

BELLARMINE UNIVERSITY

Course Catalog

2007 - 2009



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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, declared majors and minors, 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.

CONTENTS

Academic Calendar • 6

Welcome to Bellarmine University • 8

Greetings from the President..... 10

The University..... 11

W.L. Lyons Brown Library..... 13

Technology @ Bellarmine 14

Thomas Merton Center..... 16

Distinguished Visitors to Bellarmine..... 17

Bellarmino Medal..... 18

Accreditation and Memberships..... 18

Admission • 22

Procedures and Requirements 23

Credit Options 27

Tuition and Fees 28

Financial Aid • 34

Academic Information • 42

Degree Requirements..... 43

General Education Requirements..... 44

Majors and Minors 45

Academic Advising..... 47

Academic Resource Center (ARC) 48

Waivers and Exception Policy..... 48

Academic Honesty..... 48

Academic Bankruptcy 49

Grading Policies..... 49

Class Attendance..... 50

Withdrawal from a Course..... 50

Final Examinations 51

Dean’s List 51

Classification of Students 51

C, D and F Repeat..... 51

Maximum Course Load..... 52

Academic Status..... 52

Independent Study and Contract Courses..... 53

Internships..... 53

Study at Other Institutions 53

Summer Sessions..... 54

Kentuckiana Metroversity 54

Transfer Students 55

Reserve Officers Training Corps (ROTC)..... 56

Severe Weather..... 56

Transcripts 56

Graduation Information 56

Study Abroad Opportunities..... 58

Students Affairs • 66

Athletics.....	67
Campus Ministry.....	68
Career Center	68
Counseling Services	69
Disability Services.....	69
Food Service	70
Good Standing Non-Academic	70
Health Services & Insurance	71
ID Cards.....	71
International Student Services.....	71
Orientation: SOAR & Crossroads.....	71
Residence Life.....	72
Sport, Fitness Center, & Intramurals.....	73
Student Activities.....	73
Student Discipline and Judicial Procedures	74
Student Handbook	74
Student Organizations	75

Academic Administration • 76

Bellarmino College (Arts & Sciences).....	77
W. Fielding Rubel School of Business.....	79
Donna and Allan Lansing School of Nursing & Health Sciences	80
Annsley Frazier Thornton School of Education.....	81
School of Continuing and Professional Studies	82

Undergraduate Studies • 84

Accounting	85
Art	91
Arts Administration	97
Biochemistry & Molecular Biology.....	102
Biology	105
Brown Scholars Leadership Program	113
Business Administration.....	116
Chemistry.....	121
Clinical Laboratory Science.....	129
Communication	139
Computer Science.....	150
Criminal Justice Studies	158
Economics	162
Education	168
English.....	179
Foreign Languages	188
Health Care	201
History	203
Honors Program	208
Interdisciplinary Courses.....	212
International Studies Minor.....	215
Liberal Studies Program	217
Mathematics	218
Music.....	226
Music Technology	240

Nursing.....	243
Peace Studies.....	253
Philosophy.....	256
Physical Therapy.....	262
Physics.....	265
Political Science.....	267
Pre-Professional Programs.....	271
Psychology.....	274
Respiratory Therapy.....	282
Sociology.....	287
Theatre.....	291
Theology.....	294

Graduate Studies • 302

Graduate Degree Programs.....	304
Graduate Admission.....	305
Tuition and Fees.....	307
Scholarships and Student Aid.....	310
Academic Information and Policies.....	312
Master of Business Administration.....	317
Graduate Programs in Education.....	324
Master of Science in Applied Information Technology.....	341
Graduate Programs in Nursing.....	346
Doctoral Program in Physical Therapy.....	353
Master of Arts in Spirituality.....	363

University Personnel • 373

University Administration.....	373
Faculty.....	381
Board of Trustees.....	391
Board of Overseers.....	392

Index • 394

Campus Map • 398

FALL SEMESTER 2007 ACADEMIC CALENDAR

August 27	Classes Begin
August 31	Last day to Add and Drop classes
August 31	Last day for complete withdrawal with 100% tuition refund
September 3	Labor Day Holiday (University closed)
September 7	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
September 21	Last day to apply for Internship, Independent Study, Contract Course, Music Lesson
October 6-9	Mid-term break
October 26	Last day to withdraw from a courses or all courses ("W" grades)
November 5-14	Registration for Spring 2008, current students
November 26	Registration for Spring 2008, readmits and new spring admits
November 21-24	Thanksgiving holidays – no classes (University closed Nov. 22 & 23)
December 1	Undergraduates anticipating December 2008 completion – apply for graduation
December 10-15	FINAL EXAMINATIONS
December 17	Final grades due from instructors – by 10:00 a.m.
December 17	Grade changes for Spring and Summer 2007
	Incompletes due from instructors
December 19	Fall Graduation

SPRING SEMESTER 2008 ACADEMIC CALENDAR

January 7	Classes Begin
January 11	Last day to Add and Drop classes
January 11	Last day for complete withdrawal with 100% tuition refund
January 21	Martin Luther King Jr. Day – no classes (University closed)
January 25	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
February 1	Last day to apply for Internship, Independent Study, Contract Course, Music Lesson
March 1-9	Spring Break (University closed March 7) (some Saturday classes will meet)
March 12-26	Registration for Fall 2008, current students
March 14	Last day to withdraw from a courses or all courses ("W" grades)
March 19	No Wednesday "evening" classes (classes that begin after 5:30 p.m.)
March 20-23	Easter Holiday – no classes (University closed March 21)
March 24	No "day" classes – "Evening" classes resume (classes that begin after 5:30 p.m.)
March 31	Registration for Fall 2008, readmits and new fall admits (non-freshmen)
April 1	Undergraduates anticipating May 2009 or Summer 2009 completion – apply for graduation
April 26-May 2	FINAL EXAMINATIONS
May 5	Final grades due from instructors – by 10:00 a.m.
May 5	Grade changes for Fall 2007 Incompletes due from instructors
May 5-9	Senior Week
May 10	Baccalaureate Mass and Commencement

SUMMER SESSIONS 2008

Refer to the annual Summer Class Schedule Publication (available each March) for the Summer Sessions Academic Calendar

FALL SEMESTER 2008 ACADEMIC CALENDAR

August 25	Classes Begin
August 29	Last day to Add and Drop classes
August 29	Last day for complete withdrawal with 100% tuition refund
September 1	Labor Day Holiday (University closed)
September 5	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
September 19	Last day to apply for Internship, Independent Study, Contract Course, Music Lesson
October 11-14	Mid-term break
October 24 ("W")	Last day to withdraw from a courses or all courses (grades)
November 3-12	Registration for Spring 2009, current students
November 24	Registration for Spring 2009, readmits and new spring admits
November 26-29	Thanksgiving holidays – no classes (University closed Nov. 27 & 28)
December 1	Undergraduates anticipating December 2009 completion – apply for graduation
December 8-13	FINAL EXAMINATIONS
December 15	Final grades due from instructors – by 10:00 a.m.
December 15	Grade changes for Spring and Summer 2008
	Incompletes due from instructors
December 17	Fall Graduation

SPRING SEMESTER 2009 ACADEMIC CALENDAR

January 5	Classes Begin
January 9	Last day to Add and Drop classes
January 9	Last day for complete withdrawal with 100% tuition refund
January 19	Martin Luther King Jr. Day – no classes (University closed)
January 23	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
January 30	Last day to apply for Internship, Independent Study, Contract Course, Music Lesson
February 28-March 8	Spring Break (University closed March 6) (some Saturday classes will meet)
March 13	Last day to withdraw from a courses or all courses ("W" grades)
March 16-25	Registration for Fall 2009, current students
March 30	Registration for Fall 2009, readmits and new fall admits (non-freshmen)
April 1	Undergraduates anticipating May 2010 or Summer 2010 completion – apply for graduation
April 8	No Wednesday "evening" classes (classes that begin after 5:30 p.m.)
April 9-12	Easter Holiday – no classes (University closed April 10)
April 13	No "day" classes – "Evening" classes resume (classes that begin after 5:30 p.m.)
April 25-May 1	FINAL EXAMINATIONS
May 4	Final grades due from instructors – by 10:00 a.m.
May 4	Grade changes for Fall 2008 Incompletes due from instructors
May 4-8	Senior Week
May 9	Baccalaureate Mass and Commencement

SUMMER SESSIONS 2009

Refer to the annual Summer Class Schedule Publication (available each March) for the Summer Sessions Academic Calendar

Welcome to Bellarmine University



GREETINGS FROM THE PRESIDENT

In the sum of a few specific attributes, Bellarmine is a university like no other.

We are an independent university unequivocally committed to academic freedom, and to the search for truth, wherever that search may lead.

We are a university in the catholic educational tradition, the oldest and best in the western world.

Our Catholic identity is in the spirit of Thomas Merton, the Trappist monk, a highly educated, sophisticated intellectual, whose manuscripts and art works are a valuable legacy, and a resource housed on this campus.



Merton's life and work exemplified values that Bellarmine holds dear: the pursuit of excellence in all things; a multi-cultural, international sensibility; hospitality in the broadest sense; recognition of the dignity of each individual person; a commitment to social justice; and a deep, abiding respect for the global environment, in all its beauty, complexity and interdependence.

It is in this spirit that students, faculty and staff at Bellarmine University strive for academic excellence and ethical awareness in everything we do. We believe that "the smartest person in the room" can also be a good person.

From these reflections and considerations, we work to develop for you an education that prepares you for the future – to create a very meaningful and successful personal life, a good society, an enriching culture and an economy that makes sense and helps make the world a better place.

In the pages that follow, we present our current best thinking about the wisdom, knowledge and information we believe is most important for you to know as you prepare to make your way as an educated, ethical person in an international, interconnected, interdependent world.

You will read descriptions of our curricula, programs and courses that will help you make intelligent and creative course selections in the educational area of your choice.

This letter welcomes you – to Bellarmine University, to this valuable academic resource, and also to the most exciting and challenging educational experience of your lifetime.

By engaging your imagination and scholarly responsibility in the careful selection of curricula, programs and courses described in this document, you will, among other things, enhance your ability to discern the great common ground, interconnection and interdependence that we share with our sisters and brothers throughout the world.

It is my personal hope for you that as an essential and enduring consequence of your Bellarmine learning through the courses described herein, you will become an ever better and more loving person, an ever more fully human being, and an ever more responsible, caring and effective citizen of the world. Choose well and bon voyage!

Dr. Joseph J. McGowan

THE UNIVERSITY

Mission

Bellarmino University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of many faiths, ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations that are not dominated by particular political or other narrow perspectives. Here we seek to foster a thoughtful, informed consideration of serious ideas, values and issues – time-honored and contemporary – across a broad range of compelling concerns that are regional, national and international. By these means, Bellarmine seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

Vision

Our vision is that, by the year 2020, Bellarmine University will become the premier independent Catholic university in the South, and thereby the leading private university in this state and region – educating with excellence each Bellarmine student in the knowledge, skills and values for successful living, work, leadership and service, to help create a sustainable future for our regional, national and international communities.

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 the merger that the traditional student body became coeducational (the evening division was coeducational already), and Bellarmine became independent with a self-perpetuating governing board.

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 Bellarmine College (Arts & Sciences), the Donna and Allan Lansing School of Nursing and Health Sciences, the W. Fielding Rubel School of Business, the Annsley Frazier Thornton School of Education, the Bellarmine Center for Interdisciplinary Technology and Entrepreneurship, and the School of Continuing and Professional Studies.

Bellarmino University is situated on approximately 135 acres of gently rolling terrain through which Louisville's historic Beargrass Creek flows. During the 1990s, a number of construction projects were completed on Petrik Hall, a residence hall accommodating 134 students; Miles Hall, a 26,500 square-foot classroom and office building; and the centerpiece of campus, the W.L. Lyons Brown Library.

Bellarmino continues to grow at a rapid pace with Our Lady of the Wood Chapel, Anniversary Hall, Owsley B. Frazier Stadium, and the Siena residence hall project all developed this decade. Additionally, Bellarmine President Dr. Joseph J. McGowan has announced his VISION 2020, which calls for Bellarmine to become recognized as the premier independent Catholic university in the South. Some growth goals of VISION 2020 include tripling enrollment to 8,000 doubling campus facilities from 30 to 60 and increasing the number of academic schools from five to 12.

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 27 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 non-voting advisors to 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

The W.L. Lyons Brown Library, dedicated in 1997, stands as a visible symbol of the centrality of teaching and learning at Bellarmine University. The services and collection resources of the library support the curriculum and general information needs of the university community. In addition to housing the library collections and services, it also contains the President's office, the Thomas Merton Center, the Faculty Development Center, the Academic Resource Center (the ARC) and the majority of all technology operations.

The W.L. Lyons Brown Library is a teaching library. Librarians work closely with faculty and students to ensure that Bellarmine students learn to appreciate the value of informed participation in their communities. Additionally, staff in Instructional Media Services train and assist students and faculty to use information and technology programs successfully in their work. These collaborative efforts support the development of students into lifelong learners.

Reference Services

Professional librarians provide individualized research assistance to students, staff and faculty. This one-on-one assistance helps students learn to effectively use the academic resources available through the library. The library's resources include over 118,000 print volumes and more than 350 periodical subscriptions, as well as nearly 100 online databases, including ProQuest, EBSCOhost, JSTOR and the Kentucky Virtual Library. In addition, the library provides access to over 27,000 ebooks and over 23,000 online periodicals. Access to the library's online catalog and various resources available across the Internet is provided from twenty computer workstations in the Reference Area, as well as a number of other terminals throughout the building and remotely through the campus network. Interlibrary Loan services are provided so that students and faculty may access materials that are unavailable locally. In addition to the Bellarmine resources, all Bellarmine students have access to other academic and public libraries in the Louisville area through the Kentuckiana Metroversity consortium. The library is a member of the Southeastern Library Network (SOLINET) and uses the OCLC national database for cataloging and interlibrary loan purposes. The Library is open over 100 hours per week during the regular semesters.

Instructional Media Services

Instructional Media Services circulates all media materials and equipment to the Bellarmine Community. It houses a collection of non-print materials selected to enhance student learning, including DVDs, CDs and videos. IMS features two multimedia development labs, a media lab equipped for individual use of media programs and group viewing rooms to serve small groups of students who wish to work together with a media program, such as a DVD. IMS maintains the multimedia classrooms on campus. The Instructional Media staff 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. Through individual and collaborative efforts the librarians and staff actively promote information literacy, the ability to locate, access, evaluate and use information. This ability is essential for lifelong learning and is developed over time. 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 individual or group study, individual carrels and lounge chairs, as well as tables, a spacious reading room, and tables among the book stacks. There is a study lounge with computer workstations 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 at the Circulation Desk for use in the library. Library users can log on to the campus network and the Internet from virtually 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 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, Bellarmine 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. Each student should review the acceptable use policy in the student handbook.

Computer Literacy

Bellarmine 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. 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 computers, projectors, and VCR or DVD players. 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.

Information Services (IS)

The mission of the Information Services department 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. Information Services 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 thirtieth year of publication in the year 2005. 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, The Polish Merton Society in Krakow, and the Russian Merton Society in Moscow.

The Merton Center, as the official repository of Merton's estate, has grown to over forty-five thousand items that include his literary papers, nine hundred drawings, fourteen hundred photographs, six hundred hours of 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-eight languages, over two hundred doctoral dissertations and masters theses, and a growing collection of paintings, drawings, sculptures, and fabric art depicting Merton, as well as a collection of watercolors by Merton's New Zealand-born father, Owen 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, Mother Teresa, 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 Lecture Series. The Guarnaschelli Lecture is designed to bring to the Louisville community noteworthy and influential leaders from the arts and humanities, whereas the Wyatt features leaders from the political realm. Former Guarnaschelli presenters include Wendell Berry, Gwendolyn Brooks, Ken Burns, Seamus Heaney, Norman Mailer, Joyce Carol Oates, Peter Matthiessen, George McGovern, William L. Shirer, Leslie Marmon Silko, Salmon Rushdie, E. O. Wilson, William Styron, and Harold Wilson. Wyatt lecturers have included Sir Edward Heath, David Gergen, David Broder, Arthur Schlesinger, James MacGregor Burns, Kevin Phillips, Andrea Mitchell, Mike Mansfield and Bob Woodward.

Bellarmino Medal

The Bellarmine Medal, established in 1955, 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, masters and doctoral degrees.

The university has accreditation or holds membership in the following associations:

AACSB – American Association of Collegiate Schools of Business
 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 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 for Institutional Research
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 Art Association
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 for 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
English Language Services
Gerace Research Center at the College of the Bahamas
Greater Louisville, Inc.
International Association of University Presidents
International Communication Association
International Sculpture Center
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 Biomedical Research Infrastructure
Kentucky Board of Nursing
Kentucky Chamber of Commerce
Kentucky Council for International Education
Kentucky Education Professional Standards Board
Kentucky Institute for International Studies

Kentucky Space Grant Consortium
NAFSA/Association of International Education
National Academic Advising Association
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 Science Teachers Association Institutional Comprehensive
National Student Clearinghouse
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
The Tuition Exchange



Admission



ADMISSION

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 800.274.4723
 Email: admissions@bellarmine.edu
 Online application: 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 twenty-four 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	–	3 units
Social Science	–	2 units
Foreign Language	–	2 units
6. 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 2003 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.
2. A \$25.00 nonrefundable application fee.
3. For students who have earned more than 24 hours, an official transcript mailed directly from each college or university attended is required.
4. For students who have earned fewer than 24 hours of college course work:
 - a. An official copy of the high school and each college or university transcript.
 - b. ACT or SAT scores not required of applicants who have been out of high school for five years or more.
5. For students who are attending college for the first time:
 - a. An official copy of the high school transcript or GED score.
 - b. A 200 word (minimum) essay is required. It should address your personal or professional goals.
 - c. ACT or SAT scores are required for students who have been out of high school for five years or less.
6. For students in which English is their second language, a TOEFL, IELTS or MELAB score is required. A minimum total score of 80 on the internet-based TEOFL (reading, listening, writing & speaking), 6 on the IELTS and 78 on the MELAB is required.
7. The Office of Admission reserves the right to request additional information or a personal interview. Please note admission to an individual department program is determined by the department and not the Office of Admission.

Transfer student applicants are considered for admission if they have a cumulative grade point average of 2.0 from a regionally accredited 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 secondary schools or universities attended. Certified copies must be translated into English and must bear the school's official seal. The Office of Admission recommends either World Education Services at <http://www.echonyc.com/-betenoir/wes.html> or AACRAO at <http://www.aacrao.org/international/foreignEdCred.cfm> for international transcript evaluations.
4. Official score report of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or The Michigan English Language Assessment Battery (MELAB) is required. A minimum score of 80 is required on the internet-based TOEFL (reading, listening, writing, and speaking), 6 on the IELTS and 78 on the MELAB is required. 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, IELTS or MELAB. For results to be mailed to Bellarmine, the TOEFL code is 1056. The paper based IELTS and the MELAB do not require a school code. Please have the score mailed to: Bellarmine University, Office of Admission, 2001 Newburg Road, Louisville, KY 40205.

5. Two letters of recommendation from former professors and/or employers attesting to the candidates 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 if the transcript is not in English. The Office of Admission recommends either World Education Services at <http://www.echonyc.com/~betenoir/wes.html> or AACRAO at <http://www.aacrao.org/international/foreignEdCred.cfm> to request an evaluation.
9. The Office of Admission reserves the right to request additional information or a personal interview. Please note admission to an individual department program is determined by the department and not the Office of Admission.

International student applicants should meet the university's standards for admission and score the above minimums to 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, and (4) participation in a counseling program. 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 six 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 following items are required:

1. A completed application form.
2. A letter from the Registrar of the college or university in which the student is currently enrolled granting permission to enroll at Bellarmine and indicating the course work will be applicable to a degree.
3. For students taking upper division courses, an official transcript is required to determine if a prerequisite courses have been met. After visiting, if a student becomes degree seeking, an additional official transcript is not required.

Readmit Students

A readmit student is a student who has previously attended Bellarmine. The following items are required:

1. A completed application form.
2. Official copies of transcripts from all schools attended since last admission to Bellarmine.

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. A record of the credit course work done at Bellarmine will be maintained and will become a part of the student's permanent record. Post-baccalaureate students need to do the following for admission:

1. A completed application form.
2. A non-refundable application fee of \$25.00.
3. For students taking upper division courses, an official transcript is required to determine if prerequisite courses have been met.
4. For students in which English is their second language, an official score report of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or The Michigan English Language Assessment Battery (MELAB) is required. A minimum score of 80 is required on the internet-based TOEFL (reading, listening, writing and speaking), 6 on the IELTS and 78 on the MELAB is required.

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 may 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.

Advanced Placement (AP) Credit

Bellarmino offers academic credit, placement, or both to students who earn scores of 4 or 5 (a few departments accept scores of 3) on the Advanced Placement tests sponsored by The College Board. For a complete listing of how credits transfer, see www.bellarmino.edu/registrar.

ACES

ACES (Advanced Credit for Early Success) was formerly known as the ACES program. This program is a three-way partnership involving Bellarmine University faculty, exemplary secondary school teachers, and advanced high school students. Eligible high school juniors and seniors earn academic credit for advanced courses taught by highly qualified high school teachers that have been certified to teach Bellarmine courses on site at their high school. The high school teachers serve as Bellarmine faculty in an extension effort and communicate with Bellarmine University academic departments. ACES 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 ACES credit become part of the permanent record of the students who matriculate to Bellarmine University. To receive Bellarmine credit, students must meet the following requirements:

1. The student must be enrolled in an ACES approved course at their high school.
2. Have a 3.25 or better cumulative grade point average.
3. Score a composite 23 or higher on the ACT or equivalent on the SAT.
4. Pay the hourly tuition rate set for the ACES courses.
5. Register for the course(s) by the registration deadline.
6. Earn an A or B in the ACES course(s).

For more information, contact the ACES program director in the Office of Admission at 502.452.8131.

International Baccalaureate (IB) Credit

Bellarmino offers academic credit, and some placement to students who earn scores of 5, 6, or 7 on the International Baccalaureate exams. Some exams are only accepted at the Higher Level. For a complete listing of how credits will transfer, see www.bellarmino.edu/registrar.

External Examinations

A maximum of 30 semester credits may be gained through outside testing agencies including CLEP.

CLEP Exams

Bellarmino offers academic credit and placement for some CLEP exams. For a complete listing of how CLEP credits will transfer, see www.bellarmino.edu/registrar. For information on the CLEP exams administered at the University of Louisville Testing Center, call 502.852.6606.

Other External Exams

Credit, and or placement may be available for other types of external examinations. Official transcripts must be sent to the Office of the Registrar where credit determinations will be made in consultation with appropriate academic departments.

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 non-refundable \$50 fee is charged at the point of application. A fee, equal to one credit hour tuition, is charged for each course after the exam has been evaluated. Forms are available in the Registrar's office.

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. Successful completion of a portfolio results in a "pass" grade. 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 and fees 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 2007–2008

Tuition per semester for undergraduate students	
carrying from 12 through 19 credit hours.....	\$12,600 per semester
Tuition per credit hour for undergraduate students	
carrying fewer than 12 hours or for hours exceeding 19 hours.....	595 per credit hour
Audit fee per course (for auditing a course rather than taking	
it for credit). Plus any course fees if applicable.....	1/3 of current rate

Course Fees

See online course schedule for current fees.

