (Prerequisite: Permission of the Program Director.) *Summer session offered yearly.*

Biol. 515 Dissection Laboratory in Human Anatomy

(4)

This course provides a guided experience in the dissection of the musculo-skeletal and peripheral nervous system of a human cadaver to students in the Physical Therapy Program. (Prerequisite: Permission of the program director required.) *Summer semester. Offered yearly.*

PT 516 Psychosocial Responses to Illness, Disability, and Health Care

(3)

Examination of factors at the individual and society levels that affect the health care system and influence illness behavior. There will be opportunity to explore the factors that affect successful patient-provider interaction, touching on communication, cultural issues and values of the client and provider. The student will also study issues of the dying patient and professional burnout. (Prerequisite: Permission of the program director required.) *Summer semester. Offered yearly.*

PT 524 Basic Patient Management

(3)

An introduction to patient care procedures necessary for physical therapists, especially in inpatient settings. The course will emphasize patient and practitioner safety, including prevention of nonsocomial injuries and infections and the scientific and clinical application of exercise to a patient population. The role of exercise in physical therapy and the foundation of basic exercise principles will be presented. Introduction to and delivery of basic types of exercises, including passive, active-passive, active range of motion, stretching, and progressive resistive exercise will be presented. Introduction to the basic principles of documentation using the Problem Oriented Medical Record, SOAP format and the Guide to Physical Therapy Practice will be presented. Prerequisite: Permission of the program direction required. *Summer semester. Offered yearly.*

PT 525 Exercise Physiology and Nutrition for Physical Therapists (5)

This course will prepare the student to perform a health risk assessment, fitness and exercise evaluation, and body composition analysis and interpret the results to develop an exercise prescription for the well individual. Factors that affect exercise performance and the body's adaptation to strength and endurance training will be covered. Basic nutrition needs for health, athletic performance, and rehabilitation will be addressed. Alternative nutritional delivery methods such as IVs and feeding tubes will be explored as well as the nutritional needs of patients with burns, cancer, or skeletal fractures and osteoporosis. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 532 Applied Clinical Anatomy (3)

This course will integrate physical therapy clinical practice concepts with basic musculoskeletal and neuromuscular anatomy and basic histology. Kinesiological concepts of movement will be introduced. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 535 Pharmacology (2)

Students will be introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment will be addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 540 Functional Anatomy (3)

Basic clinic applications of static situations, connective tissue biomechanics, and vertebral and extremity muscle kinesiology. Clinical applications of joint mechanics, arthrology, normal and pathological human locomotion, and other movement patterns will be discussed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 545 Neuroscience for Physical Therapy (4)

This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology to patient populations. From this understanding, theories of motor control and movement science will be addressed. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 555 Orthopaedics for Physical Therapists (3)

The role of the physical therapist in the management of common orthopaedic problems will be presented. Etiology, pathology, evaluation, diagnosis and medical and surgical treatment of the patient will be presented. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 560 Basic Patient Problems (5)

A study of the methods by which one can identify, quantify and assess basic patient problems such as joint mobility, flexibility, muscle strength, posture, functional mobility, sensation and soft tissue integrity. The course will also provide instruction and experiences in the proper methods of documentation of patient evaluation and assessment. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 580 Gerontology

(2)

An overview of social, psychological, emotional, physiological changes that occur with aging and their cultural and socioeconomic influence on the aged adult population, with special emphasis on physical therapy management and intervention. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 600 Physical Therapy Modalities

(3)

This course provides instruction to the first year students in the Physical Therapy Program about the physiological effects, mechanical operation, and appropriate application of massage; superficial heat and cold; ultrasound; diathermy; hydrotherapy; ultraviolet radiation; traction; intermittent compression; topical hyperbaric oxygen; electrical stimulation; and biofeedback. The course will also describe the role of the physical therapist assistant in the delivery of the above modalities. Laboratory included. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 605 Research in Physical Therapy II

(3)

This is the fourth course in physical therapy research. Students will be instructed in the effective development of illustrations, graphics, tables, slides, and videotapes to enhance written and oral professional presentations. Integration of current research with the second year fall semester courses will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 610 Clinical Measures and Treatment I

(5)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with extremity musculoskeletal dysfunction. (Prerequisites: PT 560 and permission of program director required.) *Summer semester. Offered yearly.*

PT 612 Tissue Trauma and Healing

(3)

This course deals with the healing response to wounds and factors affecting the healing of wounds. The role of the physical therapist in management of wound and burn patients in the acute, sub-acute, and chronic phases of rehabilitation will be addressed. Students will develop skills related to assessment of tissue trauma and therapeutic intervention to facilitate healing. Format includes lecture, discussion, laboratory, audiovisuals, and patient interaction. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 615 Clinical Education II