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
Challenge exam fee.....	50.00*

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

Other Fees

Student Activities Fee per semester	135.00
Technology fee	325 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.....	20.00
Parking Permit Fee	30.00
Matriculation fee (first-time full-time students only).....	200.00
Graduation fee (charged in final semester)	
Undergraduate	50
Masters	60
Doctorate.....	70

Penalties and Fines

Fee for late payment of bill (1½% per month of unpaid balance).....	variable fee
Fee for each check issued to university on which the bank	
refused payment (first offense only).....	\$15.00
Fee on any check refused for payment by the bank at the instruction of the check user.....	\$50.00

Transcripts, grades, and registration privileges may be withheld for non-payment of amounts owed to the university.

Room and Board

Residence Halls: Fall and Spring Semesters

Kennedy/Newman, Double occupancy, per semester	\$2,250
Kennedy/Newman, Single occupancy, per semester.....	\$3,375
Newman, Triple occupancy, per semester	\$1,690
Petrik, Double occupancy, per semester.....	\$2,400
Petrik, Single occupancy, per semester	\$3,600
Anniversary Hall, Double occupancy, per semester.....	\$2,550
Anniversary Hall, Single occupancy, per semester	\$3,825
Bonaventure & Lenihan Triple occupancy, per semester	\$2,380
Bonaventure & Lenihan, Double occupancy, per semester	\$3,570
Siena, Double occupancy, per semester.....	\$2,400
Siena, Single occupancy, per semester.....	\$3,600

Summer Session

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

Residential Students

All students living in the residence halls 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 of meals allotted for the week. Food service is not available for residential students during the Thanksgiving break, semester break, Easter break, and spring break. Residential students select a meal plan on the Residence Hall Application form. There are no meal plans available for the summer semester. During the summer, Cafe Ogle is open where cash, credit cards, or declining balance can be used.

Option 1 – Any 16 meals per week plus \$260.50 Flex Dollars per semester \$1,610 per semester

Option 2 – Any 12 meals per week plus \$312.50 Flex Dollars per semester \$1,575 per semester

Option 3 – Any 10 meals per week plus \$312.50 Flex Dollars per semester \$1,485 per semester

Option 4 – Any 10 meals per week plus \$260.50 Flex Dollars per semester \$1,450 per semester

Option 5 – Any 7 meals per week plus \$416.50 Flex Dollars per semester \$1,510 per semester

IMPORTANT: Flex dollar balances carry over from fall to spring semester, but NOT year to year. When a student leaves the university or residence halls, any unused balance is forfeited and non-refundable.

Commuter Students, Faculty, and Staff

The following 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-Block Plan Plus Flex - This plan includes any 25 meals during the semester, plus \$50 Flex Dollars.

Option 2 – Basic Flex Dollar Plan – You may open a Declining Balance account with \$10 or more, and add more. You may add Declining Balance in increments of \$10 at the Bursar's Office at any time during the semester. Declining Balance flex dollars roll forward indefinitely.

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. Refer to the section on Food Service in this Catalog for a description of the various dining locations.

Room Damage Deposit

A one-time \$85.00 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 \$115.00 room reservation deposit is required of each residence hall student. \$100.00 of the deposit is applied to the semester's rent charges with the balance being an online processing fee.

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, industrial corporation, school system, or healthcare organization 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:

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 student's 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. 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.

Institutional Financial Aid Refund Policy

When a student has Institutional financial aid from Bellarmine University and completely withdraws during the time that a tuition refund is due, the student is eligible to keep the same percentage of Institutional financial aid that they are charge for tuition. The remaining aid is refunded to the financial aid programs.

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. In the event of default, Bellarmine University may notify credit reporting agencies, a collection agency, and/or hiring legal action to recover payments and the cost of collection including, without limitation, interest, collection agency fees, court costs and attorney fees.

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 Financial Aid.

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. A maximum of three (3) additional academic years at Bellarmine will be permitted for the completion of an accelerated baccalaureate degree, or a total of 216 credit 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 3.4 with an exceptionally strong college prep curriculum, test scores of 29+ ACT or 1290+ 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

Partial tuition scholarships are awarded to talented high school students who have demonstrated scholastic achievement levels measured by high school grade point average (usually 3.0 or above), standardized test scores (ACT 25 or above, or SAT 1140 or above), and college prep curriculum. Awards are renewable pending satisfaction of renewal requirements.

Monsignor Treece Scholarship

Awards are made to students for academic achievement. Generally students with a 3.0 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 Scholarships. 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 college grade point average and strength of the student's college curriculum. Awards are renewable pending satisfaction of renewal requirements.

Institutional Scholarships and Grants (Restricted/Endowed)

Nolen C. Allen Scholarship
 Alumni Association Endowed Scholarships
 Elise Amshoff Scholarship
 Jayne and Art BecVar Endowed Nursing Scholarship
 Bellarmine Faculty Endowed Scholarships
 Bellarmine Women's Council Scholarships
 J. Graham Brown Scholars
 Mary Agnes Dugan Clayton Scholarship
 Coy Family Endowed Fund
 Dr. John Daly Endowed Chemistry Scholarship
 Dara L. Eiband & C. William Lanman Scholarship of Clinical Excellence
 English-Speaking Union Scholarship
 Dr. Jonas L. Fields Minority Grant
 John Finnegan Accounting Scholarship
 Robert J. Fitzpatrick Endowed Accounting Scholarship
 Virginia P. Floersh Memorial Endowed Scholarship
 Flynn Brothers Endowed Scholarship Trust
 Barbara and Otto Goethals Education Scholarship Grant '54
 Colin C. Griffaw Memorial Scholarship
 Elizabeth Norton Hagan Scholarship (Literature)
 Michael Hale Memorial Scholarship
 Joseph & Albertine Hammond Endowed Scholarship
 Paul Christopher Hardin Endowed Music Scholarship Grant
 Harrison County Scholarship Fund
 William Randolph Hearst Foundation Endowed Scholarship
 Mary Beth Heine-Wade Scholarship
 Patricia B. Hoeck Scholarship
 Hubbs/Kopp Family Endowed Scholarship
 The J and L Foundation Scholarships
 Maurice D.S. Johnson Endowed Business Leadership Award
 The Kalmey Family Endowed Scholarship
 Fred C. and Florence Koster Scholarship
 Lansing Scholars
 W. Michael Larkin Endowed Accounting Scholarship
 Margaret Mahoney Endowed Scholarship
 Angela M. Mason Endowed Scholarship
 Roland McDonough Scholarship
 Jeffrey Miles Memorial Scholarship
 Nelson County Alumni Association Scholarship
 Genevieve Norton Scholarship (Art)
 Norton Healthcare, Community Trust Fund Endowed Nursing Scholarship
 Martha Oliver Accounting Scholarship
 Charles and Helen O'Malley Scholarship
 James and Norma Mason Endowed Scholarship

Vicki B. Owsley Scholarship
Bennie Sue Peterson Endowed Nursing Scholarship
Helen and Gene Petrik Scholarship
Nancy B. Rash Nursing Scholarship
Reger/Kelly Family Scholarship
Taylor Drug Company Nursing Scholarship
Bernard F. Thiemann Endowed Grant
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
Donald P. Wolfe 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.

Academic Competitiveness Grants (ACG)

These grants are awarded to first or second year students enrolled full-time in a four-year degree program. Students must have completed a rigorous secondary school program and be a Pell Grant recipient, as determined by the Free Application for Federal Student Aid. Students are also required to be U.S. citizens. Second year students must have a grade point average of 3.0 in order to receive ACG awards.

National Science and Mathematics Access to Retain Talent (SMART) Grants

These grants are awarded to third and fourth year students enrolled full-time in an eligible major four-year degree program. Eligible majors include mathematics, science, or a critical foreign language. Students are required to have a 3.0 cumulative grade point average, be a U.S. citizen, and be a Pell Grant recipient, as determined by the Free Application for Federal Student Aid, in order to receive SMART grants.

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:

In the course of completing our General Education curriculum, students will demonstrate the following:

- 1. Knowledge of philosophical approaches vital to an understanding of ultimate truth, the nature of the self, and a good life.
- 2. Knowledge of Christian theology and its ongoing dialogue with other religious and intellectual traditions.
- 3. Understanding of the historical development of the modern world.
- 4. Comparative understanding of the world's peoples, place, and cultures.
- 5. Familiarity with principles and practices in the natural sciences.
- 6. Familiarity with principles and practices in the social sciences.
- 7. Familiarity with forms and creative processes in literature and the arts.
- 8. Quantitative reasoning using graphical and symbolic representations.
- 9. Critical thinking skills.
- 10. Facility in oral and written communication.

General Education consists of a **minimum 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 requirement. Transfer students who enter Bellarmine with 24 hours or more of transfer credit are exempt from Freshman Focus and Freshman Seminar. Transfer students with 60 or more credits transferred may have met the IDC 200 or IDC 301 requirement if there was an appropriate transfer course in their previous curriculum. For further inquiries on the transfer of courses to meet the IDC requirements, contact the IDC director.

General Education Requirements

<i>Hrs.</i>	<i>Requirement</i>	<i>Course Options</i>
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 3 hour course 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>

<i>Hrs.</i>	<i>Requirement</i>	<i>Course Options</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 <i>check course for pre-requisites; each natural science course must include a lab experience</i>
3 hrs.	Social Sciences	Econ. 111 Principles of Microeconomics 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>
6 hrs.	Philosophy	Phil. 160 Introduction to Philosophy Phil. 301 Ethics
6 hrs.	Theology	Theo. 200 Ultimate Questions <i>and one course selected from the 300-400 level Theology courses</i>
3 hrs.	Sophomore Seminar	IDC. 200 U.S. Experience
3 hrs.	Junior Seminar	IDC. 301 Transcultural Experience <i>Since the Experience courses are designed to work as a sequence, it is essential to complete IDC. 200 before moving on to IDC. 301.</i>
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 (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 52 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
 BiologyBusiness Administration
 Chemistry: pre-professional option
 Communication
 Integrated Communication
 Visual Communication
 Media & Cultural Studies
 Professional Writing Track
 Organizational Communication Track
 Computer Sciences
 Criminal Justice Studies
 Economics
 Education
 Early Elementary P-5
 Middle Grades, 5-9
 Specializations in English,
 Mathematics, Science, Social
 Studies, Special Education
 Learning and Behavior Disorder
 Early Elementary, P-5
 Middle School, 5-9
 EnglishForeign Languages
 and International Studies
 History

Liberal Studies
 Mathematics
 Music: Instrumental
 Music: Jazz
 Music: History
 Music: Sacred Music
 Music: Vocal
 Music Technology
 Philosophy
 Political Science
 Psychology
 Psychology: Human Resources
 Psychology: Human Services
 Sociology
 Theology

Bachelor of Science (BS)

Biochemistry and Molecular Biology
 Chemistry: Graduate School Option
 Computer Engineering
 Computer Information Systems
 Mathematics: Actuarial Science
 Nursing (BSN)

Bachelor of Health Science

Clinical Laboratory Science (Medical Technology)
 Physical Therapy (graduate program-early
 entry option only)
 Respiratory Therapy

Minors

Accounting	Health Care
Art	History
Biology	International Studies
Business Administration	Mathematics
Chemistry	Music
Communication	Peace Studies
Computer Science	Philosophy
Criminal Justice Studies	Philosophy: Applied Ethics
Economics	Physics
Education	Political Science
High School, 8–12	Psychology
Specialization in Art,	Sociology
Biology, Chemistry, English,	Spanish
Mathematics, Music, Social Studies	Theatre
English	Theology
French	Writing
German	

Academic Advising

Bellarmino'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 choices about course scheduling, careers, and graduate school preparation. All traditional-age freshman 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 also provides direction concerning academic skills, social involvement, and personal issues as they relate to college. In the first year, the Dean of Academic Advising assigns those students who have declared a major to an advisor in the major field of study.

Transfer and part-time students should consult the department chair in their major or contact the Dean of Academic Advising for assistance on obtaining their academic advisor.

Students have the responsibility to meet regularly with their faculty advisors to plan their course of study. Students should consult with their advisors as the chief resource person at the university.

The Office of Student Affairs maintains a Career Center which provides career counseling, testing, and consultation.

For more information about academic advisement, contact the Dean of Academic Advising, Dr. Catherine Sutton, at 502.452.8071.

Academic Resource Center (ARC)

The Academic Resource Center organizes advising for the undergraduate program of the university, with special emphasis on freshmen and those changing a major after first semester. In addition, the ARC offers academic support services to Bellarmine undergraduates, especially those in 100 and 200 level classes. This support takes the form of individual tutoring, individual and small group writing tutorials, weekly group study sessions led by older, trained students, with the intention to teach transferable study skills. The ARC also offers services for upperclassmen, including GRE, GMAT, and some limited LSAT and MCAT preparation.

Waiver and Exception Policy

A student seeking a waiver of a degree requirement or an exception to an academic policy must submit a petition 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 appropriate dean. 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 Dean considers the student's petition and makes a decision. The Office of the Registrar then informs the student of the Dean's decision.
3. If, upon being informed of the Dean's decision, the student desires further consideration of his or her petition, the student submits a written request for review to the Provost. The Provost may, upon consultation with the student and relevant academic personnel, ask the Dean to reconsider the student's petition. The Dean's action on a reconsidered petition is final.

Academic Honesty

Bellarmino University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The university follows the policies outlined below for detected acts of academic dishonesty:

1. Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.

2. Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Provost of the University, who has the authority to determine a more stringent penalty for the reported act of academic dishonesty, depending, in part, on the student's previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her college, or the dean's designee.
3. On the second offense during the course of a student's academic career at Bellarmine University, as a minimum additional penalty, the Provost will immediately suspend the student for the semester in which the most recent offense took place.
4. On the third offense, the Provost will immediately dismiss the student 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 Provost **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

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+	4.0 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. Incomplete forms are available in the registrar’s office and include the full incomplete policy. Forms must be submitted by the grading deadline for that semester.

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 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 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.

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 degree-seeking 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. For the financial aid definition of part-time and full-time, see that section of the catalog. 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 with 90 or more semester hours completed.

C, D and F Repeat

A student is permitted to repeat a course in which a C, D or F has been earned. In deciding to exercise the C, 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. Note: Students whose programs require grades higher than a C should follow the Waiver and Exception Policy as outlined in the catalog.

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 Provost.

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 Provost. Within a reasonable period of time, which may be specified by the Provost, 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. Independent Study is a self-designed research project in a topic of the students' choice. Students work independently under the guidance of a faculty supervisor who will grade the student upon completion of the project. The Contract Course option is for students to complete an already existing catalog course independently with an appropriate faculty person. Both independent study and contract courses require the approval of the appropriate department faculty and Chair. 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 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. See the transfer of credit policy for more information on transferring credits.

Bellarmino considers its courses specified for General 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 Requirements or to major or minor requirements. Specific approval for that credit transfer must be given by the appropriate department chairperson.

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.
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 approved through the Dean.

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.

Transfer Students

The policies below apply to all students who are admitted to Bellarmine University as transfer students from other colleges or universities. The *Transfer of Credit Policy* below applies to any coursework transferred to Bellarmine, whether it was taken by transfer student applicants, or current Bellarmine students taking courses elsewhere during their time at Bellarmine.

Transfer of Credit Policy

This policy applies to all coursework considered for transfer to Bellarmine.

Bellarmino University awards transfer credit for grades “D” or higher in coursework that is considered college-level and is from regionally accredited institutions when similar in scope, content, and standards to courses offered at Bellarmine. Remedial, technical, vocational, internship, externship, and courses not consistent with the liberal arts tradition are not transferable.

Students must provide official transcripts sent directly from the other institution(s) to be reviewed for transfer of credit eligibility. Transfer of credit evaluations (TCE’s) are made on a course-by course basis by the Registrar’s Office in consult with appropriate academic department chairs when necessary. Credits, transferred in semester hour equivalents, may be articulated as directly equivalent to a Bellarmine course or as elective credit. Upon receipt of their TCE, students may provide the Registrar’s Office with additional descriptive material if further review is desired. Transfer work becomes a part of the official Bellarmine record after a student has been fully accepted and enrolled in the university.

Credits and grades are recorded on the official Bellarmine transcript; however, transfer grades do not affect the student’s grade point average (except in the one-time calculation of graduation honors, see below). The residency requirements of the university must be satisfied regardless of the number of credits transferred.

Once a student has matriculated at Bellarmine, he or she may not take a course at another institution and transfer it back to repeat a course previously taken at Bellarmine (transfer credits do not include GPA, therefore the original grade earned cannot be replaced).

If a student who entered Bellarmine as a transfer student repeats a course at Bellarmine that was taken at a previous school, and that repeat is in accordance with Bellarmine’s Repeat Policy, the student will be awarded the Bellarmine credit in the class. The credit for the original class will be eliminated from the overall credit totals of the student.

Graduation Requirements for Transfer Students

Transfer students must complete all degree requirements as outlined in the *Degree Requirements* section of this catalog.

1. Transfer students must satisfactorily complete in residence at Bellarmine University a **minimum** of 36 semester credits, including at least 12 upper-level semester credits in their degree major (12 in each major for multiple majors).
2. The **IDC 100 and 101 requirements** are automatically waived for transfer students admitted to the university with more than 24 semester credits completed. See the *Interdisciplinary Courses* section of this Catalog for more information and for IDC 200 and 301 petition information.
3. For transfer students, the **upper-level Theology requirement** could be met by any course taken in an accredited department of theology or religion, even if at the lower-level (100 or 200 level or equivalent). This determination will be made by the Registrar in consult with the Theology Department Chair.

Graduation with GPA Honors for Transfer Students

See the *Graduation with Honors* section of this catalog for the full Honors GPA Policy. Transfer students must have earned a minimum of 60 credits at Bellarmine and meet the current GPA Honors standards to be considered. In addition, grades received in both the courses transferred to Bellarmine and those taken at Bellarmine will be used in the calculation of the GPA for purposes of determining graduation honors. This calculation is done manually and for this purpose only, and does not appear on the Bellarmine transcript or other official documents.

Reserve Officers Training Corps (ROTC)

Eligible students may enroll through the Metroversity to pursue ROTC programs. Interested students should contact the Military Science Department at the University of Louisville, 502.852.7902.

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.

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. For more information see: www.bellarmino.edu/registrar. Transcripts requests are processed in one to two working days.

Graduation Information

Review of Transcript

Prior to registering for their senior year, students who plan to graduate the following year must request a graduation audit from the Registrar in order to assure that they will have met all degree requirements by their anticipated date of graduation. To do so, students must submit a graduate application form with the registrar's office one year in advance of their anticipated graduation date. For more information, see www.bellarmino.edu/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 or accelerated second degree 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.

Study Abroad Opportunities

www.bellarmino.edu/studyabroad

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Study Abroad Advisor
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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, or Hannah Holler Egea.

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 \$500.00 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.ac.jp/asp.

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. **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.
7. **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. For more information, contact the International Programs Office or visit: www.ynu.ac.jp.

8. **Université de Paris, France:** Through a bilateral exchange agreement between Bellarmine University and MICEFA (a group of 14 Parisian Universities including the prestigious Sorbonne), Bellarmine students can study at some of the finest French Institutions. Each exchange student can select 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. Students can take classes from several universities and departments during their time in Paris. Thus students benefit from the most adequate 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. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/academic.asp> and micefa.org.
9. **Universidad de Salamanca, Spain:** Through a bilateral agreement of educational and cultural exchange between Bellarmine University and the Universidad de Salamanca, Bellarmine students have an opportunity to study at one of the oldest and most prestigious universities in the world. Today, the University of Salamanca is Spain's leading national institution for teaching Spanish to foreign students, having been designated by the Spanish government to create an innovative educational program for foreigners to learn Spanish. Students fluent in Spanish who wish to participate at a superior level may direct enroll in direct classes with Spanish students. Other students may take courses designed exclusively for students taught by University of Salamanca's professors. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/academic.asp> and www.usal.es.
10. **Karl-Franzens Universität, Graz, Austria:** Through a 2003 bilateral exchange agreement with Karl-Franzens Universität in Graz, Austria, Bellarmine students have access to the second largest university in Austria. The total enrollment is 23,000. The university offers more than 20 programs of study. Intensive German classes are offered at the beginning of each semester. Graz was originally founded in 1585 by the Habsburg Archduke Karl II. Karl-Franzens-Universität Graz was re-installed by the Habsburg Emperor Franz I in 1837, resulting in the university bearing both the Habsburg leaders' names. Graz, the second largest city in Austria, is located in the southeastern province of Styria, called the "green heart of Austria" because of its extensive forests. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/academics.asp> and <http://www.kfunigraz.ac.at>.
11. **National University of Ireland, Galway, Ireland:** Through a 2004 partnership with Willamette University, Bellarmine students have the opportunity to study each spring semester at the National University of Ireland, Galway, together with a group of Willamette students. The University was founded in 1845 as Queen's College Galway on the banks of the river Corrib in western Ireland. Its total student enrollment is about 13,000, with academically strong programs of teaching and research throughout its seven divisions: Arts, Science, Commerce, Engineering, Celtic Studies, Medicine & Health Sciences, and Law. NUI Galway is a vibrant dynamic institution, committed to expanding and deepening its international links. Almost 1,000 international students attend the university each year, for a semester, a year or for a full degree program. This is a Study Abroad Program offered only in the spring semester. The costs are slightly different than for exchange programs. For more information, contact the International Programs Office or visit: http://cas.bellarmino.edu/foreign_languages/academic.asp and <http://www.ucg.ie>.

12. **Pontificia Universidad Catolica Ecuador (PUCE), Quito, Ecuador:** Through a 2004 bilateral exchange agreement with PUCE in Quito, Bellarmine students have access to a first rate Catholic university in Latin America. Ecuador is Kentucky's partner state, and Quito and Louisville have been enjoying a sister city partnership for over 40 years. Bellarmine students may study at PUCE for a semester or full year. Students must have proficiency in Spanish to participate in the semester or full year programs. PUCE is also home to Bellarmine's short term summer study abroad programs in Nursing and Community Health, developed in 2004. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/academic.asp> and <http://www.puce.edu.ec/>.
13. **The University of Kufstein Tirol, Kufstein, Austria:** Through a 2004 bilateral exchange agreement with FHS Kufstein Tirol University, Bellarmine students can study at one of the top business schools in Austria, for a semester or a full academic year. Students can take classes in English or in German depending on their level of proficiency. During their studies, the students are trained to apply their knowledge in intensive practical courses as well as during internships to help prepare for the high demands of the job market. Intellectual mobility and intercultural understanding are very important at this institution. The university's enrollment is about 1,350. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/studya.asp> and <http://www.fh-kufstein.ac.at>.
14. **European School of Economics, Lucca, Italy:** Through a bilateral partnership with the European School of Economics, Bellarmine Business, Economics, and Communications majors have the opportunity to study in areas of specialization currently not available on the Bellarmine campus, such as: Entertainment and Event Organization, International Marketing, Sports Management, and Media Management. This is the perfect way to complement your Bellarmine curriculum while gaining international experience at an institution recognized for its academic excellence and its prestigious internationally-known faculty, including professors chosen from the best Italian, North American and European universities. For more information, contact the International Programs Office or visit: <http://www.uniese.it>.
15. **The Chinese University of Hong Kong, China:** Through a 2005 bilateral exchange agreement with the Chinese University of Hong Kong, (CUHK), Bellarmine students can study at one of the finest bilingual (Chinese and English) institutions in China. At CUHK Bellarmine Students can experience the unique blend of western and Chinese cultures. CUHK offers courses in English in the following disciplines: art, business administration, engineering, science and social sciences. The Chinese University of Hong Kong was established in 1963 as Hong Kong's second university. Total enrollment was 16,263 in 2004. For more information, contact the International Programs Office or visit: <http://cas.bellarmino.edu/foreignlanguages/studya.asp> and <http://www.cuhk.edu.hk/oal>.
16. **Leeds Metropolitan University, Leed, England:** Through a 2005 bilateral exchange agreement with Leeds Metropolitan University, Bellarmine students can experience a university acclaimed world-wide for the quality of its teaching and research. One of the largest universities in the UK, its size and international reputation enables the university to offer one of the widest ranges of academic courses in the UK. LMU, founded in 1824, is located in the city of Leeds approximately 2 hours from London by train. Leeds is a prosperous, commercial, industrial, and manufacturing city. It is also considered the cultural and sporting center for much of the region and one of Louisville's sister cities. The city of Leeds has 700,000 inhabitants; LMU has over 41,000 students. For more information, visit the International Programs Office or visit: <http://www.lmu.ac.uk/index.htm>.

17. **Swinburne University of Technology, Melbourne, Australia:** Through a 2005 bilateral exchange agreement with Swinburne University, Bellarmine students can experience a diverse institution in Australia's second largest city, which, like Louisville, is famous for horse racing. Swinburne, founded in 1908, is located in the eastern suburb of Hawthorn in Melbourne, a city of about 3.5 million. Swinburne has a strong history of providing quality, career-oriented education for both undergraduates and postgraduates. For more information, visit the International Programs Office or visit: <http://www.swin.edu.au>.
18. **IECS Strasbourg, Universite Robert Schuman, Strasbourg, France:** Through a 2005 bilateral exchange agreement with IECS Strasbourg, Bellarmine students can study in French or in English in Strasbourg, located on the border between France and Germany. This is a culturally rich city that is strategically important in regards to international politics and the international marketplace. IECS offers an excellent French and European Management Program. Students will also have the opportunity to participate in internships in numerous international businesses and organizations as part of this exchange. A wide range of business classes are offered in English, therefore, proficiency in a foreign language is not required for this particular program. However, French grammar, civilizations and literature classes are also available at this institution. Intensive French language course are conducted at the start of the academic year. For more information, contact the International Programs office or visit: <http://cas.bellarmino.edu/foreignlanguages/studya.asp> and <http://www.iecs.edu>.
19. **Universidad Pontifica Comillas de Madrid, Madrid, Spain:** In 2006 Bellarmine established a bilateral relationship with the UPCM, a university with a strong Catholic affiliation and reputation for academic excellence. Pope Leo XIII founded the Seminary of San Antonio de Padua in 1890 in the town of Comillas. The university mixes religious traditions with an academic experience that is based on our ever changing modern society. As a private university, it prides itself on a high quality of teaching and a good student-teacher relationship which promotes above all, science and progress and the development of the student's ability to critique and analyze. For more information, visit the International Programs Office or visit: <http://www.upcomillas.es>.
20. **Università Cattolica del Sacra Cuoro, Milan, Italy:** In 2006 Bellarmine signed a bilateral agreement with the Università Cattolica. Founded in 1921 by Father Agostino Gemelli, it is one of the most comprehensive and complete higher education institutions in Italy. It is located in the historic city of Milan in the central Po valley, which is Italy's richest, most populated and most economically active region. During its 2,000 year history, it has been a driving force for great social, economic, cultural and political events. The campus offers a complete range of services, all of which share a common goal: meeting the needs of a large student population. Total enrollment: 30,000. For more information, visit the International Programs Office or visit: <http://www.unicatt.it>.
21. **Universiteit van Tilburg, The Netherlands:** Bellarmine has established a focused exchange in the area of business with the Universiteit van Tilburg through ISEP. Tilburg is an AACSB accredited school which makes it an excellent choice for Bellarmine Business Majors. Tilburg is also a private university of Catholic affiliation. The campus is located in the city of Tilburg, about 70 miles south of Amsterdam. Brussels and Paris are within a few hours reach by train, car or bus. A large number of research institutes for fundamental economic research in Europe. Total enrollment: 11,000. For more information, visit the International Programs Office or visit: <http://www.tilburguniversity.nl>.

22. The Center for Cross Cultural Studies (CC-CS): This is a consortium of U.S. universities offering extensive study of Spanish as a foreign language in Seville, Spain; Cordoba, Argentina; and Havana, Cuba. Classes are taught by native speakers. Bellarmine students can choose to participate in an academic year, semester, summer, or winter program. This is a study abroad program and the cost structure and credit transfer are slightly different than for exchanges. For more information, contact the International Programs Office or visit: <http://www.uniese.it>.

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 \$500 in ISEP processing fees and health insurance 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, which ideally takes place during the junior year. Computer access to all partner universities is available on the web, www.bellarmino.edu/studyabroad. University catalogs are available via the internet. Hard copies of some catalogs are available for reference in the IPO resource room, Miles 122. By November 30 of the year preceding the exchange, the student must submit an official study abroad application to Bellarmine University and must pay all application and placement fees for consideration of study during the following year. At the time of application for study abroad, the student will pay Bellarmine University a non-refundable administration fee. This is followed by regular tuition, as well as room and board billing if applicable, upon acceptance by the host institution. A student from a foreign country will make a similar arrangement with his or her home institution. Bilateral students will pay \$300 per semester or \$500 per academic year. ISEP students will pay the ISEP placement fee plus a BU study abroad fee of \$150 per semester.

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 Argentina, Austria, Brazil, Cameroon, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany, Greece, Italy, Japan, Mexico, Spain and Turkey 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 \$4500 at the European and Asian sites. In most cases, 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, Belize, Australia, Ghana, Canada, Jamaica, South Africa 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. **The Center for Cross Cultural Studies (CC-CS):** This is a consortium of U.S. universities offering extensive study of Spanish as a foreign language in Seville, Spain; Cordoba, Argentina; and Havana, Cuba. Classes are taught by native speakers. Bellarmine students can choose to participate in an academic year, semester, summer, or winter program. For more information, contact the International Programs Office or visit: <http://www.cccs.com>.
4. **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 Tunisia 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.
5. **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 tropical island of San Salvador in the Bahamas. Prerequisites: Biol. 225 and consent of instructor.

6. **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, Miles Hall 111-122 or Dr. Adam Renner, BOB 306, 502.452.8135.
7. **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 contact: Dr. David Boyce, PT, ECS, OCS for more information 502.452.8373 or contact Bellarmine's International Programs Office, Miles Hall (111-122).
8. **Community Health Nursing Study in Ecuador:** This is an intensive three week study in Louisville's sister city Quito, Ecuador. Students can earn up to 8 hours of required nursing credits in a full immersion cultural setting in Latin America. Some knowledge of Spanish is helpful. Students study at the Pontificia Universidad Catolica del Ecuador, engage in field work and are housed with Ecuadorian families. For more information, please contact Bellarmine's International Programs Office in Miles Hall (111-122).
9. **Business Program in Tuscany, Italy:** This is an intensive 3 week experience in Italy with site visits to Central Austria (Univ. of Kufstein). Students can earn up to 6 hours of credit in an immersion setting in Europe. No prior language experience is required. Students stay in Florence and participate in excursions as part of their courses in Italy. For more information, please contact Bellarmine's International Programs Office in Miles Hall (111-122).

Other Opportunities

In addition to the opportunities listed above, other study abroad opportunities are available through CCCS, CIEE, ISA, IES, the American Institute for Foreign Study (AIFS) and a myriad of other programs, although transfer of credit and financial aid cannot be guaranteed with non-affiliated 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.

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, student handbook, parents association, minority student programs, orientation, student activities, student discipline and judicial procedures, student organizations, and volunteerism and service learning.

Bellarmino 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 Bellarmine University Athletics Department has an absolute obligation to ensure that intercollegiate athletics are an integral part of the educational philosophy and vision of the university. There is a strong focus on the collegiate model of athletics that balances academic, social and athletics. The department engages the pursuit of excellence in both academics and athletics. Bellarmine Athletics provides a supporting role between intercollegiate athletics and higher education that enhances community and strengthens identity.

Intercollegiate Sports

The Department of Athletics is responsible for the intercollegiate sports programs of the university. Specifically, the department is responsible for 19 intercollegiate sports teams that compete within the NCAA, Great Western Lacrosse League (GWLL), and the Great Lakes Valley Conference. The student-athletes on these teams are expected to be quality students and are afforded resources of the university to compete within a strong athletic conference. Approximately 360 student-athletes participate in the programs.

NCAA Division II - Great Lakes Valley Conference

Men's Sports

Baseball
Basketball
Cross Country
Golf
Soccer
Tennis
Track

NCAA Division I

Lacrosse

Women's Sports

Basketball
Cross Country
Field Hockey
Golf
Soccer
Tennis
Softball
Track
Volleyball

Office of Campus Ministry and Service

The **Center for Campus Ministry and Service** provides activities and programs which foster the spiritual development of Bellarmine students, faculty, and staff. Inspired by its motto, *to live and grow in faith and service*, Campus Ministry is a visible presence of faith and ministry on campus. It promotes the Catholic Identity of the university, fosters ecumenical and inter-faith experiences, and encourage students of all faiths to gather regularly to move into adult roles with those who share their respective faith traditions. In the spirit of Thomas Merton, we seek to experience God's truth in prayer and contemplation, through study, service, and the pursuit of social justice, while in relationships with people of all faiths.

Campus Ministry Council (CMC) supports and promotes faith-based initiatives. CMC oversees activities and programs, retreats, scripture studies and the social activities of all faith-based groups on campus. The groups, from a variety of faith traditions and perspectives, are governed by the guidelines of the CMC Covenant to respect human dignity and the faith journeys of all. CMC assists students in locating young adult programs specific to their denomination or faith tradition within the Highlands neighborhood and the Louisville Metro area. It meets monthly and is open to all students.

Mass on Sundays, First Fridays, and holy days, special prayer services and selected programs are held in **Our Lady of the Woods Chapel** under the supervision of the Directors of Campus Ministry and Catholic Worship. Students serve in ministry roles, organize special gatherings, and use the Chapel for personal prayer. Discernment and scripture study groups meet on a regular basis in residence halls, the Chapel, or the Center.

Spiritual Direction is available through the Center for students of all faiths, either from or arranged through the Director or the Highlands Shepherds (priests, ministers, rabbi, etc.) A *Directory of Churches and Local or Houses of Worship* is available from the Center with contact information, dress code, times of services and pertinent details.

Service opportunities are catalogued in a *Directory of Volunteer Opportunities* and Bellarmine Volunteer Days are advertised with Student Government Association. The Center provides resources for students, staff, and faculty who are seeking opportunities to volunteer and to serve those in need. It serves as a service-learning resource for faculty who seek to integrate classroom learning with meaningful, out-of-the classroom experiences. It facilitates Alternative Spring Break experiences, short and long-term service placements, and active involvement in social justice.

Social Justice initiatives are sponsored by the Center in cooperation with student groups to raise the consciousness of the campus to the needs of those less fortunate, those on the margins, the poor and homeless, those in prison, and those for whom war, inadequate health care, and persecution make life less than God intended for them. These include, but are not limited to the Students for Social Justice, Students for Life, ONE campaign, and students working to end the death penalty.

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, SIG I Plus. 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 schools. Students and alumni can access employment and internship position notices as well as part-time employment opportunities at the career center website, www.bellarmine.edu/careercenter.

Internships are coordinated with academic departments for students seeking professional career experience within a specific major. 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. Twenty academic departments offer internship credit and six departments require credit. 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. Two clinical psychologists work in the counseling center along with five other professionals who 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; telephone: 502.452.8480; TTY: 502.452.8440.

Food Service and Board Plans

Koster Commons

Koster Commons offers the all-you-care-to-eat Board Plan for residential students. Residential students are required to purchase the board plan and have several options from which to choose. 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. Special diet needs are met on a case by case basis. Contact the director of food services for arrangements, 502.452.8325.

Convenience Store

Located in Koster Commons and offers a wide variety of snack items that can be purchased with Flex Dollars or cash.

Café Ogle

Located in the Campus Center and features:

Knight's Café

Grill 155°

Pete's Arena Deli & Pizzas

Breakfast, lunch and dinner are served on a cash or Flex Dollar basis. The phone number for this location is 502.452.8110.

Fly by Knight

This is the on-campus Pizza Delivery program through which residential students can order snacks in the evening using their Flex Dollars or cash. Fly by Knight is operated out of Café Ogle. The phone number is 502.452.8110.

Café a La Cart

Offers lunch on a cash or Flex Dollar basis. Café a La Cart is located in the front of the library during the warmer months, and then moves to Pasteur Hall Lobby for the colder months.

Hours of Service

Monday - Friday

8:00 a.m. until 2:00 p.m.

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 Dean of Students in consultation with other appropriate university personnel, 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 Dean of Students Office and provide proof of the insurance. Information regarding the health insurance plans may be obtained in the Dean of Students Office.

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, employment, academic, and cross-cultural communication matters; and promotion of social events.

Orientation: SOAR and Crossroads

Orientation at Bellarmine is a two-part program designed to assist students in making a smooth transition to the university. The first part, the Summer Orientation, Advising, and Registration conference, or SOAR, is a one-day program where students receive an overview of Bellarmine's academic programs and services which will be available to them on campus, a Bellarmine email account and student ID, and information useful to them during the matriculation process. At SOAR, students also meet with a faculty advisor and register for their fall classes. The second part of the orientation

program is Crossroads. This program is an off-campus, overnight orientation, largely led by upper-classmen, where students will get to know each other, learn about Bellarmine history and traditions, and meet many of the faculty, staff and administrators they will be with for the upcoming four years. There are multiple sessions of both SOAR and Crossroads, and registration materials are sent in the spring and early summer of each year.

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.

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.

Students who are not granted an exception or do not adhere to the requirements will be assessed 50 percent of the housing fees for each semester they do not abide by the Residential Living Policy. Students may also be subject to the judicial process. The Director of Residence Life or his/her designee handles cases in an official hearing.

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. Local telephones service is 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, which can be found online at www.bellarmino.edu/residencelife. A \$100 Room Deposit, an \$85 Damage Deposit and a \$15 Application Fee are required. 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 admission 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 website.

Sport, Recreation, and 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, soccer, flag football, indoor and outdoor volleyball, and corn-hole. For specific information on Intramural sports and recreational programs, contact the Director of Intramurals in 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 online 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

Academic-Related Organizations

Accounting Association (BUAA)
Ariel, the English Society & Literary magazine
Association for Computing Machinery (ACM)
Bellarmino Association of Nursing Students (BANS)
Bellarmino Communication Association
Bellarmino University Clinical Laboratory
Science Society
Bellarmino University Radio Club
Biology Club
Cardiopulmonary Association
The Concord, student produced newspaper
Education Club
Jazz Club
The Lance, student produced yearbook
Math Club
Mock Trial
Omicron Delta Kappa
Phi Beta Lambda, business organization
Philosophy Club
Physical Therapy Association
Political Science Club
Pre-Law Society
Pre-Physical Therapy Association
Psychology Club
Theology Club
UKnight

Leadership and Other Involvement Opportunities

Alpha Delta Gamma, men's national fraternity
Bellarmino Ambassadors
Bellarmino International Club
Bellarmino Students for Life
Bellarmino University Democrats
Bellarmino University Republicans
Bowling Team
Catholic Student Association
Chapel Musicians
Colleges Against Cancer
Delta Sigma Pi, co-ed business fraternity
Fellowship of Christian Athletes
Flow
Intervarsity
Phi Mu, women's national fraternity
Resident Assistants
Rotaract
Snow & Ski/Snowboard Club
Students for Organ Donation
ST@B
T@BU
Students for Social Justice
Tae Kwon Do

Spirit Organizations

Cheerleaders
Dance Team
Pep Band
Pep Club

Academic Administration



ACADEMIC ADMINISTRATION

Doris A. Tegart, Ed.D.

Acting Vice President of Academic Affairs

The primary goal of the Division of Academic Affairs is to promote and enhance the intellectual growth and development of students at Bellarmine University by ensuring that excellence is maintained in our faculty, in our student body, and in the educational experience we offer. Academic Affairs includes each of the five schools, the Library, Information Technology and Enrollment Management.

1. Bellarmine College (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
5. The School of Continuing and Professional Studies

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 (Arts and Sciences)

Robert W. Kingsolver, Ph.D., Dean

Mission Statement

Bellarmino's commitment to the arts and sciences arises from a long-standing Catholic tradition of liberal arts education. As its contribution to the university's instructional mission, Bellarmine College (Arts and Sciences) offers degree programs in Liberal Arts disciplines, provides general education and cognate courses for the university as a whole, and offers elective courses enriching educational opportunities for all Bellarmine students. In support of the university's dedication to academic strength, the open exchange of ideas, and community benefit, Arts and Sciences promotes excellence in teaching, scholarship, and service from its faculty.

Description of Programs

Bellarmino College (Arts and Sciences) provides the foundation of liberal arts education for all Bellarmine undergraduates. Academic skills in writing, speaking, critical thinking, verbal and quantitative reasoning, and creativity are developed in a well-planned course sequence over four years as students participate in our integrated Core curriculum. Expertise refined in pursuit of an academic major prepares students for post-graduate studies and professional careers. Throughout the college experience, the strong intellectual foundation of a Bellarmine liberal arts education is informed and enriched by our Catholic education traditions of personal responsibility, social awareness, and service to others.

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."

During their final semesters, our students develop a global world-view through transcultural courses. The curriculum in their final semesters also pushes them to integrate learning through their senior seminar. This seminar 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 (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 the following programs:

- Art: Painting and Sculpture
- Arts Administration: Art, Music, and Theatre
- Biology
- Biochemistry & Molecular 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
- Liberal Studies
- Mathematics
- Mathematics: Actuarial Science
- Music: Instrumental, Vocal, Jazz, Sacred Music, and History
- Music Technology
- Philosophy
- Political Science
- Psychology
- Psychology: Human Resources and Human Services
- Sociology
- Theology
- Masters in Spirituality

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 Rubel School faculty undertake discipline-specific and inter-disciplinary scholarship to develop a broad base competency in current and emerging business fields. Students' education is enhanced by the diverse perspectives inherent in the scholarly work of the faculty.

Five core values drive the School of Business, specifically the School:

1. Recognizes the importance of integrating the liberal arts education and/or perspective within our professional program.
2. Desires to develop an entrepreneurial spirit, one that is responsive to change and continued intellectual exploration.
3. Is committed to preparing students for leadership roles both personally and professionally.
4. Desires that its students be competent and able employees with a strong sense of ethics and social justice.
5. Expects the highest standard of professionalism and integrity for all organizational members.

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.

1. Provide a quality education for Bellarmine University students.
2. Implement curriculums with a high quality faculty.
3. Enhance external recognition.
4. 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, Ed.D., 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 healthcare.

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.

Integrity: 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 healthcare 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. Clinical Lab Science
2. Nursing (graduate and undergraduate)
3. Physical Therapy (graduate)
4. Respiratory Therapy

Annsley Frazier Thornton School of Education

Milton Brown, Ed.D., Interim 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.

Two of the major issues in teacher education today are preparing teachers to meet the needs of diverse students and insuring that the teachers of tomorrow are broadly educated and knowledgeable in the content they will be teaching.

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, prepares 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, diverse school environments.

The elementary and middle education teacher preparation program offers dual certification in general education and in special education. These programs are built on the liberal arts core with addition of professional education and specialty coursework.

All secondary education programs require the liberal arts core and a teaching major in the content areas of art, music, English, chemistry, biology, mathematics, and social studies.

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

Master of Arts in Education

Master of Arts in Teaching

Planned Rank I programs

Endorsement in specified areas (see Graduate Program in Education)

Master of Arts in Instructional Leadership and School Administration

All initial teaching certification programs, undergraduate or graduate, are supported by early and rich field experiences that help connect theory to practice. Every student should be taught by a teacher who has a broad knowledge of the world, is competent in subject matter, and who shares that knowledge effectively and caringly. One of the true gifts of a Bellarmine education is the opportunity to become an educated person who is valued, centered, and who understands learning and the love of learning.

School of Continuing and Professional Studies

Linda Bailey, Interim Dean

Miles 132, 502.452.8161, 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

Earning a professional certificate documents a specific curriculum of study and emphasizes commitment to professional improvement (CEUs are available). Bellarmine offers the following certificate programs:

- Human Resources Management
- Nonprofit Leadership
- Diversity Management
- The SHRM Learning System
- Personal Trainer
- Accelerated Certificate in Financial Planning
- Dietary Manager Training
- Certificate in Perioperative Nursing
- Wedding Planner
- Paralegal

For more information, call 502.452.8166.

Online Non-credit Courses

Bellarmino University partners with Education2Go to offer non-credit ONLINE courses in the following areas: business, healthcare, computer skills, personal enrichment, writing, finance, languages, philosophy, child care, parenting and test preparation. 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 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 502.452.8744.



Undergraduate Studies



ACCOUNTING

Keith Richardson, Ph.D., Department Chair

Horrigan Hall 012-U, Phone 502.452.8403, krichardson@bellarmine.edu

David T. Collins, Ph.D., CPA; Alan B. Deck, Ph.D., CPA, CMA; Richard Schrader, Ph.D., CPA, CIA; Patricia M. Selvy, Ph.D., 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.

Learning Goals - BA in Accounting Program

1. Each student must demonstrate the ability, through clarity, content, and composition, to convey information to others in written communication.
2. Each student must demonstrate the ability to recognize and analyze ethical problems and choose and defend resolutions for practical solutions that occur in business.
3. Accounting majors will demonstrate high educational achievement.
4. The Accounting program will significantly enhance the career advancement opportunities of its graduates.
5. Accounting graduates will be prepared for professional accounting positions.

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.

Undergraduate Certificate in Professional Accounting

This program is designed to prepare students who have completed a baccalaureate degree in a field other than accounting for a professional accounting career. Please see the program description located after the listing of undergraduate accounting courses.

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

OPTION 1:

33 hours of Accounting, and MBA, Four and One-half or Five-Year Program

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. 103 or 205; Psych. 103. 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 degree, B.A. 301, 305, 315, 346, Econ 314, and a free elective. 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.

OPTION 2:

33 hours of Accounting, and a Second Bellarmine University Major or Minor

OPTION 3:

Graduate Degree or Law Degree at Another University

OPTION 4:

Major in Accounting Only

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, 314; Math. 125 (or 117), 205 (or 314); Comm. 103 or 205; Psych. 103.

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 website home page directly at <http://business.bellarmine.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 and spring.*

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 and property, plant and equipment. (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; 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 only.*

Acct. 313 Financial Accounting III**(3)**

An in-depth examination of the accounting for leases; derivatives; accounting changes and error analysis; cash flows; full disclosure issues; foreign currency translation; and the formation, profit/loss distribution 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 summer.*

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. 102.) *Fall and spring.*

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.) *Spring 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.) *Spring and summer.*

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 summer.*

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

Undergraduate Certificate in Professional Accounting

Students who have previously completed a baccalaureate degree, in any field other than accounting, and wish to pursue professional careers in accounting will enter the undergraduate certificate in professional accounting program. Business undergraduates complete a minimum of twenty-four credit hours and non-business undergraduate complete thirty-nine hours. The certificate program 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-related hours 39, and total college hours 150.