(5)

The second clinical experience in the curriculum consists of a minimum of 160 hours (four weeks full time) in a clinical facility scheduled in the last half of the second summer of the curriculum. Development of the therapeutic skills in musculoskeletal evaluation and therapeutic intervention will be emphasized. (Prerequisite: permission of the program director required.) *Summer semester. Offered yearly.*

PT 618 Clinical Education III

(5)

The third clinical experience consists of four weeks full time in a clinical facility evaluating and treating patients. Students assignments will reflect the most recently learned content areas of cardiopulmonary and pediatric physical therapy. (Prerequisites: Completion of first year PT Curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 625 General Neurology for Physical Therapists (2)

Neurological conditions and pathologies will be presented with an emphasis on the general medical approaches for the etiology, diagnosis, pathology, prognosis and the general medical treatment of the neurological patient. Pathology, medications, diagnostic tests and the neurological exam will be covered in depth to enhance the physical therapist's understanding of the neurological patient. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 630 Management and Treatment of Adult Neurological Patient (3)

Basic clinical application in attempting to design and understand treatment programs for the neurophysiologically damaged adult patient. Concepts in motor control, motor relearning and treatment philosophies will be discussed and opportunities to apply them to real and simulated patients in order to create an effective rehabilitation program will be available. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 635 Pathophysiology of Complex Patient Problems (3)

Students in this course will analyze the physical therapy management of complex patients with multiple medical problems. The pathophysiology of medical problems related to nutritional disorders, infections disease, gastrointestinal disorders, hepatic disorders, endocrine dysfunction, metabolic dysfunction, renal dysfunction, genitourinary dysfunction, connective tissue disease, hematological disorders, oncology, and immunodeficiency will be discussed in depth. Age and gender related factors will be integrated into the course. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 640 Pediatric Physical Therapy (3)

This course will be an overview of normal motor and cognitive development in the first five years of life; the common motor and cognitive delays treated by physical therapists in children under 5 years old; assessment of developmental delays in children and treatment planning for delays. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 645 Rehabilitation Techniques in Physical Therapy (4)

The rehabilitation management of patients with selected disabilities (spinal cord injury, arthritic patient, amputee) and the application of the specialized knowledge of the physical therapist to the long term rehabilitation setting. Information on orthotics, prosthetics, and wheel chair prescription will be presented. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 650 Clinical Measures and Treatment II (4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with vertebral column and trunk musculoskeletal dysfunction. (Prerequisite: Completion of first year PT, PT 610, curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 655 Teaching and Learning in Physical Therapy Practice (2)

Basic principles of teaching and learning will be applied to physical therapy practice. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, other health professionals requiring on the job training, and other students. Sensitivity to age, gender, literacy, disability, and cultural differences will be addressed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 665 Special Topics in Physical Therapy**(1-6)**

Elective course, offered each semester. The student will be introduced to a special topic through directed study and/or research in physical therapy. Program and/or university faculty will provide individualized instruction with expertise in a particular area of research or knowledge related to physical therapy. (Prerequisites: Student enrolled in physical therapy program.)

PT 666 Special Clinical Enrichment**(1-6)**

Elective course offered as necessary for students requiring additional time in clinical education placement. Clinical experience will be determined by the Academic Coordinator of Clinical Education in conjunction with the program director to best meet the students' individual needs. (Prerequisite: Permission of program director required.) *Offered as needed.*

PT 670 Management in Physical Therapy**(3)**

This course is designed to introduce the student to management and supervision issues common to physical therapy clinics and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 680 Cardiopulmonary Physical Therapy**(4)**

This course provides definitions of professional and legal theories and practice applications pertinent to practitioners. A variety of topics including professional decision making, reimbursement, patient rights, confidentiality, continuing education, whistleblowing, and other health and physical therapy related issues will be discussed. The students will also have to arrange for and report on an experience in health care in which professional and legal issues are exerting a critical influence. Permission of program director required. *Fall semester. Offered yearly.*

PT 685 Professional and Legal Issues in Physical Therapy**(2)**

This course provides definitions of professional and legal theories and practice applications pertinent to practitioners. A variety of topics including professional decision making, reimbursement, patient rights, confidentiality, continuing education, whistleblowing, and other health and physical therapy related issues will be discussed. The students will also have to arrange for and report on an experience in health care in which professional and legal issues are exerting a critical influence. Permission of program director required. *Fall semester. Offered yearly.*

PT 710 Acute Care Internship**(10)**

One of a series of three 8-week internships that are scheduled following completion of all didactic course work. PT 710 is a fulltime internship in acute care physical therapy practice. Students will be assigned to a facility or facilities providing acute care physical therapy to patients requiring medical and/or surgical intervention, such as hospitals and subacute units. (Prerequisite: Permission of program director required.) *Summer and fall semester. Offered yearly.*