Requirements for Undergraduate Certificate in Professional Accounting, 27-33 hours of Accounting - Students with an Undergraduate Business Degree

A bachelor's degree from an accredited college or university, in a business discipline other than accounting, and the completion of the following courses: Acct. 211, 212, 313, 418; and a minimum of twelve hours selected from other accounting courses and/or B.A. 403. (The equivalent of Acct 101 and 102 are generally included in undergraduate business programs.) A minimum of twenty-four hours must be earned at Bellarmine University.

Requirements for Undergraduate Certificate in Professional Accounting, 27-33 hours of Accounting - Students with an Undergraduate Non-Business Degree

A bachelor's degree from an accredited college or university, in a discipline other than business, and the completion of the following courses: Acct. 101, 211, 212, 313, 418; fifteen hours selected from other accounting courses and/or B.A. 403; and nine additional hours selected from other accounting, business administration, or business-related courses. Previous accounting coursework may be substituted for Acct. 101 and 102, and previous business and business-related coursework may be substituted for business administration and business-related courses. A minimum of twenty-four hours of the accounting hours must be earned at Bellarmine University.

Accounting Course Descriptions

Certificate students select undergraduate courses from accounting, business administration, and from business-related subjects. Business-related subjects include courses that contain in the course prefix or title an indication that the course subject matter is one of the following: business, finance, marketing, management, economics, computers, or business statistics.

Waiver of Course Prerequisite Requirements

Course prerequisite requirements are waived for all courses taken by certificate students.

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: Painting Emphasis, 51 hours

Basic courses: Art 101, 102, 201, 202, 211, 230, 303, 304, 307, 309, 313, 320, 410, 411, and three to nine 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	Art elective	3
Gen Ed Math	3	Art elective	3
	15	Art elective	3
			18

Senior Year

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

Gen Ed courses may be taken in semesters other than the ones listed above. A student may only have 51 hours of art in their 126 hour program.

Requirements for a Major in Art: Sculpture Emphasis, 51 hours

Basic courses: Art 101, 102, 201, 202, 211, 230, 240, 242, 313, 320, 410, 411, 420, 421, and three to nine 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	Art elective	3
Gen Ed Math	3	Art elective	3
		Art 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	Art elective	3
Art elective	3	Art elective	3
Art elective	3	Art elective	3
	15		15

Gen Ed courses may be taken in semesters other than the ones listed above. A student may only have 51 hours in Art in their 126 hour degree 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: Ancient to Medieval (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: Renaissance to Modern (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. *Every semester.*

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. *Every semester.*

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, pinhole 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. (Prerequisite: Art 303) *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. (Prerequisite: Art 304) *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. (Prerequisite: Art 307) *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. *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. *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. *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. *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)

The internships provide the student with an opportunity to apply classroom learning to the workplace and explore potential career interests. Placements include local museums, galleries, advertising agencies, and non-profit organizations. *As required.*

ARTS ADMINISTRATION

J. Richard Burchard, MM, Program Director
Norton Music Building 205, Phone 502.452.8497, rburchard@bellarmine.edu

Caren Cunningham, MFA

The Arts Administration Program at Bellarmine University seeks to provide a practical interdisciplinary education that develops well-rounded students seeking employment in any of the arts disciplines as professional arts administrators. The degree provides an education in arts management and leadership based on strong foundation in the arts and in the context of increasing social, technological, and economic change. The program stresses the premise that art, education, and administration combined make a significant contribution to the total human endeavor.

The Arts Administration Program has the following 5 learning outcomes for the degree:

1. Students should be prepared for a career in arts management or related arts/business field, or graduate study in arts administration.
2. Students should understand organizational structure and function of both Non-Profit and For-Profit Arts Organizations.
3. Students should demonstrate general knowledge of music, art and theater and more comprehensive knowledge of one of those arts.
4. Students should develop skills in writing about the arts.
5. Students should demonstrate understanding of Intellectual Property and Copyright Laws as they relate to Artist Contracts.

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 200; Theater 110. Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 205; Econ. 111; Math. 125 or 117. 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 1013	Mathematics 125 or 1174
Gen Ed History 116 or 1173	Gen Ed Freshman Sem (IDC 101)3
Gen Ed Natural Science Req3	Gen Ed Economics 111.....3
Gen Ed English 1013	Accounting 101.....3
Freshman Focus (IDC 100).....1	
16	16

Sophomore

Arts Administration 200.....3	Art 2303
Art 2113	Communications 205.....3
Gen Ed Music 2003	Gen Ed IDC 2003
Elective.....3	Business Administration 203.....3
Elective.....3	Gen Ed English 2003
15	Theater 110.....3
	18

Junior Year

Art 201 or 2023	Arts Administration 300.....3
Art 3133	Gen Ed Theology 2003
Gen Ed Natural Science Req3	Business Administration 3013
Elective.....3	Business Administration 305.....3
Gen Ed Philosophy 1603	Gen Ed IDC 3013
Elective.....3	
18	15

Senior Year

Arts Administration 444.....3	Arts Administration 445.....3
Gen Ed Senior Seminar (IDC 401)3	Gen Ed Theology Elective3
Gen Ed Philosophy 3013	Elective.....3
Business Administration 315.....3	Elective.....3
Elective.....3	Elective.....3
15	15

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, 201, 202; 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. 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	Elective.....3
Theater 110.....3	Gen Ed Philosophy 160.....3
	Elective.....3
16	16

Junior Year

Gen Ed Art 201 or 202.....3	Arts Administration 300.....3
Music 201.....3	Music 202.....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

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. 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
Elective.....	3	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
	18		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

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: Eng. 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.*

BIOCHEMISTRY & MOLECULAR BIOLOGY

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The mission of the program is to provide a rigorous education at the exciting interface between chemistry and biology, offering an interdisciplinary focus on the molecular processes of life. In recent years, this interface has become increasingly important in the areas of medicine, pharmaceuticals, and biotechnology. Through intense coursework, laboratory experiences and independent research projects, a Bmb. degree will prepare students for an array of post-graduate opportunities including graduate programs in biochemistry, cell biology, molecular biology and molecular genetics. This program also provides a strong knowledge base for careers in the health professions, research in biomedicine and biotechnology or employment in areas such as the pharmaceutical industry. While our goal is to achieve a high standard of scientific training, our program is balanced with a liberal arts education to develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others as stated by the mission of Bellarmine University.

The department has the following goals for its degree program:

1. To provide students with a strong foundation of the underlying principles of biochemistry and molecular biology.
2. To aid students as they develop critical thinking, communication and technical skills through regular course work and research experiences.
3. To provide students with an appreciation for the interdisciplinary nature of the sciences by their participation in a wide variety of courses offered in several different departments.
4. To provide students with relevant laboratory experiences that demonstrate the principles of biochemistry and molecular biology. Laboratory exercises will highlight the tools that are available for multidisciplinary investigations and emphasize proper and safe laboratory practices.
5. To make students aware of the impact and relevance that sciences has on our lives and society at large.

The curriculum includes a strong foundation in biology, chemistry, physics, and calculus, core courses in biochemistry, molecular biology, and physical biochemistry, and advanced electives. Laboratory work is stressed throughout, since biochemistry and molecular biology are experimental sciences that require a broad range of practical skills. All students participate in an independent research project under the supervision of a mentor during their junior and senior years to provide them with the opportunity to apply classroom knowledge and stimulate creativity in the laboratory.

Prospective medical school students: see Pre-Professional Programs.

Requirements for a major in Biochemistry and Molecular Biology, 70 – 71 hours

Required Basic Courses: Biol. 130, 231, 240, 313; Chem. 103, 104, 205, 206, 308; Bmb.. 301, 302, 317, 330, 401, 430, 431, and eleven – twelve hours selected from Biol. 314, 330, 413; Chem. 307, 309, 411, 412. Required related courses: Math 117, 118; Phys. 205, 206.

Biochemistry and Molecular Biology

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

Freshman Year

Biology 130.....	4	Gen Ed IDC 101	3
Chemistry 103	4	Chemistry 104	4
Gen Ed Mathematics 117.....	4	Mathematics 118.....	4
Gen Ed English 101	3	Biology 240.....	3
Gen Ed IDC 100 (freshman focus)	1	Gen Ed Philosophy 160	3
	16		18

Sophomore Year

Chemistry 205	4	Chemistry 206	4
Physics 205	4	Physics 206	4
Biology 231	4	Gen Ed. History 116 or 117	3
Gen Ed IDC 200	3	BMB Elective	4
Gen Ed English 200	3		15
	18		

Junior Year

BMB 301	4	BMB 302	4
Biology 313.....	4	BMB 317	4
Gen Ed Theology 200	3	BMB 330	1
Gen Ed IDC 301	3	Philosophy 301	3
Gen Ed Social Science Elective	3	BMB Elective	3/4
	17		15/16

Senior Year

BMB 401	4	BMB 451	1
BMB 450	1	BMB Elective	4
IDC. 401 (senior seminar)	3	Elective*	3
Gen Ed Theology Elective	3	Chemistry 308	4
Gen Ed Fine Arts	3	Elective*	3
	14		15

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

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

Biochemistry and Molecular Biology Course Descriptions

Course descriptions for Chemistry and Biology courses can be found in their respective program entries.

Bmb. 301 Biochemistry I (4)

Introduction to the physical and chemical properties of the major classes of biochemical molecules: proteins, nucleic acids, carbohydrates and lipids. The laboratory provides an introduction to classical and modern experimental techniques in biochemistry. Three hours lecture, four hours laboratory. Cross-listed as Chem. 301 (Prerequisite: Chem. 206.) *Every fall.*

Bmb. 302 Biochemistry II (4)

Continuation of Bmb. 301. A study of enzyme functions, metabolism, and the storage and transmission of genetic information. The laboratory will be project-based. Three hours lecture, four hours laboratory. Cross-listed as Chem. 302. (Prerequisite: Bmb. 301.) *Every spring.*

Bmb. 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. Laboratory exercises include experiments designed to illustrate concepts central to cell and molecular biology and to familiarize students with basic skills required at the laboratory bench. Three hours lecture, four hours laboratory. Cross-listed as Biol. 317. (Prerequisites: Biol. 313 and Chem. 206.) *Every spring.*

Bmb. 330 Junior Research (1)

Directed research in biochemistry and molecular biology under the guidance of a faculty member. (Prerequisite: Bmb. 301.) *Every spring.*

Bmb. 330H Honors Junior Research (1)

Under the direction of an individual faculty member, students will begin to work toward the senior research project and honors thesis in consultation with the Director of the Honors program. *Every spring.*

Bmb. 401 Advanced Biochemistry (4)

An exploration of current advances in biochemistry. The laboratory provides an introduction to current advances in experimental biochemistry. Three hours lecture, four hours laboratory. (Prerequisite: Bmb. 302 and Biol. 317.) *Every fall.*

Bmb. 430 Senior Research I (1)

Directed research in biochemistry and molecular biology under the guidance of a faculty member. (Prerequisite: Bmb. 302.) *Every fall.*

Bmb. 431 Senior Research II (1)

Directed research in biochemistry and molecular biology under the guidance of a faculty member. (Prerequisite: Bmb. 430.) *Every spring.*

Bmb. 450H Honors Biochemistry and Molecular Biology Research (3)

Participation and completion of an independent research project supervised by a faculty member in consultation with the Director of the Honors program. (Prerequisite: Bmb. 330H.) *As required.*

Bmb. 451H Honors Biochemistry and Molecular Biology Thesis (3)

Thesis research and writing supervised by a faculty member in consultation with the Director of the Honors Program (Prerequisite: Bmb.. 430H.) *As required.*

BIOLOGY

Steven D. Wilt, Ph.D., Chair

Pasteur 181, Phone 502.452.8462, swilt@bellarmine.edu

Thomas E. Bennett, Ph.D.; Joanne J. Dobbins, Ph.D.; Mary O. Huff, Ph.D.; Robert W. Kingsolver, Ph.D.; Anthony J. Lentz, Ph.D.; David J. Porta, Ph.D.; David L. Robinson, Ph.D.; William J. Tietjen, Ph.D.

The mission of the Department of Biology is to offer a broad, contemporary curriculum that will familiarize students in both the principles and the practices of the biological sciences. The curriculum is designed to develop the intellectual and professional competencies needed to secure entrance into graduate, medical, dental, veterinary, and other professional schools. 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 Zoo. 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, 43–51 hours

Basic courses: Biol. 130, 140, 219, 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 courses. Substitution for any of these courses requires the written approval of the department chairperson. For the maximum of 51 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 219	1	Biology 240	4
Biology 220	4	Chemistry 206	4
Biology 231	4	Gen Ed Theology 200	3
Chemistry 205	4	Gen Ed Phil 160	3
Gen Ed IDC 200	3	Gen Ed Eng 200	3
	16		17

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	Gen Ed Fine Arts	3
Gen Ed Social Science Req	3	Elective***	3/4
	17		17/18

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 planning to study abroad should consult the International Programs Office 502.452.8479 in their freshman year.
- ** 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 or Medical School should elect Phys. 206.

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: Grade of C or better in Biol. 108 or permission of instructor.) *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 micro-organisms 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. This course may include animal dissection. 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 (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: Biol. 130 or permission of instructor.) *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. *Every fall and spring.*

Biol. 219 Introduction to Biological Research (1)

This course introduces the life sciences as both a creative activity and as a profession. Students will develop proficiency in literature searching, experimental design, data management, research ethics, statistical inference, the proper care and uses of organisms, and conventions and strategies for effective scientific writing. Career options in biology will also be explored. One hour lecture. (Prerequisite: Biol. 130 and 140.) *Every fall and spring 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. 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: consent of the instructor.) *As required.*

Biol. 231 Cell Biology (4)

This course is a comprehensive study of the structure and organization of the cell emphasizing the chemical composition of cellular structures, the relationship between molecular structure and function, cellular metabolism and bioenergetics. The dynamic interaction between cellular organelles and their function with particular emphasis on the mechanisms involved in regulating these activities will be studied. Focus on cell cycle regulation and cell signaling will be included. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 130 with Chem. 103, or Biol 109 with Chem. 205.) *Every fall and 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. 130 or permission of instructor.) *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. Cross-listed with Bmb. 317 (Prerequisite: Biol. 240, 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. 219 and permission of the department chairperson.) *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 permission of the department chairperson.) *Every semester.*

Biol. 330 Developmental Biology (4)

Developmental Biology emphasizes the development of vertebrates, but will include several invertebrate forms in the lab. The student will make comparisons of the development of various life forms, noting similarities and differences, relating them to the evolutionary concept. The student will master the basics of development from gametogenesis, fertilization, cleavage and early development, histogenesis, organogenesis to hatching, metamorphosis or birth. The student will also develop an understanding of developmental gene regulation and patterns of gene and protein expression during embryonic development. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 231 and 240.) *As required.*

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 or field research in biology. Each student is required to complete a laboratory research project and report under the direction of a faculty sponsor. Minimum six hours lab/field work per week. *Every semester.*

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

A second semester of biology research 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 second 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

Gail Ritchie Henson, Ph.D., Director, Professor of Communication
Brown Activities Center 219, Phone 502.452.8223, ghenson@bellarmine.edu

The mission of the Brown Scholars program is to nurture and cultivate leadership, civic engagement, and communication skills of young men and women and to develop talent that will enrich the Commonwealth of Kentucky.

Specifically, the Brown Scholars program is designed to ensure its students:

- Understand and demonstrate leadership
- Understand and demonstrate civic engagement
- Demonstrate effective oral, written nonverbal, and intercultural communication skills.

Funded by the J. Graham Brown Foundation, the Brown Scholars Program is a four-year program that embraces the vision of James Graham Brown to prepare and educate citizens for the future of the city of Louisville and the Commonwealth of Kentucky. The program integrates leadership, civic engagement, and communication through coursework, colloquia, engagement in the community, and other activities. Students meeting Bellarmine's scholarship criteria, and who seek to become civic leaders are eligible to apply.

Program Features

1. **Experiential learning**, with students actively involved in the Louisville community all four years of the program.
2. **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.
3. **Innovative approaches** to the general education courses required of all Bellarmine students, with the five core courses (Freshman Seminar, Introduction to Philosophy, 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.

The program allows Brown Scholars to enroll in 15 hours of general education courses required of all students, specifically the four Interdisciplinary Core classes and the Introduction to Philosophy course. Brown Scholars also participate in leadership and civic lectures, social activities, social activities, ten hours of involvement in the community per semester, and travel.

Admission to the Program

All students who meet Bellarmine's scholarship criteria (GPA of 3.2 or higher and ACT score of 25 or higher) are encouraged to apply for admission to the Brown Scholars Leadership Program. Prospective Scholars submit an application, resume detailing their extracurricular activities, and essay relating to leadership, initiative, and civic involvement. A committee meets to read and rank all applicants' submissions. Approximately 30 students are then invited to join the program yearly. Current Bellarmine freshmen and sophomores may apply to become Brown Scholars.

Program Requirements

Once admitted to the program, Brown Scholars are expected to maintain a 3.0 GPA, participate in the program's activities, demonstrate initiative, leadership, and civic engagement in the community, and complete a senior project that demonstrates leadership, civic engagement, and communication skills.

A fall retreat is held to introduce new Brown Scholars and to establish the theme for the year. Each year the students participate in a Brown Scholars Interdisciplinary Core class that addresses General Education goals required of all Bellarmine students. The Brown Scholars classes have leadership and civic engagement components integrated into their content. Monthly colloquia are held to introduce Brown Scholars to the various facts of civic life and leadership. All students engage in ten hours of involvement in some facet of civic life, such as participating in political campaigns, service in a health clinic, volunteering with an arts organization, or tutoring in a school.

Program Description

The Brown Scholars provides a sequential program over four years that addresses the benefits, responsibilities, and opportunities for leadership and involvement. As Brown Scholar students progress through the program, they develop an understanding of these challenges and opportunities, first at the Bellarmine community level, then within the Louisville community, and on to the world community.

Freshman Year: Becoming a member of the university community

First year Scholars develop a sense of community as they take the Brown Scholars Interdisciplinary Course (IDC) Freshman Seminar in the fall and the Brown Scholars Introduction to Philosophy class in the spring. In these classes they examine leadership, service, and community engagement, with special emphasis on becoming leaders and engaged in their Bellarmine community.

Sophomore Year: Becoming a member of a civic community

Second year Scholars continue as a cohort group as they participate in the Sophomore class on American Civic Values. This course helps the students examine those values that define the United States through readings, research, experiential learning and engagement in the community, and meeting with local civic leaders.

Junior Year: Becoming a member of the global community

Third year Scholars examine global issues of leadership, engagement, and global citizenship through the Junior IDC Transcultural Seminar and through a trip to a community with multiple cultures. This trip is funded in part from the James Graham Brown Foundation Grant. These experiences allow students to broaden their understanding of appreciation for differences, helping them to grow in their own abilities to interact with those from other cultures.

Senior Year: Becoming a leader engaged in society

Fourth year Scholars complete a common Senior Seminar class and culminating project that demonstrates leadership, civic engagement, and communication skills. The Senior Seminar emphasizes the individual's role in the world, social justice, and service through one's calling.

Brown Scholars are required to complete a final project that integrates their personal understanding of leadership and civic engagement and that demonstrates their ability to communicate that learning.

Suggested classes

Students are encouraged to enroll in classes that develop their understanding of leadership, communication, and civic engagement. Examples of such classes include Comm. 103 Intro. to Public Speaking, Comm. 205 Business and Professional Communication, Comm. 317 Leadership Communication, Econ. 111 Principles of Microeconomics, Econ. 112 Principles of Macroeconomics, History 201 History of the United States to 1877, History 202 History of the United States 1877 to present, Pol. Sci. 101 American National Government, Pol. Sci. 102 State and Local Government, Pol. Sci. 303 American Political Parties and Interest Groups.

Brown Scholars enroll in the non-credit Brown Scholars Colloquium each semester to maintain their status. Periodically Brown Scholars may encounter scheduling conflicts with the designated Brown Scholar IDC or Philosophy class because of study abroad, field work, or major requirements. Students may maintain Brown Scholar status through their participation in the Brown Scholars Colloquia or approved alternatives, civic engagement, and leadership development.

Brown Scholars Course Description**BRWN 450 Brown Scholars Senior Project****(1)**

The Brown Scholar Senior Project is a culminating experience that demonstrates the student's personal understanding of leadership and civic engagement through action and reflection. This project further demonstrates the student's communication skills, an essential outcome of the Brown Scholars program. *Every semester and as needed.*

BUSINESS ADMINISTRATION

John T. Byrd, Ph.D., Chair

Horrigan Hall 012-N, Phone 502.452.8473, jbyrd@bellarmine.edu

Daniel L. Bauer, DBA; Patricia L. Carver, MBA, CPA; Joan Combs Durso, Ph.D.;

Ida Kutschera, Ph.D.; Michael R. Luthy, Ph.D.; Michael D. Mattei, Ph.D.;

Mike H. Ryan, Ph.D.; Julie F. Toner, Ph.D.

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.

Learning Goals - BA in Business Administration

1. Business Administration graduates will possess sufficient knowledge and skills to successfully function in entry-level business positions.
2. Business Administration graduates will achieve quality employment in a business field or pursue graduate education opportunities in business and/or related fields.
3. Each student must demonstrate the ability to recognize the social responsibility in business practice, and have the ability to recognize and analyze ethical problems.
4. Each student must demonstrate the ability to recognize increasing globalization, and its impact on business practices.
5. Each student must demonstrate the minimum competencies in organizational skills involving teamwork and leadership.

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, 314; Math. 125 or 117, 205 or 314; Comm. 103 or 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.

Requirements for Major in Business Administration and MBA

This program offers an opportunity for students to complete the undergraduate business administration degree along with an MBA in five years. Students who meet admission requirements (grade point average and GMAT score) may be admitted to the MBA program at the beginning of their fourth academic year (with the completion of 90 credit hours). Up-to-the-first eighteen MBA credit hours satisfy credits of the undergraduate business administration degree. A Bachelor of Arts in Business Administration degree is conferred at the end of the fourth year upon completion of the required 126 credit hours. The remaining 30 hours of MBA course work will be completed during the following summer, fall, and spring semesters.

Business Administration

Suggested Program for Bachelor of Arts Degree

Freshman Year

Business Administration 103.....3	Accounting 101.....3
Gen Ed History 116 or 1173	Gen Ed Philosophy 1603
Gen Ed Natural Science Req3	Economics 111.....3
Gen Ed Mathematics 125 or 1174	Gen Ed Natural Science Req3
Gen Ed English 1013	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 2003	Business Administration 2033
Gen Ed IDC 2003	Communications 103 or 2054
Gen Ed Fine Arts Req3	Mathematics 205 or 3143
Gen Ed Theology 2003	Gen Ed Psychology 1033
15	16

Junior Year

Business Administration 3013	Business Administration 410.....3
Business Administration 3053	Business Administration 4443
Business Administration 3153	Business Administration 346††3
Business Administration 345†3	Gen Ed IDC 3013
Gen Ed Theology Elective3	Gen Ed Philosophy 3013
15	Elective*3
	18

Senior Year

Economics 314.....3	Business Administration 4203
Elective*3	Business Administration 4990
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.

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 semester.*

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 semester.*

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 semester.*

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 semester.*

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 semester.*

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 semester.*

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 spring.*

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 and spring.*

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)

Meaningful placement in a business increases marketability while assisting students with expanding skills that are learned in the classroom. This course provides an opportunity for meaningful placement within a business setting. The classroom experience 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. Students are required to work 90 hours in a business, which can take place during the semester, or the summer before the course is taken. (Prerequisites: Comm. 103 or 205 and junior 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 Exam 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.

CHEMISTRY

Graham W. L. Ellis, Ph.D., Chair
Pasteur Hall 212, Phone 502.452.8218, gellis@bellarmine.edu

Patrick L. Holt, Ph.D.; Erica Lyon, Ph.D.; Joseph F. Sinski, Ph.D.

The mission of the department is to educate our students through undergraduate courses that a) fulfill the natural science requirements in the general education curriculum, b) provide the chemical foundation for students in the Biochemistry & Molecular Biology, Biology, Health Science, and Physics programs, and c) provide a coherent framework of experiences for those students majoring in chemistry. Through these courses and the rest of their Bellarmine experience, our students will develop the intellectual, moral, ethical, and professional competencies for successful living, work, leadership, and service to others.

The Bellarmine University Chemistry Department offers two distinct degree programs: (i) the Bachelor of Arts degree in Chemistry and (ii) the Bachelor of Science degree in Chemistry. A minor in chemistry is also offered. These programs and their requirements are described below.

Both degrees seek to provide students with a comprehensive and coherent view of the chemical sciences through examination of fundamental concepts and exploration of multi-disciplinary applications. Course offerings, laboratory experiments, and research opportunities with faculty mentoring (required for the B.S. degree) are tailored to the backgrounds and goals of individual students. At the upper level, program emphasis shifts from structured classroom and laboratory activities to experiences designed to develop increasing independence and creativity.

The department has the following goals for its degree programs:

1. To provide our majors with a strong background in the major sub-disciplines of chemistry – organic, inorganic, physical, and analytical chemistry (and biochemistry, B.S. degree) – with up-to-date course work in each area.
2. To provide students with relevant laboratory (and research experiences, B.S. degree) designed to deepen their understanding of chemical principles, while simultaneously teaching students safe and responsible laboratory practices.
3. To demonstrate the use of modern technology in chemistry by giving students direct, hands-on experiences with up-to-date instrumentation, computer software, and methods of information retrieval, both in course work and in the laboratory setting.
4. To provide students with opportunities, through regular coursework (and research experiences, B.S. degree), to practice active learning and develop their critical thinking, communication, and technical skills.
5. To provide opportunities for students to become familiar with (i) careers requiring a strong background in chemistry, (ii) the chemical professions and (iii) the professional activities of practicing chemists.
6. To provide students with a more holistic view of chemistry through emphasis on its interdisciplinary nature by using specific examples to illustrate connections between chemistry, other science areas, the liberal arts, and professional programs.

Prospective high school teachers in chemistry: see Education.

Prospective medical and pharmacy school students: see Pre-Professional programs.

Requirements for a Minor in Chemistry, 23 hours

Chem. 103, 104, 205, 206, and seven hours selected from 300-, 400-level Chemistry courses, Bmb. 301 and Bmb. 302, one course of which must have a lab.

Bachelor of Arts in Chemistry

The Bachelor of Arts degree is designed to meet the needs of those students interested in chemistry and its numerous applications in diverse fields such as biology, physics, geology, and environmental science. It is an appropriate degree program for students pursuing careers in medicine, dentistry, pharmacy, veterinary medicine, forensic science, biotechnology, law, or science education. It is also an appropriate degree for students seeking a career in the biotechnology, pharmaceutical, and chemical industries.

Requirements for a Bachelor of Arts degree in Chemistry, 42 – 51 hours

Basic Courses: Chem. 103, 104, 205, 206, 307, 307L, 308, 308L, 309, 309L, 411, 411L, 412, 412L, and six hours selected from Chem. 301, 421, and 422 Required related courses: Math 117, 118; Phys. 205, 206; and six hours in a foreign language at the 200-level. For the maximum of 51 hours permitted in the department, up to nine additional hours may be selected from chemistry electives. No more than 51 hours in chemistry may be taken in the student's 126 hour B.A. degree program.

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 100	1	Gen Ed IDC 101	3
Elective*	3	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 IDC 200	3
Gen Ed Theology 200	3	Gen Ed Philosophy 160	3
Foreign Language 100	3	Foreign Language 101	3
	17		17

Junior Year

Chemistry 307	4	Chemistry 308	4
Chemistry 309	4	Chemistry Requirement/Elective	4
Gen Ed Social Science Elective	3	Gen Ed Fine IDC 301.....	3
Gen Ed Theology Elective	3	Gen Ed Philosophy 301	3
Foreign Language 200	3	Foreign Language 201	3
	17		17

Senior Year

Chemistry 411	4	Chemistry 412	4
Chemistry Requirement/Elective	3	Gen Ed IDC 401	3
Gen Ed Fine Arts Elective	3	Elective.....	3
Elective.....	3	Elective.....	3
	14		13

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

Gen Ed and foreign language courses may be taken in semesters other than those listed above.

Bachelor of Science in Chemistry

The Bachelor of Science degree is designed to meet the needs of those students interested in chemistry that require advanced degrees at the masters and doctoral level. It is also an appropriate degree for students pursuing careers in engineering and material sciences. Independent research is an integral part of the junior/senior experience and is strongly encourages at all levels.

Requirements for a Bachelor of Science degree in Chemistry, 51 hours

Basic Courses: Chem. 103, 104, 205, 206, 301, 301L, 307, 307L, 308, 308L, 309, 309L, 330, 331, 411, 411L, 412, 412L, 430, 431, and three hours selected from Chem. 302 and 422. Required related courses: Math 117, 118, 216; Phys. 205, 206.

Chemistry

Suggested Program for Bachelor of Science Degree

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 100	1	Gen Ed IDC 101	3
Gen Ed Social Science Elective	3	Gen Ed Fine Arts 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 IDC 200	3
Gen Ed Theology 200	3	Gen Ed Philosophy 160	3
Elective*	3	Mathematics	3
	17		17

Junior Year

Chemistry 301	4	Chemistry 308	4
Chemistry 307	4	Chemistry 331	1
Chemistry 309	4	Chemistry 421	4
Chemistry 330	1	Gen Ed Philosophy 301	3
Gen Ed Theology Elective	3	Gen Ed IDC 301	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
Elective	3		
	17		14

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

Chemistry Course Descriptions

Chem. 103 General College Chemistry I

(4)

Chemistry is defined as the study of matter and the changes, both physical and chemical, that matter may undergo. This course, first in a two-part sequence, examines and develops 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, this course examines the relationship between the structure and the 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 within a conceptual framework. The laboratory is designed to illustrate the 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* that covers 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 global climate change, pollution, and ozone depletion. 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: i) everyday household items spanning everything from cleaners to cosmetics, ii) edible chemicals and how our body metabolizes them highlighting their effects on health issues such as diets and exercise, and iii) the classes of chemicals including poisons, over-the-counter medications, and illicit drugs. Two hours lecture, two hours laboratory. *As required.*

Chem. 205 Organic Chemistry I

(4)

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

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 addition, elimination, rearrangement, and substitution. 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 section. (Prerequisite: Chem. 205.) *Every spring.*

Chem. 214 Health Sciences Chemistry

(4)

This course is aimed 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

(1-2, 1-2)

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

Chem. 301 Biochemistry I

(3)

An introduction to the physical and chemical properties of the major classes of biochemical molecules: proteins, nucleic acids, carbohydrates, and lipids. (Prerequisite: Chem. 206.) *Every fall*.

Chem. 301L Biochemistry I Laboratory

(1)

An introduction to classic and modern experimental techniques in biochemistry. (Corequisite: Chem. 301.) *Every fall*.

Chem. 302 Biochemistry II

(3)

The continuation of Chem. 301, this course covers the biosynthesis and degradation pathways of biological molecules, i.e., metabolism. Emphasis is placed on the interconnectedness and regulation of these pathways, and the enzymes that make this possible. (Prerequisite: Chem. 301 or Bmb. 301.) *Every spring*.

Chem. 307 Physical Chemistry I

(3)

An 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. 206, or permission of the instructor.) *Fall as required*.

Chem. 307L Physical Chemistry I Laboratory

(1)

An 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)

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

Chem. 308L Physical Chemistry II Laboratory

(1)

An 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)

This course examines how structure and bonding influence the properties of inorganic molecules. The systematic approach emphasizes trends in reactivity (or stability) and the factors that govern reaction mechanisms. (Prerequisite: Chem. 206.) *Fall as required.*

Chem. 309L Inorganic Chemistry Laboratory (1)

An introduction to advanced laboratory techniques in the synthesis and characterization of inorganic compounds. A synthetic emphasis is placed on methods for handling air and water sensitive compounds using an inert atmosphere. (Corequisite: Chem. 309.) *Fall as required.*

Chem. 330, 331 Junior Chemistry Research I, II (1-2, 1-2)

Directed research in chemistry under the guidance of a faculty member. These courses also include an introduction to the chemical literature and to computer-based information retrieval systems. Minimum of four hours per week laboratory time per credit hour. (Prerequisite: Chem. 206 or permission of the instructor.) *As required.*

Chem. 411 Analytical Chemistry I (3)

The theory and practice of classical "wet" methods of chemical analysis will be studied. Statistical methods of data analysis will also be covered. *Fall as required.*

Chem. 411L Chemical Analysis Laboratory (1)

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

Chem. 412 Analytical Chemistry II (3)

The theory and practice of instrumental methods of chemical analysis will be studied. *Spring as required.*

Chem. 412L Instrumental Chemical Analysis Laboratory (1)

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

Chem. 421 Advanced Organic Chemistry (3)

An examination of reaction mechanism types not covered in the introductory organic chemistry courses including pericyclic reactions, photochemical reactions, heterocyclic chemistry, free radical chemistry and migration reactions. (Prerequisite: Chem. 206.) *Spring as required.*

Chem. 421L Advanced Organic Chemistry Laboratory (1)

A project-based approach to advanced techniques and syntheses in experimental organic chemistry. (Corequisite: Chem. 421.) *Spring as required.*

Chem. 422 Advanced Physical Chemistry (3)

An introduction to quantum mechanics with application to atomic and molecular spectra. (Prerequisite: Chem. 307 and Chem. 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. *As required.*

Chem. 430, 431 Senior Chemistry Research I, II (1-2, 1-2)

Directed research in chemistry under the guidance of a faculty member. Minimum of four hours per week laboratory time per credit hour. (Prerequisite: Chem. 330 and Chem. 331 or permission of the instructor.) *As required.*

Chem. 450H Honors Senior Chemistry Research I (3)

As required.

Chem. 451H Honors Senior Chemistry Research II (3)

As required.

CLINICAL LABORATORY SCIENCE

Karen Golemboski, Ph.D, MT (ASCP), Department Chair
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Michelle Draper, MT(ASCP), MBA; Greg Hobbs, Ph.D. (DABCC)
Adjunct Faculty: Susan Keating, D.A., MT (ASCP); Jody Sizemore, MT (ASCP), SBB; James Snyder, Ph.D.; Madelon Zady, Ed.D., MT(ASCP)

Clinical Laboratory Scientists (formerly Medical Technologists) provide the science that supports healthcare: 80% of diagnostic and therapeutic medical decisions are based on laboratory test results generated by a CLS. They apply skill and instrumentation to analyze blood cells and body fluids, to identify disease-causing bacteria and viruses, and to perform testing prior to transfusions and transplantation.

CLS graduates are employed primarily in hospital laboratories, but also enjoy career opportunities in biomedical research, forensics, biotechnology, toxicology, health care administration, and in pharmaceuticals and other industries. A CLS degree provides excellent preparation for medical, dental, or graduate school.

The Bachelor of Health Science in Clinical Laboratory Science includes coursework and laboratory instruction in clinical chemistry, medical microbiology, hematology, clinical immunology, and immunohematology (blood banking). All CLS students experience a one-semester clinical internship at one or more of our affiliated Louisville-area hospitals. There are 2 Bellarmine programs which lead to certification as a generalist in all 5 areas:

- The 4-year Practitioner degree program begins with 2 years of general education requirements and science pre-requisites. Students apply for admission to the CLS program during the sophomore year and spend junior and senior years in the professionalism program.
- The Accelerated second-degree program (four semesters) is for individuals who already have a bachelor's degree.

The Categorical Certification option, also for individuals who already hold a bachelor's degree, offers a 2 1/2 semester program leading to certification eligibility in 2 of the 5 disciplines (Clinical Chemistry and Hematology).

The Clinical Laboratory Science Department also offers a pre-professional option for students interested in medical or graduate school, and a visiting student program for affiliated universities.

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.
- 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

Since a degree in Clinical Laboratory Science indicates mastery, not only of knowledge, but also of technical skills, and since these skills are to be applied in clinical situations, all CLS students are expected to meet certain criteria for admission to and progress in the professional program. These criteria include minimum standards of observation, motor function, behavioral-social capabilities, and communication. A list of the Essential Functions will be provided with the application; additionally, a copy may be obtained from the CLS Department office in Pasteur 108, or on the website at <http://www.bellarmino.edu/lansing/cls>.

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; naacslinfo@naacsls.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	Biology 109.....	4
Biology 108.....	4	Gen Ed Philosophy 160	3
Gen Ed Chemistry 103	4	Gen Ed Chemistry 104	4
	15		16

Sophomore Year

Gen Ed Theology 200	3	Gen Ed Fine Arts	3
Gen Ed IDC 200	3	Gen Ed English 200	3
Gen Ed Hist 116 or 117.....	3	Biology 231	4
Gen Ed Social Science	3	Gen Ed IDC 301	3
Chemistry 205	4	Gen Ed Philosophy 301	3
	16		16

Junior Year

CLS 301.....	1	CLS 450.....	2
CLS 464.....	3	CLS 460.....	3
CLS 472.....	3	CLS 461.....	3
CLS 473.....	3	CLS 462.....	4
CLS 474.....	4	CLS 468.....	3
Gen Ed Theology	3	CLS 469.....	3
	17	CLS 481.....	1
			19

Summer

CLS 435.....	3
CLS 459.....	3
CLS 466.....	3
CLS 467.....	1
CLS 482.....	1
	11

Senior Year

CLS 476.....	2	CLS 485.....	2
CLS 477.....	3	CLS 490.....	14
CLS 478.....	4	CLS 491.....	1
CLS 483.....	1		
Biology 300.....	4		
Gen Ed Senior Seminar (IDC 401)	3		
	17		17

Clinical Laboratory Science

Program for Bachelor of Health Science Suggested Program for Pre-Professional, Pre-Medical Studies

A medical sciences degree option is available to students planning to enter medical, dental or veterinary school. This degree program includes the recommended prerequisites as well as 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. However, these graduates may return for the one semester internship and would then be certification eligible.

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	Biol 109	4
Gen Ed Biology 108.....	4	Gen Ed History 116 or 117	3
Gen Ed Chemistry 103	4	Chemistry 104	4
	16		16

Sophomore Year

Gen Ed IDC 200	3	Gen Ed English 200	3
Gen Ed Fine Arts	3	Biology 231	4
Physics 205	4	Physics 206	4
Gen Ed Theology 200	3	Chemistry 206	4
Chemistry 205	4		
	17		15

Junior Year

CLS 301.....	1	CLS 460.....	3
CLS 464.....	3	CLS 461.....	3
CLS 472.....	3	CLS 462.....	4
CLS 473.....	3	CLS 481.....	1
CLS 474.....	4	Biology 314.....	4
Gen Ed Philosophy 160	3	Gen Ed IDC 301	3
	17		18

Summer

CLS 435.....	3
CLS 459.....	3
CLS 466.....	3
CLS 467.....	1
CLS 482.....	1
	11

Senior Year

CLS 476.....	2	CLS 468.....	3
CLS 477.....	3	CLS 469.....	3
CLS 478.....	4	CLS 485.....	2
CLS 483.....	1	Gen Ed Philosophy 301	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Social Science	3
Gen Ed. Theology	3		
	16		14

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 molecular biology or genetics & immunology.....	12
Chemistry, including organic or biochemistry.....	12
Mathematics-Precalculus.....	3
Ethics (Not medical ethics)	3
Social Science	3

YEAR #1

Fall Semester

CLS 301.....	1
CLS 472.....	3
CLS 473.....	3
CLS 474.....	4
CLS 476.....	3
CLS 477.....	3
CLS 478.....	3
	20

Spring Semester

CLS 450.....	2
CLS 460.....	3
CLS 461.....	3
CLS 462.....	4
CLS 468.....	3
CLS 469.....	3
CLS 481.....	1
	19

Summer Semester

CLS 435.....	3
CLS 459.....	3
CLS 466.....	3
CLS 467.....	1
CLS 482.....	1
Gen Ed Theology 200	3
	14

YEAR #1

Fall Semester

CLS 485.....	2
CLS 490.....	14
CLS 491.....	1
	17

*August & January start dates are available.
If beginning spring semester, the sequence is
spring-summer-fall-spring.*

Clinical Laboratory Science
Categorical Certification in Clinical Chemistry and Hematology

Prerequisites

Biology, including molecular biology or genetics & immunology	12
Chemistry, including organic or biochemistry	12
Mathematics-Precalculus	3
Ethics (Not medical ethics).....	3
Social Science.....	3

Summer Semester

CLS 301.....	1
CLS 435.....	3
CLS 459.....	3
CLS 466.....	3
CLS 467.....	1
	11

Fall Semester

CLS 472.....	3
CLS 473.....	3
CLS 474.....	4
CLS 476.....	2
CLS 477.....	3
CLS 478.....	4
CLS 481.....	1
	20

Spring Semester

CLS 485.....	2
CLS 490.....	8
	10

This program begins during summer session, in May.

Clinical Laboratory Science Course Descriptions

The following courses are open to all Bellarmine students:

CLS. 110 Exploring Medical Mysteries

(2)

This course is designed to introduce the students to the profession of Clinical Laboratory Science. The course covers basic content in phlebotomy, hematology, physiological chemistry, medical microbiology, immunohematology, paternity testing, bioterrorism, alcohol and drug testing, and crime scene investigation.

CLS. 250 Cellular and Molecular Basis of Disease

(3)

This course is designed to investigate the biological processes involved in pathology at the cell and molecular levels. Topics to be covered include abnormalities in biological molecules, metabolism, regulation of gene expression, cell communication, and cell cycle regulation. The laboratory will focus on transferable skills and current molecular/genomic methods utilized in diagnosis and therapy.

CLS. 250L Cellular & Molecular Laboratory

(1)

CLS. 464 Immunology

(3)

A study of basic 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. 108, 109 or 130 or equivalent.)

These courses are available to students admitted to the CLS professional program:

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, medical terminology and phlebotomy.

CLS. 435 Leadership and Management

(3)

This course focuses on CLS professional'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 healthcare setting. Management roles and functions are addressed.

CLS. 450 Molecular Techniques

(2)

This class is designed to give CLS students working knowledge and transferable skills in techniques used in molecular diagnostics, including specimen collection and preparation, nucleic acid purification, various electrophoresis formats, nucleic acid amplification techniques, hybridizations, and quality assurance.

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.

CLS. 460 Medical Microbiology (3)

A study of medically important bacteria, mycobacteria, and obligate intracellular organisms. Microbial physiology, genetics, metabolism, and principles of host-parasite relationships are discussed. Media selection and cultivation, sterilization, disinfection, staining, microscopy, and safety are included. Microbial disease detection and identification by body site are stressed, with special emphasis on residential flora, selection pressure, and the immunocompromised patient. Biochemical and molecular identification methods and methods of antibiotic sensitivity testing are evaluated and compared. (Corequisites: 461) *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. (Corequisite: CLS. 460.) *Spring only.*

CLS. 462 Mycology, Virology & Parasitology (4)

A study of classification, identification, and pathophysiology of diseases caused by medically important non-bacterial microorganisms, including fungi (dermatophytes, subcutaneous organisms and systemic mycoses as well as opportunistic organisms), parasites (protozoa, filaria, helminthes, and arthropods), and viruses. The laboratory portion of the course will cover specimen collection and processing, culture (where appropriate) and identification of organisms. *Spring only.*

CLS. 466 Clinical & Molecular Immunology (3)

A study of the diagnostic applications of immunology and methods of molecular and serological testing. The immunology and diagnosis of infectious disease, autoimmunity, immunodeficiency, and immunoproliferative disease will be discussed. (Prerequisite: CLS. 464 or equivalent.) *Summer only.*

CLS. 467 Clinical and Molecular Immunology Laboratory (1)

An introduction to serologic and molecular procedures used in the diagnosis of infection and autoimmunity. (Corequisite: CLS. 466) *Summer only.*

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 equivalent.) *Spring only.*

CLS. 469 Immunohematology Laboratory (3)

An introduction to immunohematology and hemotherapy procedures. ABO blood grouping, Rh typing, rare antigen typing, irregular antibody detection and identification, compatibility testing and quality assurance procedures will be stressed. (Corequisite: CLS. 468.) *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. (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 Clinical Chemistry I**(3)**

Quality assurance, methods and statistical analysis will be presented. Instrumental principles will be reviewed. Introductory pathophysiology will be presented. Problem solving will be demonstrated through case studies. (Prerequisite: Chem. 202 or Chem. 301, or equivalent.) *Fall only.*

CLS. 477 Clinical Chemistry Laboratory**(3)**

Clinical laboratory skills, including accessioning, administrative tasks, analysis, maintenance of equipment, and quality assurance, with an emphasis on clinical chemistry. (Corequisite: CLS. 476 and 478.) *Fall only.*

CLS. 478 Clinical Chemistry II**(3)**

A continuation of Clinical Chemistry I, with a concentration on pathophysiology and clinical correlations. (Corequisite: CLS. 476, Clinical Chemistry I.) Clinical Chemistry I and II taught sequentially in the fall semester only.

CLS. 481 Clinical Laboratory Science Seminar I**(1)**

Integration of Clinical Laboratory Science theory, practice, pathology, and professional issues. Includes guest speakers, critical reading and discussion of current scientific literature, and attendance at professional meetings when appropriate. Students will read and review papers to be presented, participate in discussion, and evaluate presentations. (Prerequisite: admission to the CLS program.)

CLS. 482 Clinical Laboratory Science Seminar**(1)**

Integration of Clinical Laboratory Science theory, practice, pathology, and professional issues. Includes guest speakers, critical reading and discussion of current scientific literature, and attendance at professional meetings in when appropriate. Students will read and review papers to be presented, participate in discussion, evaluate presentations, and present a current article or review topic for discussion. (Prerequisite: CLS. 481 or CLS. 301 and permission of the Program Director.)

CLS. 483 Clinical Laboratory Science Seminar III**(1)**

Integration of Clinical Laboratory Science theory, practice, pathology, and professional issues. Includes guest speakers, critical reading and discussion of current scientific literature, and attendance at professional meetings when appropriate. Students will read and review papers to be presented, participate in discussion, evaluate presentations, and present a previously-published case study for discussion. (Prerequisite: CLS. 482.)

CLS. 485 Clinical Laboratory Science Senior Capstone Project (2)

Student-developed case study or research project representative of current CLS practice standards. Also requires attendance at CLS seminar. Project will include a paper and poster, and will be presented at both CLS Seminar and Undergraduate Research Week. (Prerequisite: CLS. 483.)

CLS. 490 Clinical Internship (1–14)

Clinical experience in chemistry, hematology, microbiology, immunology, and immunohematology. 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.

CLS. 491 Comprehensive Clinical Laboratory Science Examination (1)

Study sessions and comprehensive examination covering hematology, immunology, clinical immunology, clinical chemistry, medical microbiology, immunohematology, and body fluid analysis. The course is intended to build upon the foundation of prerequisite courses and prepare students for national board examinations. (Corequisite: CLS. 490.)