PT 720 Rehabilitation Internship (10)

One of a series of three internships that follow completion of all academic course work. PT 720 is an eight week, full-time experience in physical therapy rehabilitation. Clinical experiences will include one or more of the following: rehabilitation following spinal cord injury, cerebral vascular accident, traumatic brain injury, amputation, burns, or multiple trauma. Appropriate facilities include rehabilitation hospitals, hospitals with rehabilitation units, extended care facilities or subacute units with appropriate patient populations. (Prerequisites: Completion of 1st year Curriculum and permission of program director required.) *Summer and fall semester. Offered yearly.*

PT 730 Community Based Internship (10)

One of a series of three internships that follow completion of all didactic course work. PT 730 is an eight week full-time experience in community based physical therapy, most often in outpatient settings. Students may select an area of interest, such as pediatrics, geriatrics, orthopedics, ergonomics, or sports medicine. Appropriate experiences include providing physical therapy intervention in private practice, schools, pediatric clinics, home health, industry, hospices, extended care facilities, adult day-care, and community reentry programs. (Prerequisites: Permission of program director required.) *Summer and fall semester. Offered yearly.*

Master of Arts in Spirituality

The Rev. George A. Kilcourse, PhD, Program Director
Alumni Hall 102, Phone 502-452-8186

The Rev. Clyde F. Crews, PhD; Paul Pearson, PhD; J. Milburn Thompson, PhD

Faculty from the Louisville Presbyterian Theological Seminary

The Rev. Christopher Elwood, PhD; Susan Garrett, PhD; The Rev. David Hester, PhD;
Kathryn Johnson, PhD; The Rev. W. Eugene March, PhD; The Rev. Dianne Reistroffer, PhD;
The Rev. J. Bradley Wigger, PhD

In partnership with The Louisville Presbyterian Theological Seminary, Bellarmine University offers the Master of Arts in Spirituality. The degree requires 30 graduate credits and is offered in a cohort model over a two year period. In June of each year, a new cohort of 12 matriculated students begins the program with a 4 credit "Introductory Seminar in Spirituality." A 4 credit "Practicum in Spirituality" and a 4 credit "Integrating Seminar in Spirituality" are also integral and required for the degree. The remaining 18 credits are elected from the selection of 3 credit courses. Courses are taught by faculty from the Theology Department at Bellarmine University and from The Louisville Presbyterian Theological Seminary; courses meet on both campuses, which are conveniently located about one mile apart. Students are expected to complete the 30 credit degree in two years with studies on a part-time basis.

While some students may pursue the M.A. in Spirituality as a professional degree or professional development program, many students from a variety of backgrounds will undertake the degree for personal enhancement and lifelong education.

The theological principles that guide Bellarmine's M.A. in Spirituality are:

- With the ecumenical tradition, we affirm the anthropology of the unquiet heart, summed up in Augustine's well-known prayer: "*You have made us for Your self and our heart finds no rest until it rests in You.*" What is most fundamental about human persons is their need and desire for God.
- Faith enacted in prayer has public social consequences.
- In both the shaping of our character and in our outward behavior in the public world, Christian Spirituality is a sign of the Kingdom of God.

The purpose of the degree program is to provide an ecumenical and collaborative teaching-learning experience that focuses on Christian Spirituality. What is Spirituality? Sandra Schneiders defines spirituality as "the experience of consciously striving to integrate one's life in terms not of isolation and self-absorption, but of self-transcendence toward the ultimate value one perceives." She adds, "If the ultimate concern is God revealed in Jesus Christ and experienced through the gift of the Holy Spirit within the life of the Church, one is dealing with Christian Spirituality." Students in the program come from Catholic and Protestant communities of faith and are lay persons and clergy engaged in a variety of ministries.

Requirements for Admission

1. A Baccalaureate degree from an accredited institution.
2. A 2.8 (on a 4.0 scale) overall grade point average.
3. Three (3) letters of recommendation: two letters of recommendation from academic references; and one letter of recommendation from a pastoral reference or from a peer-in-ministry reference.
4. The submission of a “Spiritual Autobiography.”
5. Where appropriate, assessment by the Director of the Program to fulfill course requirements in Theology with a reading and/or qualifying exam.

Degree Requirements

1. Completion of 30 graduate credits in Spirituality, including each of the 4 credit requirements: Theo. 501 Introductory Seminar in Spirituality; Theo. 510 Practicum in Spirituality; and Theo. 525 Integrating Seminar in Spirituality.
2. Maintain a 3.0 grade point average.