COMMUNICATION

Gail Ritchie Henson, Ph.D., Chair

Brown Activities Center 219, Phone 502.452.8223, ghenson@bellarmine.edu

Ruth R. Wagoner, Ph.D.; Kyle Barnett, Ph.D.; Edward Manassah, MA, Executive in Residence.

Mission of the Department of Communication

The mission of the Bellarmine University Department of Communication is to teach and research the wide varieties of ways in which we communicate. Students will develop the knowledge, skills and professional competencies in communication necessary for successful living, work, leadership and service to others.

Specifically the Department of Communication mission is to ensure students will:

- be effective in oral, written and intercultural communication
- be able to think critically and analytically
- to understand communication technologies in both historic and current contexts
- be knowledgeable creators, consumers, and shapers of media in all forms and
- be able to address the moral and ethical dimensions of all types of communication
- take an active role as citizens who are media literate
- shapers, consumers, and interpreters of media.

Department of Communication

The Department of Communication teaches its students about the nature of media and human communication. The Department teaches its students about the media, their history, economic realities, potential, responsibilities, and effects. Further the Department teaches its students about new communication technologies. The Department wants its students to develop an understanding of the many facets of human communication: interpersonal, intercultural, group, and team. The Department wants its students to become leaders in their chosen field of communication. The Department emphasizes the ethical aspects of all facets of communication.

The Department of Communication offers a rich and exciting curriculum and variety of experiences that develop the intellectual and professional understanding and skills in communication. Majors in Communication may concentrate their studies in one of the five areas: *professional writing, media and cultural studies, integrated communication, visual communication, or organizational communication.*

The learning outcomes for students in the communication major are that they will successfully:

1. demonstrate critical thinking skills
2. demonstrate effective oral communication skills
3. demonstrate professional writing skills
4. demonstrate interpersonal and intercultural competence
5. demonstrate an understanding of media and their impact on society
6. demonstrate the ability to address the ethical and moral dimension of communication
7. be prepared for a program of graduate studies.

Bachelor of Arts Requirements for a Major in Communication, 30-51 hours

Pre-major classes: Comm. 103 Public Speaking, Comm. 107 Critical Thinking, and Comm. 120 Grammar and Editing are required, but do not count toward the major.

Common core: 18 credits. Comm. 200, 302, 303, 313, 400, and 444.

Major Options 12-33 hours

Students may pursue a general Communication Studies approach to the major or one that is more focused into an emphasis or track. Focusing classes may help a student with career or post-baccalaureate objectives. There are many options for communication students, so we encourage students to dabble in a variety of areas. All students take six hours of advanced writing classes as part of the major.

Advanced communication writing classes include: Comm. 203, 300, 304, 309, 321, 326, 349, and 362.

Required general education course: Math Elective. Recommended course-Math 205 Statistics.

Comm. 205 Business & Professional Communication does not count toward the major.

Foreign Language proficiency is strongly encouraged. Study abroad is highly recommended.

Tracks

Communication Studies (general major) 12-33 hours beyond the core. Students with general interests in communication may choose this direction, especially if they have a second major. They will select two advanced writing classes and two other electives at the 300-400 level. Once students have completed the minimum 12 hours, they may take any additional communication electives.

The **Integrated Communication Track: 15-33 hours beyond the core.** Students interested careers in advertising, public relations, or marketing communication will choose this track. Students will take Comm. 307 Advertising, Comm. 308 Public Relations, and Comm. 364 Integrated Marketing Communication. Students are encouraged to take related classes, including Comm. 310 Graphic Communication, Comm. 340 Advanced Graphic Communication, Comm. 319 Multimedia Communication. Suggested double major: business administration, economics, art, psychology **Writing classes recommended:** Comm. 203 Business Writing, Comm. 304 writing for the Mass Media, Comm. 362 Writing for New Media.

Visual Communication Track: 15-33 hours beyond the core. Students interested in visual perception, design, and production may choose this track. Students select a minimum of 9 **hours from the following:** Comm. 306 Visual Communication, Comm. 310 Graphic Communication, Comm. 319 Multimedia Communication, Comm. 323 Photojournalism, Comm. 340 Advanced Graphic Communication. **Additional electives as desired.** *Writing classes recommended:* Comm. 304 Writing for the Mass Media, Comm. 362 Writing for New Media, Comm. 309 Technical Writing. Suggested double major: art, business administration, psychology.

Professional Writing Track: 15-33 hours beyond the core. Students with an interest in professional writing, journalism, or corporate communication will find this track appealing. Students select six classes in writing from those offered in the department. Comm. 203 Business Writing, Comm. 300 Rhetoric, Comm. 304 Writing for the Mass Media, Comm. 309 Technical Writing, 312 Newswriting and Editing, 321 Feature writing, 326 Literary journalism, 349 Speechwriting, 362 Writing for New Media, and other writing courses are offered in the Communication department. **Additional electives as desired.** Suggested double major: English, philosophy.

Organizational Communication Track: 15-33 hours beyond the core. Students interested in law, human resources, training and development, leadership, or public policy might choose this track. Students select a minimum of **9 hours from the following:** Comm. 301 Group and Team Communication, Comm. 311 Organizational Communication, 315 Advanced Public Speaking, 316 Great American Speeches, 317 Leadership Communication, 330 Communication in the Courtroom, 350 Persuasion. **Additional electives as desired. Suggested writing classes:** Comm. 300 Rhetoric, Comm. 349 Speech writing. Suggested double major: philosophy, political science, psychology, economics.

Media and Cultural Studies courses: 15-33 hours beyond the core. How does media affect society? How is our culture shaped by media? This track emphasizes the interplay between culture and communication and the impact of media on society. Students select a minimum of **9 hours from the following:** 220 Mass Media and Popular Culture, Comm. 327 Mass Media and American Politics, 332 Urban Culture and American Society, 345 Film Studies, 346 Children and Media, 347 Film Genre Studies, 348 Documentary, Comm. 361 First Amendment, Comm. 363 Global Media. Suggested writing classes: Comm. 312 Newswriting and Editing, Comm. 304 Writing for the Mass Media, Comm. 362 Writing for New Media. Suggested double major: English, psychology, history, sociology.

** 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 an internship within any track.*

Requirements for a Minor in Communication, 18 hours

Comm. 103 or 205; Comm. 400; and 12 hours of communication electives. Nine hours must be at the 300-400 level.

Minor in Writing: 19 hours

Students with a strong interest in writing may declare a writing minor. In addition to Comm. 120 Grammar and Editing, students select six advanced writing classes. These may be selected from offerings in the Communication and English Departments such as: Comm. 203 Business Writing, Comm. 300/English 300 Rhetoric, Comm. 304 Writing for the Mass Media, Comm./English 309 Technical Writing, Comm. 312 Newswriting and Editing, Comm. 341 Feature Writing, Comm. 326 Literary journalism, Comm. 362 Writing for New Media, Comm. 349, speech Writing, English 312 Creative Writing: Poetry, English 313 Creative Writing: Fiction; English 314 Creative Writing: Non-fiction; English 320 Playwriting. Other writing classes that are offered may be considered.

Communication 30-51 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 1DC 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		16

Sophomore Year

Comm 107.....	1	Comm 302.....	3
Comm 200.....	4	Comm Writing Class.....	3
Gen Ed IDC 200	3	Comm Elective.....	3
Gen Ed Math Elective	3-4	Elective.....	3
Gen Ed Theology 200	3	Elective.....	3
	14-15		15

Junior Year

Comm 303.....	3	Comm 444.....	3
Comm 313.....	3	Comm Elective.....	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
	18		18

Senior Year

Comm Elective.....	3	Comm 400.....	3
Comm Elective.....	3	Elective.....	3
Gen Ed IDC 401 Senior Seminar.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Gen Ed courses may be taken in semesters other than those listed above. Students are strongly encouraged to double major or pursue minors. Students cannot have more than 51 hours of Communication courses in their 126 hour degree program.

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. 107 Critical Thinking (1)

This class develops students' abilities to think critically. Critical thinking involves analyzing and evaluating thinking with a view to improve it. Students learn to raise questions, identify types of reasoning, and apply relevant criteria to arguments. *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. This class is required for all majors. *It does not count toward the hours in the major. Every semester.*

Comm. 160, 260, 360, 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. 170, 270, 370, 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 are covered. May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. *Every semester.*

Comm. 171, 271, 371, 471 Publications Management Laboratory (1)

This class is for editors of campus publications. Students 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. 180, 280, 380, 480 Broadcasting Laboratory (1)**Comm. 181, 281, 381, 481 Broadcasting Management Laboratory (1)****Comm. 200 Media and Society (3)**

This course examines various forms of media and their effects on society. *Every semester.*

Comm. 203 Business Writing (3)

This course provides instruction in the writing used in business communication. Students will have experience in writing and editing business reports, electronic communication, letters of a variety of types, and memos. (Prerequisite: Eng. 101.) *This course counts as an advanced writing class. Every spring.*

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 workplace. **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. *As required.*

Comm. 226 Broadcasting (3)

This course provides an overview of the broadcasting industry. It examines the traditional media of radio and television as well as the convergence of new media and technology with cable and internet technology. Students learn the legal, regulatory, business, and ethical issues related to these technologies.

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. *Spring alternate years.*

Comm. 301 Group and Team 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. *Every fall.*

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 *Every spring.*

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 fall.*

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. *This course counts as an advanced writing course. Fall alternate years.*

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. *Spring alternate years.*

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. *Fall alternate years.*

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. (Prerequisite: Eng. 101.) *This course counts as an advanced writing course. Fall alternate years.*

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. *Fall.*

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. *Spring alternate years.*

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. *Fall alternate years.*

Comm. 313 Intercultural Communication

(3)

This course examines the unique relationship between communication and culture. The course examines communication among international cultures as well as communication among co-cultures and subcultures in the United States. Topics such as perception, world view, 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. *Spring alternate years.*

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. *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. *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. *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. *This course counts as an advanced writing course. As required*

Comm. 323 Photojournalism (3)

This is a fundamental course in photojournalism. It covers the composing, editing, and productions dimensions of the skills of photojournalism. The student learns the fundamentals of visual reporting and the ethical dimensions of photojournalism through this course. *Spring alternate years.*

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. *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. *Fall alternate years.*

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 communication provide the framework for this class. *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. 340 Advanced Graphic Communication (3)

This class continues the study of graphic communication. It continues a focus on design and communication theory with application.

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. *Fall alternate years.*

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. *Spring alternate years.*

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 speech-writing 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. *Spring alternate years.*

Comm. 361 First Amendment (3)

This course examines the First Amendment and its protections to five freedoms prized by people in the United States. The course examines the beginnings of the amendment, considers historic struggles related to balancing First Amendment rights, and current contemporary conflicts. *As required.*

Comm. 362 Writing for New Media (3)

This production-based course examines issues related to reading and writing copy for the web. Students will develop the ability to communicate effectively in a multitude of online and electronic formats, including applications for journalism, advertising public relations, and graphic design. *As required.*

Comm. 363 Global Media (3)

This class focuses on the increased importance of international media communication, changing media technologies and practices, and the meanings of globalization. Discussing international media will necessarily include political, technological, economic, and cultural dynamics. This course will address these through analyzing multinational media conglomerates, technological innovation and national borders, media regulation, cultural imperialism, immigration/emigration, and cultural hybridity. *As required.*

Comm. 364 Integrated Marketing Communication (3)

This course introduces the students to integrated marketing communications. Corporate image and brand management, buyer behaviors, advertising tools, trade promotions, public relations, personal selling, database marketing, and customer relationship management is addressed. *Every other spring.*

Comm. 400 Communication Ethics (3)

This class addresses ethical dilemmas found in communication. 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. 405 Communication Research Methods (3)

Students learn essential quantitative and qualitative techniques used in communication research. The course will include such methods as survey, research, content and interaction analysis, ethnographic research, rhetorical criticism, and conversation and discourse analysis. *Fall 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 and radio 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 and radio stations, communication corporations, public relations and advertising agencies, and nonprofit organizations. *Every semester.*

COMPUTER SCIENCE

Muzaffar Ali, Ph.D., Chair

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Gene Smith, Ph.D.

The Department of Computer Science prepares students, who are capable of designing and developing new software and hardware. We educate our students to become “developers” rather than “users” of computer technology.

At present we offer three degree programs: Bachelor of Arts in Computer Science, Bachelor of Science in Computer Information Systems, and Bachelor of Science in Computer Engineering. All three programs require computer science component representing the body of knowledge for Computer Science at the undergraduate level. This accomplished by using a breadth-first strategy in object oriented programming, data structures, and logic design courses. The department also required in all programs an in-depth study in operating systems, software engineering, and networking. Each degree program requires further courses in computer science and other disciplines to provide depth. Math minor is required from CS and CE majors while CIS majors are required to have a minor in business administration.

Mission of the Department of Computer Science

The Department of Computer Science supports the mission of Bellarmine University by striving to develop in our students the “intellectual” and “professional competencies for successful living, work, leadership and service to others.” The department has the following goals:

- The student should demonstrate a sound understanding of the main areas of the body of knowledge and the theories of Computer Science, with an ability to exercise critical judgement across a range of issues.
- The student should be able to critically analyze and apply a range of concepts, principles, and practices of the subject in the context of loosely specified problems, showing effective judgement in the selection and use of tools and techniques.
- The student should produce work involving problem identification, analysis, design, and development of a software system, along with appropriate documentation. The work must show a range of problem solving and evaluation skills, draw upon supporting evidence, and demonstrate a good understanding of the need for quality.
- The student should demonstrate the ability to work as an individual with minimum guidance and as either a leader or member of a team.
- The student should follow appropriate practices within a professional, legal, and ethical framework.

Each program is designed to fulfill these goals. The intent is to prepare a student for a career that uses his/her computing abilities, or for further study at the graduate level. The three programs allow a student to specialize in business problems and the processes of design and development of computer-based information systems (CIS), or pursue studies in the hardware area of the field of computers emphasizing electronics, system design, and architecture (CE), or general computer science (CS).

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 400.

Bachelor of Arts in Computer Science

Requirements for a Major in Computer Science, 41-51 hours

Required 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 1173	
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	Elective.....3
Computer Science 305 or 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
Computer Science Elective or 305.....3	Elective.....3
15	15

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 BA degree program.

No student will be awarded both a BS in Computer Engineering and a BA in Computer Science.

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, 44-51 hours

Required 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 Science 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

Gen Ed courses may be taken in semesters other than ones listed above. No more than 51 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, 321 and any course from Math 301, 314, 315, 352, 405 or 430; Physics 110, 111, 205, 206. Mathematics minor required.

Computer Engineering

Suggested Program for Bachelor of Science Degree

Freshman Year

Computer Science 130.....	4
Gen Ed Mathematics 117.....	4
Mathematics 120.....	3
Gen Ed Physics 110 or History 116 or 117...3	
Gen Ed English 101	3
Freshman Focus.....	1
	18

Computer Science 131	3
Mathematics 118.....	4
Gen Ed Physics 111 or Philosophy 160 ..3	
Gen Ed IDC 101	3
Gen Ed Economics 111.....	3

16

Sophomore Year

Computer Science 215.....	3
Mathematics 215.....	3
Mathematics 321.....	3
Physics 205	4
Gen Ed History 116 or 117 or Physics 1103	
	16

Computer Science 221	4
Philosophy 160 or Gen Ed Physics 1113	
Gen Ed English 200	3
Physics 206	4
Gen Ed IDC 200	3

17

Junior Year

Computer Science 305 or 330.....	3
Computer Science 310 or 360.....	3
Computer Science Elective or 421.....	3
Math.(314 or 352) or Gen Ed IDC 301 ..3	
Mathematics 301.....	3
	15

Computer Science 324 or 365....	4 or 3
Computer Science 415 or 425.....	3
Computer Science Elective or 400.....	3
Gen Ed IDC 301 or Math.(314 or 352)3	
Gen Ed Theology	3

16 or 15

Senior Year

Computer Science 330 or 305.....	3
Computer Science 360 or 310.....	3
Computer Science 421 or CS Elective...3	
Philosophy 301	3
Gen Ed Fine Arts	3
	15

Computer Science 365 or 324....	3 or 4
Computer Science 425 or 415.....	3
Computer Science 400 or CS Elective ..3	
Gen Ed IDC 401	3
Gen Ed Theology Elective	3

15 or 16

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, email, 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. 215.) *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.) *Fall, odd 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. 215.) *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. 215.) *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. 215.) *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. 215.) *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.) *Spring, even 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. 215.) *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 flow-charting; the role of the systems analyst. (Prerequisite: C.S. 215.) *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. 215, 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. 215.) *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. 215.) *Spring, even years.*

C.S. 421 Computer Science Research (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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 Curt Tofteland, M.F.A.

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.

Bachelor of Arts requirements, Criminal Justice Studies, 36-51 hours

Required, minimum Department major, 36 semester hours: CJS. 205, 210, 306, 307, 331, 410, 419, 444, 445; Psy. 410 or CJS. 415; Phil. 320 or Phil. 432 or CJS. 310, CJS. 319. Required courses: Soc. 101, Psys. 304, and Math 205.

Requirements for a minor in Criminal Justice Studies, 18 hours

Soc. 101; CJS. 210, 306, 307, 331, plus one course selected from other CJS. offerings.

Note - Students with multiple majors in Criminal Justice Studies, Psychology or Sociology: Double majors in any of these three programs need to take only **ONE** research method sequence, but must take 6 additional hours in the discipline in which the research was not taken.

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 319	3
CJS 415 or Psy 414	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 310/Phil 320/Phil 432	3
Gen Ed IDC 401	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Gen Ed courses may be taken in semesters other than the ones listed. No more than 51 hours of Criminal Justice Studies courses may be used as part of the 126 hour degree program.

Criminal Justice Studies Course Descriptions

CJS. 150 Practicum: Books Behind Bars (1)

An experimental course in which students interact with selected prison inmates in the discussion of scholarly issues in today's society. Cross listed with Soc. 150. *Every semester.*

Soc. 101 is a corequisite for all other Criminal Justice courses.

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. *Every fall*

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 or industrializing nations. (Prerequisites: CJS./Soc 210.) *As required.*

CJS. 319 Topics in Humanities and Crime (3)

Courses offered by faculty in CJS. or other departments in the university which examine crime and criminal justice using the perspectives of the arts and humanities, especially literature, film, drama, and television media. One-time or experimental courses which are not intended to be regular or permanent offerings in the curriculum. (Corequisite Soc. 101, Soc./CJS. 210.) *Every year or as required.*

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. 341 Topics in Criminal Justice (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. 343/344 Internship for non-majors (3, 3)

A course designed for students who are not Criminal Justice majors but wish to experience an internship in this field. 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. (Corequisites: Soc. 101 and Soc./CJS. 210 or permission.) *Every semester.*

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.) *Every Fall.*

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 behavioral pattern of the offender. *As needed.*

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.) *Every spring.*

CJS. 423 Independent Study (1-3)

Guided reading or research on a topic of special interest under the supervision of a faculty member. *As needed.*

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 Criminal Justice 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. 410 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

CJS. 319 Topics in Humanities and Crime (3)

ECONOMICS

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Myra J. McCrickard, Ph.D.; Robert L. Brown, Ph.D.

Economics studies how scarce resources are allocated by households, markets and government institutions. The Bellarmine University undergraduate program in economics develops the tools needed to understand a broad spectrum of economic logic and statistical analysis. Economic thinking integrates intellectual contributions from history, political science, psychology and mathematics in order to decipher issues that may be local or global. As such, the economist focuses not only on efficient outcomes, but also on normative issues such as equity, ethics and morality.

The economics program at Bellarmine fulfills a dual mission in the Rubel School of Business. One is to provide a quality education in the catholic liberal arts tradition to those who desire to major or minor in economics. In addition, the economics department helps support the general education requirements at Bellarmine as well as other degree programs that require exposure to economic thinking at the undergraduate or graduate levels.

Economics provides an excellent background for students planning to pursue graduate work in business, international studies, public policy and law. Students with undergraduate or advanced degrees 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 by going on to earn doctorates. Some have become entrepreneurs who operate their own business.

Students may choose to major in economics, alone, or pair it with a complementary degree such as accounting, actuarial science, business, or foreign language and international studies. A sizeable percentage of economics majors pursue internships at local businesses, or government internships in Frankfort or Washington. Many choose to study abroad in countries as diverse as China, Australia, Japan, and France. Recent graduates have obtained jobs at a variety of notable businesses including Morgan Stanley, National City Bank, The Stevenson Company, Summit Energy, General Electric, William Mercer, KPMG, Ernst and Young, PriceWaterhouseCoopers and Deloitte & Touche. Bellarmine graduates in economics have been awarded academic scholarships to pursue doctoral programs (typically in economics or finance) at Ohio State University, Miami University, North Carolina State University, Indiana University, The University of South Carolina and Mississippi State University. Some of our graduates have chosen to complete law degrees at Indiana University, the University of Louisville, Northern Kentucky University and the University of Kentucky. Two of our recent graduates received extremely rare and prestigious full-scholarships to law school. More information about the economics degree at Bellarmine University can be found at <http://www.bellarmine.edu/business/economics>.

Economics Learning Objectives

1. Bellarmine graduates with degrees in Economics will demonstrate the ability to critique issues affecting efficiency and ethics within the global economy.
2. Bellarmine graduates with degrees in Economics will demonstrate quantitative literacy.
3. Bellarmine graduates with degrees in Economics will demonstrate adequate skills in written and oral communication.
4. Bellarmine graduates with degrees in Economics will possess the critical thinking and communication skills necessary for acceptance to graduate programs in economics or law, or to begin careers in business or government.
5. Bellarmine graduates with degrees in Economics will demonstrate high educational achievement.

Requirements for a Major in Economics, 27-36 hours

Basic courses: Econ. 111, 112, 231, 232, 314, 410, 441, 499, and six hours selected from other courses in Economics. Required related courses: Math. 205 or 315 and 125 or 117. For the maximum of 36 hours permitted in the Department, nine additional hours may be selected from other courses in Economics. Any student who is considering entering a graduate program in economics should notify his/her academic advisor as soon as possible. Successful entrance and 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 231 or 232, 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 231.....	3	Economics 232.....	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 410.....	3	Economics 314.....	3
Gen Ed IDC 301	3	Economics Elective.....	3
Gen Ed Fine Arts Req	3	Gen Ed Philosophy 301	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Senior Year

Economics Elective.....	3	Economics 441.....	3
Gen Ed Senior Sem (IDC 401)	3	Economics 499.....	0
Gen Ed Theology Elective	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15	Elective.....	3
			15

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 36 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. 231 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 fall.*

Econ. 232 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 spring.*

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. 305 Labor Economics

(3)

This course examines the labor market's role in allocating human resources. Economic analysis is used to explain the determinants of labor demand, labor supply, employment and wages, as well as government programs affecting labor markets. Topics include education and training, discrimination, unions and unemployment. (Prerequisites: Econ 111,112.) *As required.*

Econ. 314 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. 315 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. 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. 346 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. 351 Investment Theory (3)

This course concentrates on investment portfolios and risk, with a focus on markets affecting the allocation of and returns on stocks, bonds and options. Related topics include financial statements analysis, the Black-Scholes model for valuing options, as well as measures and means for assessing financial performance when deciding optimal investment strategy. (Prerequisites: Econ. 111,112; Math 125 or 117, 205.) *As required.*

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 125 or 117, Math 205 or 315, Econ. 231 or permission of the instructor.) *Every year.*

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. 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: Econ. 231, 232 and 410.) *Every spring.*

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. 499 Senior Comprehensive Exam in Economics**(0)**

The senior comprehensive exam involves a re-examination of the major concepts in the undergraduate economics curriculum. This exam is a requirement for graduating seniors completing a major in economics. (Prerequisites: Senior Status Economics Major.) *Every semester.*

EDUCATION

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“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, and approved by the Kentucky Education Professional Standards Board. It offers programs leading to teacher certification in Elementary (Primary – 5), Middle School (5 – 9), Secondary (8 – 12) and Special Education, Learning and 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 four (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: biology, chemistry, English, mathematics, and social studies. Secondary education students graduate with a content major and teacher certification in that content area.

Bellarmine also offers teaching certification for Art and Music which is a Primary through grade 12 certification. These students graduate with a content major in Art or Music and complete requirements for teacher certification in that content area.

Program Objectives

The Annsley Frazier Thornton School of Education prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates demonstrate proficient to distinguished performance through the following criteria: individual course assessments, field and clinical evaluations, dispositional assessments, benchmarks assignments, and standardized exams. Based on this program assessment data, the candidate who achieves proficiency:

- works collaboratively across disciplines, school corridors/environments, and community settings to foster student learning;
- participates and reflects on field and clinical experiences requiring decision-making, intercultural experiences, and collaboration with professionals;
- exhibits educator dispositions that respect and foster the uniqueness and dignity of each individual learner as well as value intellectual, moral, ethical, and professional competencies;
- constructs pedagogical and content based decisions including, but not limited to methods of instruction, classroom management, professional relationships, and methods of assessment; and incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

Continuous Assessment Plan

The philosophy of the continuous assessment plan of the School of Education is that the professional educator engages in a continuous, lifelong professional development process. A continuous assessment is conducted by the candidate, the teacher education faculty, and relevant practitioners (cooperating teachers) during the certification process.

The School of Education's continuous assessment plan is based on three transition points: Admit to Teacher Education Program, Admit to the Professional Semester, and Exit/Certification.

Admission to Teacher Education (Transition Point I)

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 mathematics. 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 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.
5. Elementary & Middle School majors – a minimum grade of C+ in Math 101 or 102.
6. Successful completion of transition point benchmarks.
7. Receipt of recommendations from instructors of Education courses, selected General Education courses, and cooperating teachers of field-based experiences.
8. Appropriate teacher dispositions as delineated by the School of Education.

Application for the Professional Semester (Transition Point II)

Application for the Professional Semester 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 the Professional Semester are the following:

1. Senior standing as determined at Bellarmine University by satisfactory completion of 90 or more semester hours of course work.
2. Required number of field experiences.
3. Acceptable academic requirements including:
 - a. An overall academic standing of at least 2.5.
 - b. An academic standing of at least 2.5 in the teaching major 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.
 - 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 judgment necessary to be an effective teacher.

Teacher Certification (Transition Point III)

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 Professional Semester 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 Assessments.

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 Kentucky Education Professional Standards Board issues 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 Kentucky Teacher Internship Program (KTIP).

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

Bellarmino'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 (Kentucky New Teacher Standards) 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 behavior disorders.

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. 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 backgrounds.

The School of Education believes that the preparation of teachers with dual certification in general and special education competencies prepares our graduates for the many diverse and challenging classrooms of tomorrow. Graduates will be leaders in education serving their communities by helping every child develop to his/her highest potential.

Dual Certificates: Early Elementary Education Program, Grades P-5 and Learning and Behavior Disorders, Grades P-12

Professional Education Courses

Education 112, 116, 200, 208, 220, 231, 309, 329, 334, 335, 336, 337, 338, 339, 431, 436

Corequisite Courses

Communications 103 or 205

Art 201 or 202

Mathematics 101 and 102

Academic Emphasis Special Education (29 hours)

Education 102, 111, 122, 214, 312, 315, 362, 382, 420, 446

Dual Certificates: Middle Grades Education Program, 5 – 9 and Learning and Behavior Disorders, Grades P-12

Professional Education Courses

Education 112, 116, 200, 208, 220, 309, 335, 343, 443, 445

Corequisite Courses

Communications 103 or 205

Mathematics 101 and 102

Art 201 or 202

Areas of Specialization

Select one of the following:

English (21 hours)

English 201, 207, 208,

Education 315 (or Eng. 402), 334, 335, 339

Mathematics (25 hours)

Mathematics 101, 102, 117, 120, 205, 215, 305

Education 336

(Math 231 is strongly recommended)

Social Studies (27 hours)

History 116, 117, 201, 202

Economics 111

Political Science 101 or 102

Sociology 101 or 201

Geography through Metroversity

Education 338

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, 312, 315, 362, 382, 421, 446

Secondary Education Program

The Annsley 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 the knowledge, skills, and dispositions that will improve the learning capacity of all students. Academic emphasis (majors) include English, Mathematics, Social Studies, Biology, Chemistry, Art, and Music.

High School (Secondary) Education Program, 8 – 12

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.

Corequisite Courses

Communications 103 or 205

Areas of Specialization

Select one of the following:

Biology (48 hours)

Biology 130, 140, 220, 231, 240, 313, 314, 317, 408, 430
 Chemistry 103, 104
 Physics 205
 Mathematics 117

Chemistry (49-50 hours)

Chemistry 103, 104, 205, 206, 301, 307, 309, 330, 411, 411L
 Mathematics 117, 118
 Physics 205, 206
 Earth Science: (Metroversity)

English (42 hours)

Eng. 201, 207, 208, 209, 210, 402, 412, 450 and 15 hours of Eng. 300/400 level electives including one upper level American Literature, one upper level British Literature, a Multicultural American Literature and a Women's Literature course as approved and 3 hours selected from Communications 304, 312, English 312/313 or Theater.

Mathematics (48 hours) Mathematics 117, 118, 120, 215, 216, 231, 305, 314, 331 or 332, 347, 403 or 411, 450 and one course from Math 312, 315, 332, 352, 404, 411; 6 hours of Math 300/400 level electives. Computer Science 130 is strongly recommended for math majors.

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; two 300- or 400-level History electives.

Economics 111, 112

Political Science 101

Sociology 101 or 201

Psychology 103

Geography through Metroversity

Art (P-12) 36 hours

Art 101, 102, 211, 230, 242, 250, 303, 313; six semester hours selected from Art 201 or 288, 202, or 299 and three hours selected from Art 240, 243, 307, 320, 420, 421 Educ: 102, 111, 116, 131, 132, 200, 208, 220, 221, 231, 309 or 355, 341, 342, 432, 436, 442

Music (P-12) 48 hours

Music 101, 102, 201, 211, 231, 311, 410 and 6 hours from 341/431 or 403/433; sixteen hours (two per semester) in an applied major; four hours of approved ensemble. Educ: 102, 111, 116, 131, 132, 200, 208, 220, 221, 231, 309 or 355, 341, 342, 432, 436, 442

Undergraduate Programs in Education Course Descriptions

Educ. 102 Typical and Atypical Child Development Part A: Birth – Adolescence - 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. (Corequisite: 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. (Corequisite: Concurrent enrollment in Educ. 102.)

Educ. 112/131 Intro. to School of Education (1)

Includes introduction to assessment plan of School of Education. (Corequisite: 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. *Every semester.*

Educ. 122 Field Experience (1)

Weekly experiences in classrooms with children or adolescents of diverse learning needs. (Corequisite: Concurrent enrollment in Educ. 312.) *Every spring.*

Educ. 132 Field Based Instruction (1)

Weekly experiences in secondary classrooms with adolescents of diverse learning needs. (Corequisite: Concurrent enrollment in Educ. 342.) (Secondary only.) *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. (Corequisite: Concurrent enrollment in Educ. 112/131.) (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 only.) *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 20 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 learners with mild disabilities. (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 instructional techniques. Special emphasis is placed on the direct application of theory to the teaching of reading in the classroom. Teaching demonstrations and observation required. (Prerequisite: Admission to Teacher Education.) *Every spring.*

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. Teaching demonstrations and observation required. (Prerequisite: Admission to Teacher Education.) *Every fall.*

Educ. 341 Special Topics in Education (3)

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Successful Completion of Professional Semester.) *Every spring.*

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 student assessment. (Prerequisite: Admission to Teacher Education, concurrent enrollment in Educ. 132.) *Every spring.*

Educ. 343 Special Topics in Education (3)

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Successful Completion of Professional Semester.) *Every spring.*

Educ. 346 Teaching English in the Secondary School (3)

This course provides an overview of current theories that will help guide the preservice 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 NCTE, IRA, and as outlined in the Kentucky Core Content for Assessment. *Every spring.*

Educ. 347 Teaching Mathematics in the Secondary Classroom (3)

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. A 25-hour field observation and teaching experience is required in this course. (Prerequisite: Admission to Teacher Education.) *Every spring.*

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.) *Every spring.*

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.) *Every spring.*

Educ. 355 The Secondary Classroom as a Learning Environment (3)

Explores in-depth strategies for enhancing learning, problem solving and critical thinking skills; development of a classroom management plan; and 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: Admission to Teacher Education.) *Every fall.*

Educ. 362 Education Measurements (3)

An introduction to 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 settings. (Prerequisite: Admission to Teacher Education.) *Every spring.*

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 Professional Semester, LBD, Elementary Grades P – 5 (6)

Directed observation, participation, and student teaching in elementary school special education. (Prerequisite: Application to Professional Semester.) *Every fall.*

Educ. 421 Supervised Professional Semester, LBD, Middle Grades (6)

Directed observation, participation and student teaching in middle school special education. (Prerequisite: Application to Professional Semester.) *Every fall.*

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 Professional Semester, Elementary Grades P – 5 (6)

Directed observation, participation and student teaching in the elementary school. (Prerequisites: Application to Professional Semester.) *Every fall.*

Educ. 436 Special Topics in Education (3)

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Successful Completion of Professional Semester.) *Every spring.*

Educ. 441, 442 Supervised Professional Semester, Secondary Grades 8 – 12 I, II (6, 6)

A full semester of observation, participation and teaching in a high school classroom. (Prerequisite: Application to Professional Semester.) *Every fall.*

Educ. 443 Supervised Student Teaching, Middle Grades 5 – 9 (6)

Directed observation, participation and student teaching in the middle grades 5 – 9. (Prerequisite: Application to Professional Semester.) *Every fall.*

Educ. 445 Reading in the Content Areas (3)

Familiarizes 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. Teaching demonstrations and observation required. (Prerequisite: Admission to Teacher Education.) *Every spring.*

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. *Every fall.*

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 and 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. In working through the variety of courses, students in English may expect to find themselves engaged in the reading of novels, short stories, poems, films, and graphic novels, among other texts.

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 can also lead also to a wide range of professional opportunities. Graduates will find themselves qualified to work in such fields as law, journalism, banking, publishing and editing, advertising, medicine, management, public relations, teaching, grant and proposal writing, and academic administration. They will also be prepared for graduate study in such areas as library science, institutional technology, technical and scientific writing, and many other humanities disciplines.

Departmental Mission Statement

The English Department serves the mission of Bellarmine University through its focus on developing those abilities crucial to a liberal arts education: writing as a fundamental means of learning and expression; close, creative reading of a culturally diverse range of literary and non-literary texts; and the critical thinking abilities grounded in such writing and reading. It provides English majors with a fundamental sense of literary history—American, English, and as much as possible international—and of the social history relevant to it. In exploring literature—in the largest definition of that word—as a central mode of human inquiry and experience, it reflects the university mission of open and authentic conversation about ideas, values, and issues, and does so with respect for each student’s individuality and dignity.

Requirements for a Major in English, 37-52 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).

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. English majors and minors must take English 201, rather than English 200.
2. Per university guidelines, if a student exceeds 52 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 but a student can enroll concurrently in a 300- or 400-level course with Eng. 201.
3. Eng. 250 must be completed but a student can enroll concurrently in a 300- or 400-level course with Eng. 250.
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. **Students are strongly encouraged to take several semesters of a foreign language to complement their major in English,** especially if they 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.
4. English students are encouraged to apply for the annual **English-Speaking Union Scholarship**, in support of summer study in Great Britain.
5. English majors entering their junior or senior year are encouraged to apply for the annual **Elizabeth Norton Hagan Scholarship**, which provides a substantial cash award for that academic year.

English/Secondary Education Track

As our English/Secondary Education majors are certain to be involved in the teaching of writing, the department recommends that they select a range of courses from the following options:

Eng. 300: Advanced Writing–Rhetoric
 Eng. 309: Technical Writing
 Eng. 312: Creative Writing–Poetry
 Eng. 313: Creative Writing–Fiction
 Eng. 314: Creative Writing–Non-Fiction
 Eng. 402: Modern Linguistics

To meet the School of Education's emphasis on diversity, students should take:

Eng. 324: Multicultural American Literature
 Eng. 350: Contemporary International Literature
 Eng. 460: Women's Literature

Involvement with the English literary society, *Ariel*, as well as writing for *The Concord* or *The Lance*, would also provide English/Secondary Education students with valuable hands-on experience with issues and ideas they are like to encounter in their teaching, as would work with any of the university's dramatic productions.

English

Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed National Sciences Prog.3	Gen Ed Natural Science Req3
Gen Ed Freshman Sem (IDC 101)3	Gen Ed Philosophy 1603
Freshman Focus (IDC 100)1	Gen Ed Social Science Req.....3
Gen Ed English 1013	Elective (Foreign Lang. advised)3
Gen Ed History 116 or 1173	Elective.....3
Elective.....3	
16	15

Sophomore Year

English 2013	English 2083
English 2073	English 2103
English 2093	Gen Ed Theology 2003
English 2501	Gen Ed Math Requirement3
Gen Ed IDC 2003	Elective.....3
13	15

Junior Year

English Elective3	English Elective3
English Elective3	Gen Ed Theology Elective3
Gen Ed IDC 3013	Gen Ed Fine Arts Req3
Gen Ed Philosophy 3013	Elective.....3
Elective.....3	Elective.....3
Elective.....3	
18	15

Senior Year

English 4123	English 4503
English Elective3	English Elective3
Gen Ed Senior Seminar (IDC 401)3	Elective.....3
Elective.....3	Elective.....3
Elective.....3	Elective.....3
Elective.....3	
18	15

All 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 a common general education course in literature. 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. NOTE—American and British survey courses, as well as upper level English courses, may be substituted for English 200. *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 by English majors **before** students can enroll in 300- and 400-level courses; non-majors may choose upper level English courses as electives without having English 201 as a prerequisite. *Every semester.*

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). Authors typically could include Mark Twain, Ambrose Bierce, Kate Chopin, Ernest Hemmingway, William Faulkner, F. Scott Fitzgerald, Toni Morrison, and Sandra Cisneros, among others. *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. *Every fall.*

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 develops the understanding and skills required for technical communication. Material covered includes technical reading and research skills, document design and graphics, recommendation reports, technical proposals, instructions, informative reports, and employment communication. Students use new and traditional media. (Prerequisite: Eng. 101.) *Fall alternate years.*

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 writing of such creative non-fictional genres as memoir, literary journalism, and the speculative essay. Students will read selected literature and develop their own creative non-fiction portfolios. *As required.*

Eng. 320 Playwriting**(3)**

This course will assist students in understanding the elements of writing a play. Through readings 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 other's work. *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, and 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. 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. 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. 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 of 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 autobiography or the American graphic novel. *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. 436 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. 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. 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. *Every spring.*

FOREIGN LANGUAGE & INTERNATIONAL STUDIES

Gabriele W. Bosley, MA, MAT, FLIS Chair and Director, International Programs
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Nelson Lopez, Ph.D.; Fred Ehrman, Ph.D.; Norman Lewis, Ph.D.; Shifen Gong, Ph.D.; Carmen Cedeño, Ph.D.; Ann Marie Karpinsky, MA; Kazuke Probst, MA; David Domine, MA, MAT; Sarah Neal, MA; Kate Cecie, MA

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 Learning Outcomes

1. To develop an understanding of foreign societies and global issues.
2. To be able to communicate with proficiency in one foreign language.
3. To acquire basic communication skills in a second foreign language.
4. To develop capability to analyze foreign cultures via their languages, history, economics, politics, and religions.
5. To integrate knowledge of diverse frames of reference to develop alternate and critical perspectives.

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 3 hrs 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 semester or year study experience in a Bellarmine approved program abroad, representing Language 1 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

Minors in Foreign Languages

The Department offers minors in French, German, and Spanish. A FLIS major can not be simultaneously be a French, German, or Spanish minor. 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

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

Placement Testing

Any student with previous foreign language experience must take the university's computerized placement test via the FLIS website (www.bellarmino.edu/international). 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.

Chin. 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.bellarmino.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 Introduction to French Language & Culture 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 Exploration of Topics in 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.bellarmino.edu/studyabroad.

Germ. 101, 102 Introduction to German Language & Culture 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 Exploration of Topics in 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.*

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.*

ITALIAN

In addition to the following courses, a variety of other courses are available at our Italian partner universities under www.bellarmine.edu/studyabroad.

Ital. 101, 102 Introduction to Italian Language and Culture I, II (3, 3)

These are the beginning courses of the Italian language acquisition sequence, emphasizing oral communication as a first step, leading to a balanced development of the four skills of *listening, speaking, reading, writing*, as well as an appreciation of the history and culture of the Italian speaking regions. (Prerequisite for Italian 102 is Italian 101 or its equivalent.) *As required.*

Ital. 201, 202 Exploration of Topics in Italian I, II (3, 3)

The intermediate series offers furthers 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 discussions of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Italian 201 or its equivalent; Prerequisite for Italian 202 is Italian 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.bellarmino.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.*

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 Introduction to Spanish Language & Culture 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 Exploration of Topics in 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," "Spanish American Literature," "Literature of the Golden Age," "Women Writers of Spain," "Cultural Anthropology of Spain," "Spanish Business Environment," "International Business and the European Union," "Current Events of Spain," "Mosaic: Jews, Muslims, and the Spanish Experience." (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

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The Health Care minor offers students of all majors the opportunity to explore the American health care system. It is particularly recommended for students with majors in areas outside of the health sciences to provide them with a background of the health care system in which many may seek employment. American 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 a growing industry that is being challenged by consumers, government and business to provide more services at lower cost. Students in the Health Care minor challenged to learn more about this interesting and complex system.

Requirements for the Minor in Health Care, 18 hours

B.A. 103, 203; Nurs. 300, 400, and 425; Phil. 430 or Theo. 450.

Course Descriptions

Bellarmino's minor in health care requires nine hours in the Lansing School of Nursing and Health Sciences, six hours in the Rubel School of Business, and three hours in the Bellarmine College (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 semester.*

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 semester.*

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. *Every spring.*

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. *Every fall.*

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.*

Theo. 450 Moral Issues in Healthcare: 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 resources, health care delivery, etc. (Prerequisite: Theo. 200) *Offered alternate fall semesters.*

HISTORY

Margaret H. Mahoney, Ph.D., Chair

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Eric Paul Roorda, Ph.D.; Timothy Welliver, Ph.D.; Robert Pfaadt, MA

Department Mission

The history faculty serves the mission of Bellarmine University by developing the intellectual and professional competencies of our students: majors, minors, and general education students. The 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 a thorough understanding of the 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. Graduates are to be prepared for productive lives informed by a deeper understanding of the human condition.

Department Outcomes

General Education

In completing the required Western World general education courses students will develop the following:

1. an awareness of the importance of the past in understanding the present;
2. an understanding of the historical development of the modern world (general education learning outcome #3);
3. an appreciation of the variety of human experience (pursuant to general education learning outcome #4, “comparative understanding of the world’s peoples, places, and cultures”); and
4. an awareness of continuity as well as change in the human experience.

History majors

Students who complete the major in history will demonstrate (in addition to outcomes 1-4 listed above) the following:

1. an awareness of essential historical and political perspectives, drawn from the wide global spectrum of human experience;
2. an ability to read and analyze primary and secondary texts critically;
3. an ability to interpret evidence and think historically; and
4. an ability to disseminate their discoveries and ideals by oral and written means.

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, and twelve 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.

*Gen Ed or required related 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)

This survey of American history examines the encounter between Native American populations, Europeans and Africans, the colonial period; national expansion and sectionalism; the Civil War & Reconstruction. The course will examine the political, social, cultural, and diplomatic development of the country using a wide variety of textual sources. *Every fall.*

Hist. 202 History of the United States, 1877 to Present (3)

A continuation of Hist. 201, covering urbanization and industrialization; the rise of the U.S. as a world power; the Great Depression and World Wars; the Cold War & Vietnam; and the origins of contemporary international crises. *Every spring.*

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.*

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. 314 The U.S. Civil War (3)

This course will examine the major issues, battles and leaders of the U.S. Civil war, and its lasting influences on U.S. society. *As required.*

Hist. 319 The Islamic World to 1500 (3)

Emphasizes 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, European imperialism, the rise of nationalism, Zionism, oil, superpower intervention and 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 colonial times 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 (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 wide 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, 1945 to Present (3)

This course begins with the atomic blast at Hiroshima in 1945. It examines the tumultuous decades since then, including the Baby Boom, the Red Scare, the Sixties, the end of the Cold War, and the beginning of the "War on Terror," with an emphasis on generational changes. *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, construction of an empire, and the super-power status of the United States in world affairs since World War II. 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)

This examination of the Vietnam war and the Watergate scandal focuses on 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, Ph.D., Director

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The Bellarmine University Honors Program offers undergraduates the opportunity to challenge themselves academically in small seminar classes and to enrich their learning both inside and outside the classroom, culminating with the Senior Honors Thesis. The program features an enhanced track of seminar courses and provides in-depth research opportunities across the disciplines. As well as a valuable credential on one's permanent academic record, an Honors education provides ideal preparation for graduate and professional pursuits. The program is open to qualified, motivated students of all majors.

Honors students take specially designated interdisciplinary seminars through their undergraduate years; program graduates complete a minimum of five honors seminars. These innovative seminars offer an honors-quality track for satisfying general education courses required of all students. For instance, while all Bellarmine students take a freshman seminar, Honors students choose a specially designated honors section of the freshman seminar. In addition to the freshman seminar, students in the program may earn such general education credits as the literature, science, fine arts, history, theology, and philosophy ethics requirements, as well as the U.S. Experience, the Transcultural Experience, and the Senior Seminar. These Honors seminars offer small, discussion-oriented sections. A significant benefit of the seminar sequence is the experience of moving through a series of classes with a group of academically motivated peers, people you will come to know and often cherish, both intellectually and socially.

Honors courses differ from regular courses on a qualitative rather than a quantitative basis. In other words, Honors work involves less memorization and more critical thinking and writing, less lecturing and note taking, more interaction and discussion. Thus we aim to encourage participatory learning through the interchange of ideas between students and professors and among students themselves. Outside the classroom, Honors students have distinguished themselves through their involvement in student government, Mock Trial (recent National Champions), the Model Arab League, campus theater, various campus publications, and service outreach programs. We also encourage Honors Program participants to engage with the world outside of Bellarmine: most spend a semester or a summer in a study abroad program.

During the junior year, Honors students begin designing independent studies under the guidance of a committee of three mentors/professors; these projects continue with in-depth study through the senior year, culminating in a Senior Honors Thesis. This experience provides crucial preparation—and a key credential—for future work in graduate and professional schools (law, medicine, dental, etc.), as well as for many professional careers. Senior honors students present the results of their work at a formal event each spring.