Master of Arts in Spirituality Course Descriptions

Theo. 501 Introductory Seminar in Spirituality (4)

The cohort will begin the study of Spirituality with a knowledge base by surveying significant personalities and movements in the history of Christianity Spirituality and by assessing various models and methods employed in the contemporary discipline of Spirituality. The course involves students in a process base by challenging students’ assumptions about spiritual writing, actively engaging the students’ own “lived spirituality,” and actively enlarging the canon of Christian spiritual classics and their diverse expressions in culture. (4 hrs. class) *Every summer.*

Theo. 510 Practicum in Spirituality (4)

The practicum demonstrates how the study of Christian Spirituality leads to an ecclesial and social expression in a variety of ministries that witness to human dignity, peacemaking, and justice issues. Each student will pursue a supervised practicum with a local religious or social agency or institution. (4 hrs. class) (Prerequisite: Theo. 501.) *As required.*

Theo. 525 Integrating Seminar in Spirituality (4)

At the end of the cohort experience, students will assess their development—individually and collectively—in terms of having defined Christian Spirituality as not another kind of life, but about the whole of human life in its depth dimensions. *Every summer.*

Electives

Theo. 502 Sacred Persons and Sacred Places (3)

This course explores the major religious traditions—but with special reference to Christianity—the high significance of places and persons in the growth of the life of the spirit. Both “Saints” and “Sacred Places” as studied in this context are broadly conceived. Thus, Gandhi may be found among the “saints,” and sacred places may encompass not only houses of worship, but historical and natural sites as well. *As required.*

Theo. 503 Engaged Spirituality: Contemplation, Service, and Resistance (3)

A study of the relationship among faith, prayer (personal and communal), and action in the world to alleviate suffering, to work for justice, and to make peace. After laying a foundation in the Hebrew prophets, and the ministry of Jesus, this course will focus on the lives and the theologies of contemporary Christians who have incarnated an engaged spirituality, such as Dorothy Day, Martin Luther King, Jr., Thomas Merton, Desmond Tutu, Mother Teresa, Jimmy Carter, Daniel Berrigan, Albert Schweitzer, Oscar Romero, Dietrich Bonhoeffer, Howard Thurmond, Robert McAfee Brown, Rosemary Ruether, et al. (Prerequisite: Theo. 501.) *As required.*

Theo. 504 Faith and Money (3)

This course is designed to provide biblical, spiritual, theological and practical understanding of money in the lives of congregations and individuals. Stewardship will be an important theme, but the course will focus on how understanding theology and money can strengthen the life of the church. Attention will be given to practical concerns—raising money, budgets and managing money. (Prerequisite: Theo. 501.) *As required.*

Theo. 505 Spirituality of Sacraments (3)

A systematic study of the Christian sacraments and their liturgical expression, with emphasis upon Baptism, Eucharist and Ministry in the context of major ecumenical dialogues. Emphasis upon the personal and communal dynamic, and the role of religious ritual in effective liturgical prayer. (Prerequisite: Theo. 501.) *As required.*

Theo. 506 Introduction to the Life and Thought of Thomas Merton (3)

This course provides a general introduction to the life and thought of Thomas Merton, paying particular attention to: his use of autobiography and autobiographical writings as theological mediums; his thought on the spiritual life; the contemplative's involvement with the world and with those of other traditions; his interest in other groups and individuals including poets and writers, monastic movements, etc. (Prerequisite: Theo. 501.) *As required.*

Theo. 507 A Comparative Inter-religious Study of Mystical Writings (3)

The course will use mystical writings from several religious traditions, both eastern and western, with a focus on understanding and comparing the experiences behind the writings, expressions of God/ultimacy, relations to the universe as a whole, and rituals and spiritual processes connected to the experiences. *As required.*

Theo. 508 The Pathos of God: The Literature and Theology of the Prophets (3)

This course explores the variety of ways God is characterized, primarily in the Old Testament Prophetic Literature, as acting, reacting vis-à-vis the world, and more especially humankind. Some of the questions considered are: How does God affect the world? How does God feel? How is God righteous, merciful, and just? The dynamic engagement of the divine with the human will be emphasized over more static or deistic views. Lectures, student presentations, written projects and discussion are part of the learning experience. (Prerequisite: Theo. 501.) *As required.*

Theo. 509 Thomas Merton: An American Spirituality (3)

This course integrates Merton's contemplative experience as the spiritual foundation for his involvement with the modern secular world's crises of racism, social injustice, militarization, and violence. Beginning with a definition of contemplation as 'anything that penetrates illusion and touches reality,' the course examines Merton's experience of contemplative prayer leading to his engagement with social issues and interreligious dialogue from the American perspective vis-à-vis the global crises of history. (Prerequisite: Theo. 501.) *As required.*

Theo. 512 Haiti: Spirituality and Justice with The Missionaries of Charity (3)

International study, on location in Haiti, with the Missionaries of Charity (the Community of Mother Teresa). The course includes actively working with the homeless, sick, and dying and an immersion in the daily prayer life of the women religious in this developing nation's environs. Students will experience the integration of spirituality with human dignity and justice as ecclesial and social issues. (Prerequisites: Theo. 501, 503.) *As required.*

Theo. 513 Pop Spirituality, Angels, and Jesus (3)

This course will achieve several objectives. First, it will give opportunity for critical reflection on biblical doctrines of angels. Second, it will provide resources and guidance for study of ways that Jewish angelology influenced early Christology. Third, it will provide opportunity to compare and contrast the savior Jesus with the savior-angels of popular culture. Fourth, it will give opportunities for exploring how the angel-phenomenon of the past decade relates to broader tendencies within popular spirituality. (Prerequisites: Theo. 501.) *As required.*

Theo. 514 Learning from the Monastic Spiritual Traditions (3)

The monastic traditions are a varied and hearty strand in Christian history which occur through the centuries in both Eastern and Western churches embracing experiences of both women and men. The products of these traditions are found in architecture, music, visual arts, and diverse writings in theology, exegesis, and practical life. A range of monastic expression, critiques of ideals, and the significance of these visions will be studied for the understanding of Christian commitment. (Prerequisites: Theo. 501.) *As required.*

Theo. 515 History of Christian Spirituality (3)

This course introduces traditions of spirituality from different periods of the church's history, from the major religious communions of Christianity, and from both women and men. A number of classic works in Christian spirituality will be examined, and students will be encouraged to reflect on their own spiritual disciplines in light of the resources of the church's experience. (Prerequisites: Theo. 501.) *As required.*

Theo. 516 Traditions of Cistercian Spirituality (3)

This course is offered in cooperation with the Abbey of Gethsemani, for 150 years a community of prayer and simplicity in the "American holy land" of Kentucky and home of Thomas Merton. Students spend four days at Gethsemani, participating fully in the rhythm of the monastic day and, for their "work," joining with community members in study of foundational monastic texts (different each year) with leadership of a Cistercian scholar. Class sessions on campus during the preceding week examine the monastic tradition more generally and prepare for discussions on such topics as solitude and community in monastic life, disciplines of individual and corporate worship, and engagement with the world from a position of withdrawal. (Prerequisites: Theo. 501.) *Students may register for two or three hours' credit, depending on the projects they pursue; they may also (if space permits) register only for the week of Gethsemani (one hour). As required.*

Theo. 517 Theological Themes in Contemporary Film (3)

This is a course designed to introduce the student to ways of thinking critically and theologically about contemporary popular film and the messages about religion and values films convey. We will begin by examining a variety of theoretical approaches to film interpretation and then turn to a number of recent films to explore the ways in which such themes as human nature, evil and suffering, transcendence, moral and religious redemption, and religious and cultural difference are portrayed. We will give special attention to the contributions of this popular visual and narrative medium to public debate on moral and religious issues in the church and in society. (Prerequisites: Theo. 501.) *As required.*

Theo. 518 Christian Education with Children (3)

This course will explore the various situations of children in relation to educational ministry. Insights from the human sciences, theology, biblical studies, and the arts will be used to help address such questions and concerns as: How is the life of faith passed on from one generation to the next? What is a family's role in Christian nurture? What is a congregation's role? What might Christian formation in childhood involve? Is there a spirituality of parenting? What is going on in childhood cognitively, developmentally, morally, socially, or culturally? These questions, among others, will be pursued with particular attention devoted to the educational dimensions and implications for the church's ministry. (Prerequisite: Theo. 501.) *As required.*

Theo. 519 Growing in the Life of Christian Faith (3)

This course is intended to enable students to consider how people grow in the life of faith and the implications for Christian formation in a congregation. Biblical and theological claims concerning human growth and maturity are examined in critical dialogue with insights from educational psychology and learning theory. (Prerequisite: Theo. 501.) *As required.*

Theo. 521 Christian Formation in Families (3)

This course explores families as they potentially serve as "means of grace" not only for their own members but also for the church and larger society. Insights from the human sciences and the arts will be engaged in relation to theological convictions and experience in order more deeply to understand the shifting as well as persistent situations of families in all their beauty, misery, power, and mystery. Students will have the opportunity to reflect upon and design ways in which congregations and their leadership can encourage educational ministry with and within families. How can churches be a resource for families and vice versa? How does a younger generation learn the practices of faith? How do families teach moral and ultimate concern to one another in their words, loves, hates, life-styles, and activities? What can a teaching ministry do? (Prerequisite: Theo. 501.) *As required.*

Theo. 522 Child Advocacy in the Church (3)

This intensive, one week, field-based course takes place on the former Alex Haley Farm in Clinton, Tennessee (in conjunction with the Children's Defense Fund's Institute for Child Advocacy Conference). Students participate in worship, lectures, workshops, and small group discussions all relevant to ministries with children and child advocacy. Theological reflection is combined with practice-based strategies for congregational, family, and community ministries. This course requires attendance at the conference (held in mid-July each year), outside assignments, and times of discussion with the instructor and other students. Offered in July 2004, in cooperation with The Children's Defense Fund, at the Alex Haley Farm in Tennessee. (Prerequisite: Theo. 501.) *As required.*





University Administration

Officers

- Joseph J. McGowan, Jr. (1990) President
BA and MA, University of Notre Dame; EdD, Columbia University
- John A. Oppelt (1981) Provost
BA, Loyola College; MS and PhD, University of Notre Dame
- Vincent M. Maniaci (1997) Vice President for Institutional Advancement
BA, University of California-Berkeley; JD, University of San Francisco; EdD, University of Pennsylvania
- Fred W. Rhodes (1991) Vice President for Student Affairs and Dean of Students
BA, Maryville College; MS, University of Tennessee; EdD, Mississippi State University
- Robert L. Zimlich (1982) Vice President for Business Affairs
BA and MBA, Bellarmine University
- Doris A. Tegart (1994) Vice President & Executive Assistant to the President
BS, Indiana State University; MS and EdD, Indiana University
- David R. Wuinee (1996) Interim Vice President for Enrollment Management
BA, Saint Anselm College; MEd, University of South Carolina

Academic Affairs

- John A. Oppelt (1981) Provost
BA, Loyola College; MS and PhD, University of Notre Dame
- Susan H. Davis (1983) Dean, Donna and Allan Lansing School of Nursing
& Health Sciences
BSN, Mary Manse College; MSN, Medical College of Georgia; EdD, Vanderbilt University
- Maureen R. Norris (1980) Dean, Annsley Frazier Thornton School of Education
BA, Hunter College City University of New York; MEd, University of Louisville; PhD, University of Colorado
- Daniel L. Bauer (1995) Dean, W. Fielding Rubel School of Business
BS and MBA, University of Kentucky; DBA, Mississippi State University
- Mary Jo Vesper (2001) Dean of the Bellarmine College of Arts and Sciences
BA, Thomas More College; MS and PhD, Ohio State University

372 Administration

- Gretchen Lee Anderson (2003) Dean, School of Continuing and Professional Education
BA, Purdue University; MA, University of California; PhD, University of Southern California
- Michael D. Mattei Director, Bellarmine Center for eWorld Education
BS and MS, University of Cincinnati; MBA, Indiana University; PhD, University of Louisville
- Paul M. Pearson (2001) Director, Thomas Merton Center and Archivist
BTh, Sainte Union College; MTh, PhD, University of London
- Linda S. Bailey (1987) Director, Continuing Education
BA, Bellarmine University

Library & Technology Services

- Joy Hatch (2001) Chief Information Officer
BA, Atlantic Christian College; MS & MBA, Friends University; PhD, Nova Southeastern University
- Marquita Breit (1967) Director, Library
BA, Ursuline College; MLS, Spalding University
- Anthony J. Arru (1998) Network Operations Manager
BA, Bellarmine University
- John Boyd (1996) Interlibrary Loan and Reference Librarian
BA, Purdue University; MLS, Indiana University
- Debi Griffin (2001) Faculty Development Center Manager
BA, University of Louisville
- Benita Mason (2001) Weekend Reference Librarian
BA and MLS, Indiana University
- Bruce E. Moore (1999) Help Desk Manager
BA, Western Kentucky University
- Theodore J. Palmer (1997) Instructional Media Services Manager
BA, Bellarmine University
- Kevin Peers (2001) Evening Reference Librarian
BA, Indiana University Southeast; MLS, Indiana University
- Martha R. Perry (1995) Instruction and Reference Librarian
BA and MSLS, University of Kentucky
- Roy A. Stansbury (1982) Administrative Computing Manager
AAS, BA, and MBA, Bellarmine University

Enrollment Management

- David R. Wuinee (1996) Interim Vice President for Enrollment Management
BA, Saint Anselm College; MEd, University of South Carolina
- Tim Sturgeon (1987) Dean of Undergraduate Admission
BA, Bellarmine University
- Catherine Sutton (1994) Dean of Academic Advising
BA and MA, University of Louisville; PhD, Indiana University
- Laura Richardson (1997) MBA Program Director
BS/BA, Central Washington University
- Theresa Klapheke (1998) Graduate Recruiter, School of Education
BA, Bellarmine University
- Julie Armstrong-Binnix (2001) Recruiter, School of Nursing & Health Sciences
BA, Georgetown College; MA, University of Louisville
- Leigh A. Sherrill (1999) Associate Dean of Undergraduate Admission
BA, University of Delaware; MA, University of Louisville
- Sara Yount (2001) Associate Dean of Undergraduate Admission
BA, University of Kentucky; MA, University of Louisville
- Kelly Siegel (2000) Admission Counselor
BA, Bellarmine University
- Carrie Foster (2000) Admission Counselor
BS and MEd, Xavier University
- Jessica Murr (2000) Admission Counselor
BA, Bellarmine University
- David Kline (2002) Admission Counselor
BA, Bellarmine University
- Jerome Costner (2001) Admission Counselor/Coordinator of Minority Recruitment
- Heather Boutell (2000) Associate Director of Financial Aid
BMUSED, Kentucky Wesleyan College; MEd, University of Louisville
- Beverly Kay Gradisek (2000) Registrar
BA and MA, University of Louisville

Financial Affairs

- Robert L. Zimlich (1981) Vice President for Business Affairs
BA and MBA, Bellarmine University
- Martha W. Thomas (1998) Controller
BA, Bellarmine University; CPA
- Tonya Penick (2001) Business Manager
BS, Campbellsville University
- L. Ann Reed (1981) Director, Purchasing
- Lenelle Lewis (1993) Accounting Officer
BS, Western Kentucky University
- Angela Walsh (2000) Bursar
BA, Western Kentucky University; MBA, University of Louisville
- Cheryl Lewars (2000) Payroll/Personnel Manager
- Thomas W. Fisher (1986) Director, Facilities Management
BSC, Bellarmine University
- Brian Pfaadt (1994) Assistant Director, Facilities Management
BA, Bellarmine University
- John Kissel (1996) Director, Printing, Vending and Mail Services
BA, Bellarmine University
- Rodney Estes (1992) Chief of Safety and Security

Human Resources

- Lynn M. Bynum (1999) Director of Human Resources
BA, Indiana University; JD, University of Louisville

University Marketing

- W. Wes Burgiss (2000) Chief Marketing Officer
BFA, Transylvania University; Ringling School of Design and Advertising
- John Spugnardi (1989) Director of News & Information
BA, Western Kentucky University
- Donna Armstrong (2001) Director of Communications
BA, University of Louisville; MBA, Bellarmine University

Institutional Advancement

- Vincent M. Maniaci (1997) Vice President for Institutional Advancement
BA, University of California-Berkeley; JD, University of San Francisco; EdD, University of Pennsylvania
- Lana F. Detrick (1989) Director, Prospect Research
BS, Indiana University
- Ian S. Patrick (2001)..... Director, Alumni Affairs
BA, Bucknell University; MEd, University of Louisville
- Betty A. Hogue (1987) Director, Advancement Services
AA, St. Catharine College
- Connie Thrasher Jaquith (1993) Director, Major Giving
BA Hanover College
- Tina M. Kauffmann (1990) Director, Development
BA, University of Dayton
- Joan M. Riggert (1987) Director, Planned Giving & Stewardship
BS, College of St. Teresa
- Sarah E. Wimsatt (2001) Assistant Director, Annual Giving
BA, Bellarmine University
- Marisa Zoeller (1984) Director, Special Events
BA, Eastern Kentucky University
- Shawna L. Ropp (2002) Assistant Director of Special Events
BA, San Diego State University

Student Affairs

- Fred W. Rhodes (1991) Vice President for Student Affairs and Dean of Students
BA, Maryville College; MS, University of Tennessee; EdD, Mississippi State University
- Claudia K. Beeny (2003) Assistant Vice President for Student Affairs
BS, Arizona State University; MEd and PhD, University of Georgia
- J. Fred Ehrman (2003) Assistant Dean of Students
BA, Davidson College; MDiv, Louisville Presbyterian Seminary; PhD, University of Texas
- Leslie Maxie-Ashford (2001) Assistant Director, Residence Life
BA & MEd, University of Louisville
- Christie Bing Kracker (2000) Assistant Dean of Students and Director, Residence Life
BSEd and MEd, University of Memphis

376 Administration

- Myrna Boland (1992) Director, Counseling Center
BA, Bellarmine University; MA and PsyD, Spalding University
- Alice Kimble (1998) Director, Wellness and Health Services
BSN and MS, University of Louisville
- Fr. Ron Knott (1999) Director, Campus Worship
BA, St. Meinrad College; MDiv, St. Meinrad School of Theology;
DMin, McCormick Seminary
- Michael Knox (2002) Director, Student Activities
BS, Texas A&M University; MED, University of Pennsylvania
- Richard A. Bagby (2002) Director, Athletics
BA, Hampton-Sydney College; MA, Emerson College
- Joseph C. Reibel (1970) Director, Internships and Experiential Learning
BA, Bellarmine University; MEd, Spalding University
- Melanie-Prejean Sullivan (1999) Director, Campus Ministry
BA, McNeese State University; MA, University of Kentucky;
MEd, University of Louisville
- David van Dellen (2001) Director, Food Service
Culinary Institute of America
- Ann C. Zeman (1988) Director, Career Center
BA and MEd, University of Louisville

Intercollegiate Athletics

- Richard A. Bagby (2002) Director, Athletics
BA, Hampton-Sydney College; MA, Emerson College
- Marilyn Staples (1968) Assistant Athletic Director and Senior Woman Administrator
BA, Centre College; MA, Spalding University
- Ann M. Jirkovsky (1984) Faculty Athletic Representative
BA, Williams College; MA and PhD, Loyola University
- Jim Vargo (2000) Assistant Athletic Director and Track & Field Head Coach
BA, Bellarmine University; MS, University of Tennessee
- Scott Wiegandt (2000) Assistant Athletic Director and Baseball Head Coach
BA and MAT, Bellarmine University
- David Krebs (1997) Head Certified Athletic Trainer
BA, University of Louisville

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|-------------------------------|---|
| David Smith (1998) | Women's Basketball Head Coach
BS, Indiana State University; BS, St. Joseph's College; MS, Indiana State University |
| Shannon Satterly (2000) | Women's Basketball Assistant Coach
Director of Sports Information
BA, University of Dayton; MAED, University of Phoenix |
| Chris Pullem (2002) | Men's Basketball Head Coach
BA, Eastern Kentucky University |
| Bobby Steinberg (2001) | Men's Basketball Assistant Coach
BA & MA, Middle Tennessee State University |
| John Wellerding (1992) | Men's & Women's Cross Country Head Coach
BS and MS, Northern Missouri State University |
| Angela Archer (2002) | Women's Field Hockey Head Coach
BA, Bellarmine University |
| Ernie Denham (2002) | Men's Golf Head Coach
BA, University of Louisville |
| Shannon Main (2002) | Women's Fold Head Coach
BA, Bellarmine University |
| Skip Welch (1996) | Golf Course Professional & Director of Event Management
BA, Morehead University |
| Tim Chastonay (1998) | Men's & Women's Soccer Head Coach
BA, Bellarmine University
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A

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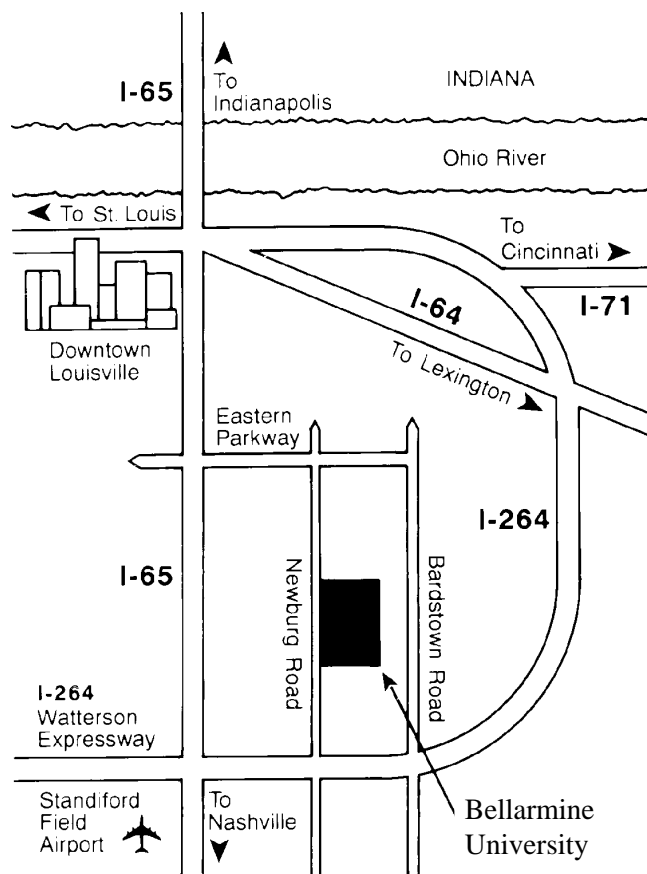
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Getting to Bellarmine

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Follow I-71 South to I-264 West (Watterson Expressway). Stay on I-264 to Newburg Road exit. Follow Newburg Road North 1½ miles to the University.

From I-64 (westbound):

Follow I-64 West to I-264 West (Watterson Expressway). Stay on I-264 to Newburg Road exit. Follow Newburg Road North 1½ mile to the University.

From I-64 (eastbound):

Follow I-64 East to I-264 East (Watterson Expressway). Stay on I-264 to Newburg Road exit. Follow Newburg Road North 1½ miles to the University.

From I-65 (southbound):

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