On the social front, throughout the four years Honors students are invited to a number of formal and informal cultural and social events; we have had picnics, receptions, ice cream parties, trips to the zoo, and more. At least once a semester students are invited on a guided tour of exhibits at Louisville's Speed Museum. In addition, tickets to plays, concerts, ballets, and operas are frequently made available to Honors students at little or no cost. Honors students are invited to meet distinguished visitors to the campus in small group discussions; recently this has meant Honors students have been able to engage in discussions with such figures as recent-Poet Laureate Billy Collins, internationally acclaimed novelist Isabel Allende, journalists Andrea Mitchell, Seymour Hersh, and Pulitzer-Prize winning scientist Jared Diamond, among others.

Honors Housing

Honors students also have the opportunity to take advantage of Specialty Housing. Suites of rooms in one residence hall are designated for Honors program participants, providing the opportunity for more out-of-class interaction and a quieter study environment. Honors housing provides educational and social programming beyond that typical to Residence Life.

Admission to the Honors Program

Admission to the Honors Program is by invitation of the director; prospective students are encouraged to contact the director with a letter describing interest in the program. Students accepted into the program usually have an ACT of 28+ and rank in the top ten percent of their graduating class. Looking beyond such numbers, however, the program seeks individuals who demonstrate a love of learning, intellectual curiosity, 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 graduate from the Honors Program with a special certificate and designation in the commencement program and on the permanent transcript requires three elements: credit for a minimum of five honors seminars, the senior honors thesis, and demonstration of proficiency in a foreign language equivalent to two years of college-level study or an approved substitute. To remain in good standing in the Honors Program, students maintain a 3.25 grade point average after the freshman year, with a grace period for improvement typically being granted if the GPA dips below that mark. The minimum five seminars (15 hours) are most often drawn from Honors 150, 151, 160, 250, 251, 301, 350, and 401. The research credits earned for the senior honors thesis include Honors 353, 450, and 451, or honors research credits in the major department. Students may choose to substitute a regularly scheduled Honors course with an Honors Contract course, as described below. Honors students are asked to show proficiency in a foreign language at the second year college level. This requirement does not lead to a certain number of foreign language classes, as Honors students may place out of some coursework and offer relevant substitutions. Depending upon major and future goals, students may substitute study abroad, pursue sign language, or, especially in nursing and health science majors, offer fieldwork and a journal of experience with a community unfamiliar to them. Honors program students and those considering the program are strongly encouraged to discuss options with the Director.

Honors Contract Course

Honors students may ask to be excused from the regularly scheduled Honors seminars 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.

Senior Honors Thesis

The Senior Honors Thesis is the capstone of the program and truly a crowning achievement for any undergraduate. Honors students work closely with a faculty mentor, with input from two other faculty advisors on an in-depth scholarly project of their own design. Most students produce a thesis in the discipline in which they are majoring, but some students choose to pursue an interdisciplinary thesis or a thesis in a minor area of study.

Students choose a timetable for their thesis that best accommodates study abroad plans, graduation timing, and other relevant factors. However, the typical pattern begins with developing a committee and a topic during the fall semester of the junior year. Honors students receive 3 research credit hours during each of the following two semesters as they research and write the thesis. Students present the results of their work at public celebrations held throughout the spring semester of the senior year.

Bellarmino Scholars

Through a competitive application and interview process, each year at least five incoming students are designated Bellarmine Scholars. They are awarded four-year full tuition scholarships, and participate in the Honors Program. Bellarmine Scholars are required to maintain a 3.5 grade point in order to maintain the full-tuition scholarship.

Honors Program Course Descriptions

Honr. 150 Freshman Honors Seminar (3)

Freshman Honors Seminars are offered on a variety of subjects by faculty members from across the university. They fulfill IDC 101, the freshman seminar required of all Bellarmine students. Required for Honors freshmen; open to others with permission of the Honors director. *Every fall.*

Honr. 151L Honors Freshman Seminar: Literature (3)

This course fulfills the Literature 200 general education requirement. Recent topics have included “Autobiography: Journey to the Self” and “Life Stages in Film and Literature.” *Spring semester as needed.*

Honr. 151N Honors Freshman Seminar: Natural Science (3)

This course fulfills a Natural Science general education requirement, and does include a lab. Recent topics include “Ecology on Campus,” “Microbes in the Media,” “Darwinism,” and “Everyman’s Medical Science.” *Every spring.*

Honr. 151S Honors Freshman Seminar: Social Science (3)

This course fulfills a Social Science general education requirement. Recent topics have included “Gender in the U.S.” *Spring semester as available.*

Honr. 160 Honors Introduction to Philosophy (3)

This course offers an honors level Introduction to Philosophy, fulfilling Philosophy 160 under the general education requirements. *As required.*

Honr. 200 Honors Ultimate Questions (3)

This course provides an honors level version of the Theology 200 Ultimate Questions course under the general education requirements. *As required.*

Honr. 250 Honors Transcultural Experience Seminar (3)

Sophomore Honors Seminars may cover a wide range of topics. Honors 250 counts as the core-required Transcultural Experience course. Required for Honors sophomores; open to others with permission of the Honors director. Recent topics have included Global Storytelling: Narrative and Identity; Shakespeare's Rome; History of Slavery; Women in Islam; among others. *As required.*

Honr. 251 Honors U.S.-Experience Seminar (3)

Sophomore Honors Seminars may cover a wide range of topics. Honors 251 counts as the core-required U.S.-Experience course. Required for Honors sophomores; open to others with permission of the Honors director. Recent topics have included History of Kentucky; the U.S. in the World; among others. *As required.*

Honr. 301 Honors Ethics (3)

This course provides an honors-level version of the Philosophy 301 Ethics course under the general education requirements. *Fall or spring as needed.*

Honr. 350 Junior Honors Seminar in the Arts (3)

The Junior Honors Seminar provides in-depth consideration of creative thought and expression. It fulfills the Fine Arts requirement under the core curriculum. *Every fall.*

Honr. 353 Junior Honors Research Mentorship (1)

The Junior Honors Research Mentorship pairs Honors students with individual faculty members in their major fields of study, 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. Suggested for all Honors juniors. *Every semester.*

Honr. 401 Honors Senior Seminar (3)

This course fulfills the Bellarmine Senior Seminar general education requirement, allowing honors students to continue the intellectual and collegial relationships they have built through their years in the program. *Every semester.*

Honr. 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 unless such a course is offered by and taken in the department in which the student is majoring (e.g., Biology 450H). *Every fall and spring.*

Honr. 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 Honors seniors. *Every fall and spring.*

INTERDISCIPLINARY COURSES (IDC) OF THE GENERAL EDUCATION PROGRAM

Carole C. Pfeffer Ph.D., Director

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Introduced in 1997 as a key component of the reformed general education curriculum, the IDC program 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 students to build a base of knowledge and skills in such individual areas as mathematics, the natural and social sciences, philosophy, Theology, English, and the Arts. Therefore, the IDC program, interdisciplinary in nature, offers a unique learning experience for Bellarmine students.

The IDC program 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 informing the capstone experience. Through this capstone experience -The Senior Seminar- students demonstrate the ways in which they have developed the various critical thinking, reading, and writing skills in previous coursework by engaging in thoughtful discussion of contemporary social issues through a lens of Catholic social justice.

While various **Learning Outcomes for the university's general education curriculum** are addressed by context in the IDC courses, all of the classes focus on "critical thinking" and "facility in oral and written communication."

The IDC program is highly developmental in nature and each course in the sequence builds on the skills addressed in preceding course(s); therefore, students are not allowed to take the courses out of sequence. The program is designed to help students cultivate and master a set of skills essential to meaningful education: strong analytical reading and writing skills; high-level critical thinking; and a truly participatory and self-reflective approach to learning.

In short, the IDC program offers each student an exceptional chance to make his or her education "whole" – to mesh the varied experiences of major and general education coursework with one's talents and personal development into a creative, connective understanding that is the best outcome of an authentic liberal arts education.

Clearly, the IDC program supports the **university's mission** to "develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership to others" as well as "authentic conversations... and thoughtful, informed consideration of various ideas, values and issues."

WAIVER INFORMATION FOR TRANSFER STUDENTS

- Students transferring to Bellarmine with 24 credit hours are not required to take Freshman Seminar class. However, if previously completed work did not include several writing-intensive classes, younger students should seriously consider this class.
- Students transferring to Bellarmine with 60 or more credit hours may request a waiver for either/both the Sophomore and Junior Seminar. Guidelines for this process are available through the Registrar's office.

IDC. 101 – Freshman Seminar**(3)**

The Freshman Seminar courses are 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 instructors and reflect a wide range of interdisciplinary concerns. 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. *This course may not be taken for elective credit. Every semester.*

IDC. 200 – Sophomore Seminar**(3)**

These courses are designed to focus on an important issue connected with the history and nature of U.S. culture. Each course offering is 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 a course on the American Space Program might combine scientific and historical approaches. This course builds on and further develops the set of skills/abilities introduced in IDC.101, in part, by culminating with a final project that combines research and critical analysis and emphasizes the research component of the project. *This course may not be taken for elective credit by junior and senior level students. (Prerequisite: IDC.101 and sophomore status.) Every semester.*

IDC. 301 – Junior Seminar**(3)**

These courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Each course offering is 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 builds on and further develops the set of skills/abilities introduced in IDC.101/200, culminating with a final project that combines research and critical analysis, emphasizing the critical analysis component of the project. (Prerequisite: IDC. 200 and junior status.) *Every semester.*

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 social justice 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 fields of study and their other general education courses to the seminar as appropriate. (Prerequisite: IDC.301 and senior status.)

While this course is **NOT** a part of the IDC program, it is **REQUIRED** of every first-time full-time traditional age freshman at Bellarmine. *Every semester.*

IDC. 100 Freshman Focus**(1)**

Freshman Focus is a one-credit course required for all first-time, full-time, traditional-age freshmen in the fall of first year, providing an extended orientation for students that facilitates their transition to college in four major areas: (a) setting priorities and time management; (b) study skills necessary for college; (c) personal wellness issues; (d) socialization. Instructors also serve as freshman advisors for the students in their classes. Freshman advisors also facilitate the process of student course selection for Spring classes. *Every fall.*

INTERNATIONAL STUDIES MINOR

Gabriele W. Bosley, MA, MAT, FLIS Chair and Director, International Programs
Miles Hall 114, Phone 502.452.8476, gbosley@bellarmine.edu

Requirements for the International Studies Minor (ISM) 19 hours

In order to be awarded an ISM, you must complete a minimum of 19 credit hours as listed below. Please, consult the Bellarmine website under Majors and Minors for up-to-date program details.

No course can count both towards the Gen Ed Curriculum or the student's Major and the International Studies Minor.

1. **A minimum of six credits** in a foreign language at the International Level (200 or higher). All courses must be taken in the same language and at least one of the courses must be taken at Bellarmine University. If a student is a heritage or native speaker of a language other than English, alternative arrangements for completing this requirement can be made through consultation with the ISM Coordinator in the IPO.
2. **A minimum of six credits** in multi-cultural or cross-cultural disciplinary areas, chosen in consultation with the ISM Coordinator. This may include courses taken as General Education requirements but not any courses required for a student's major. (For a list of pre-approved courses see below.)
3. **A minimum of six credits** (and min. of 4 weeks) of either a university level study abroad and/or a work internship (in the U.S. or abroad) in an international and/or intercultural setting.
4. **A one credit** independent study that will bring together the student's cumulative international experience during their years at Bellarmine University and abroad and/or work experience and its relationship to their coursework and career/personal goals. The student is required to write an 8-10 page paper in coordination with the ISM Coordinator.

Courses pre-approved to count towards the ISM are:

Art: Art 299 African Art History

Business Administration:

B.A. 445 International Experience

Communications:

Comm. 313 Intercultural Communication

Economics:

Econ. 314 International Trade and Finance

English:

Eng. 324 Multicultural American Literature

Eng. 350 Contemporary International Literature

Foreign Languages:

All Foreign Language courses at the 200 level and above are pre-approved to count towards the 6 hour language requirement for the minor.

History:

Hist. 301 Ancient Near East
 Hist. 305 Europe the Age of the Reformation
 Hist. 306 Europe, 1648-1815
 Hist. 319 The Islamic World to 1500
 Hist. 320 Modern Africa
 Hist. 321 Modern Middle East
 Hist. 326 Race Relations and Civil Rights
 Hist. 327 Modern Latin American and Caribbean History since 1790
 Hist. 415 Arab-Israeli Conflict
 Hist. 421 Nazi Germany

Interdisciplinary Courses:

All IDC 301 junior seminar courses are pre-approved to count as part of the multi-cultural/cross-cultural disciplinary requirement.

Music:

Musc. 304 Music of the World's Cultures

Philosophy:

Phil. 311 Ancient Philosophy
 Phil. 312 Medieval Philosophy

Political Science:

P.S. 323 International Political Problems
 P.S. 325 International Relations
 P.S. 413/414 U.S. Foreign Policy I, II
 P.S. 422 Vietnam and Watergate

Psychology:

Psyc. 215 Human Sexuality
 Psyc. 317 Social Psychology

Sociology:

Soc. 201 Contemporary American Social Problems
 Soc. 235 Social Inequality

Theater:

Thea. 310 Theater History I
 Thea. 311 Theater History II

Theology:

Theo. 307 World Religions
 Theo. 334 Christian Peacemaking
 Theo. 335 Theology from the Margins
 Theo. 432 Jesus in Palestinian Culture

LIBERAL STUDIES PROGRAM

Robert G. Pfaadt, MA, Program Director
Pasteur Hall, Phone 502.452.8267, rpfaadt@bellarmine.edu

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

William E. Fenton, Ph.D., Chair

Pasteur Hall 006F, Phone 502.452.8430, wfenton@bellarmine.edu

Michael C. Ackerman, Ph.D.; Michael J. Bankhead, MSc; R. Adam Molnar, Ph.D.; Anne M. Raymond, Ph.D.; Daylene Zielinski, Ph.D.

Mathematics is much more than a collection of methods for solving problems or a set of recipes for analyzing quantitative situations. Mathematics is a powerful mode of inquiry that uses careful logical analysis to reveal and understand relationships between number, functions, shapes, and sets. It has been called the science of patterns. Mathematics as also a creative endeavor and great theorems are its work of art. Our programs strive to actively engage students with this dual nature of mathematics, presenting the power of its methods and revealing the beauty of the underlying theory.

A student who majors in mathematics will find herself/himself in demand after graduation. The reasoning skills developed by the study of mathematics are prized by employers from nearly all walks of business and government, and the supply of people with quantitative training continues to be below the demand. Opportunities for continued study also abound. Graduate programs in economics, law, meteorology, operations research, and mathematics welcome our graduates.

Mission of the Mathematics Department

The Department of Mathematics supports the mission of Bellarmine University by striving to develop in our students the “intellectual” and “professional competencies for successful living, work, leadership and service to others.”

1. To enhance the quantitative reasoning skills of undergraduate students by educating them in the use of graphical and symbolic representations to understand quantitative relationships.
2. To educate undergraduate majors in the primary content and methods of mathematics, as preparation for careers and for graduate study.
3. To have departmental faculty who are actively engaged in the mathematics profession through scholarly activity.
4. To participate in the activities of academic citizenship in the college, university, and the broader mathematical community.
5. Upon completion of the undergraduate program in mathematics or actuarial science, the successful student will:
 - develop skills in problem solving
 - develop their ability to communicate mathematical ideas
 - attain a reasonable proficiency at understanding and creating mathematical proofs
 - be aware of a broad variety of applications, both in and out of mathematics
 - recognize 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, 40-46 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 to fifteen 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. 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 216.....	3
Elective.....	3	Mathematics 231.....	3
Gen Ed Natural Science.....	3	Gen Ed Natural Sciences.....	3
Gen Ed English 200.....	3	Gen Ed IDC 200.....	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.

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, 40-46 hours

Prerequisite course: Math. 117. Basic courses: Math. 118, 120, 215, 216, 231, 314, 315, 340, 353, 331 or 403, 450, and six to twelve hours selected from 300- or 400-level Mathematics courses. Required related courses: Acct. 101; B.A. 103, 315; Comm. 205; C.S. 130, 131; Econ. 111, 112, 231, 232, 351, and 410.

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 216.....	3
Gen Ed IDC 200	3	Mathematics 231.....	3
Gen Ed Philosophy 160	3	Gen Ed English 200	3
Accounting 101.....	3	BA 315.....	3
Economics 231.....	3	Economics 232.....	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 History 116 or 117	3	Gen Ed IDC 301	3
Gen Ed Natural Science	3	Gen Ed Natural Science	3
.....		Economics 351.....	3
	15		18

Senior Year

Mathematics 331 or Math Elective.....	3	Econ 410.....	3
Mathematics 353.....	3	Mathematics Elective.....	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

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

Mathematics Course Descriptions

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. The counting numbers are extended to include negative numbers and the study of integer operation follows. In addition, the course addresses topics in number theory including the study of primes, divisibility, the LCM and GCF. Finally, the course examines fractions and the arithmetic of fractions at a deep level. *Enrollment restricted to Elementary and Middle Education majors only. *Every fall.*

Math. 102 Foundations of Mathematics II* (3)

This course begins with an investigation of decimals and the arithmetic of decimal numbers. Then, there is an examination of ratios, rates, and proportions, leading to percentages, uncertainty, and chance. This is followed by the study of basic statistics emphasizing measures of central tendency, variance, and ways of organizing data. Next, the study of geometry begins with examination of the basic shapes of one, two, and three dimensions and is followed by an investigation of the basic ways these shapes can be transformed: translation, reflection, and rotation. The study of basic measurement including length, area, surface area, and volume completes the content of this course. (Math. 101 is not a prerequisite for this course.) *Enrollment restricted to Elementary and Middle Education majors only. *Every spring.*

Math. 105 College Algebra (3)

Properties of real numbers, linear equations and inequalities, quadratic equations, and inequalities, polynomial functions, exponential and logarithmic functions, algebraic functions, systems of linear equations. This course is taught primarily to prepare students for Business Calculus. **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 semester.*

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 Calculus I (4)

Limits and continuity of functions; the concept of derivative; calculating derivatives; applications of derivatives such as optimization and related rates; integration through the Fundamental Theorem. (Prerequisite: Math 116 or its equivalent.) Every semester.

Math. 118 Calculus II (4)

Applications of integration such as area, volume and arc length; techniques of integration and improper integrals; approximation of integrals; infinite sequences and infinite series. The course includes computer-based explorations. (Prerequisite: Math 117 or its equivalent.) 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 graph theory. 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. (Prerequisite: Math 116 or its equivalent.) 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, including 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 linear transformations, eigenvalues and eigenvectors. (Prerequisite: Math. 117 and sophomore standing, or permission of instructor.) 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 spring.

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.) *Every spring.*

Math. 312 Topology (3)

This class is an introduction to topology and as such includes both general and point-set topology. General topology topics may include Euler characteristic, classification of orientable 2-manifolds, and knot theory. Point-set topology topics may include different topological structures on the real line and plane making use of bases and subbases as an avenue for a study of connectedness, compactness, separation properties, and continuity. (Prerequisite: Math. 231 or permission of the instructor.) *Spring, even years*

Math. 314 Probability and Mathematical Statistics I (3)

These courses will focus on the probability theory needed in mathematical statistics while helping to prepare students for the Actuarial Exams. Topics covered include combinatorics, the basic probability axioms and theorems, conditional probability, random variables and their probability distributions, expectation, conditional expectation, moments, moment generating functions, functions of random variables, and the Central Limit Theorem. Some special attention will be given to the connection between the various standard probability distributions so that they fit together as a whole. (Prerequisite for Math 118.) *Every fall.*

Math. 315 Probability and Mathematical Statistics II (3)

This course will build on the probability theory from Math 314 to develop understanding of mathematical statistics. Topics covered include derivation and properties of point estimators through various techniques including method of moments and maximum likelihood, confidence intervals, general hypothesis testing, including tests for means and proportions and linear regression. Some time will also be spent on basic descriptive statistics. (Prerequisites: Math 314 and Math 216.) *Every spring.*

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 P. (Prerequisites: Math. 216 and 314.) *Spring, even years.*

Math. 352 Stochastic Processes (3)

This course uses the basic probability theory of Math 314 to open up the field of stochastic processes, which are processes whose future behavior is dependent on the past and present. The course starts with a brief review of basic probability, moves to the Poisson process and Markov chains in discrete and continuous time, queuing theory, and continues with a non measure-theoretic introduction to martingale theory, stopping times, and stochastic integration. This course is useful to those interested in mathematical finance and operations research. (Prerequisite: Math. 314.) *Spring, odd 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.) *Fall, even years.*

Math. 403 Real Analysis (3)

This course provides 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. 118 and 231.) *Fall, odd 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. (Prerequisite: Math 216.) *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, odd 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 (1-3, 1-3)

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. (Prerequisite: Senior standing or permission of instructor.) *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. In addition, the course addresses topics in number theory including the study of primes, divisibility, the LCM and GCF. Next, an investigation of ratios, rates, and proportions leads to percentages, uncertainty, and chance. This is followed by the study of basic statistics emphasizing measures of central tendency, variance, and ways of organizing data. Next, the study of geometry begins with examination of the basic shapes of one, two, and three dimensions and is followed by an investigation of the basic ways these shapes can be transformed: translation, reflection, and rotation. The study of basic measurement including length, area, surface area, and volume completes the content of this course. ***Enrollment restricted to graduate Education majors.** *As required.*

MUSIC

J. Richard Burchard, MM, Chair

Norton Music Building 203, Phone 502.452.8497, rburchard@bellarmine.edu

G. Leon Kirkpatrick, MME; Alexander T. Simpson, Jr., Ph.D.

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, Jazz Studies, Sacred Music Studies, Music History, and Music Education.

Mission

The Music Department at Bellarmine University is a student-centered environment that prepares professionals to be the leaders in the musical culture of the 21st century. In the Catholic tradition, successful learning takes place in an environment filled with wisdom, inclusiveness, diversity, self-discovery, engagement, and compassion. Value-centered education in both liberal arts and professional specializations provide multiple educational experiences to prepare students to live in an interdependent world. The curriculum connects the historical practices of the past with the most current practices of today.

The Music Department has seven goals for its degree program:

1. Students should be prepared for a career in music, graduate study or teacher certification in music.
2. Students should develop an understanding of music theory in western musical compositions from all eras.
3. Students should develop an understanding of music history in western musical compositions from all eras.
4. Students should develop the ability to perform in one performance medium.
5. Students should develop the ability to demonstrate basic technique on at least one instrument that is not their major performing medium (including voice).
6. Students should develop the ability to demonstrate basic skills with technology appropriate to the degree program.

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 Musc. 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 Musc. 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, 51 hours

Basic courses: Musc. 101, 102, 105, 110, 201, 202, 205, 206, 211, 231, 311, 410, 431, and 441; sixteen hours (two per semester), ordinarily taken in sequence, in applied instrumental major; four hours of an approved 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
MUSC 110	2	MUSC 105	1
MUSI: Applied Major I.....	2	MUSI: Applied Major II	2
MUSE: Instrumental Ensemble.....	1	MUSE: 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
	15		16

Sophomore Year

MUSC 201	3	MUSC 202	3
MUSC 205	1	MUSC 206	1
MUSI: Applied Major III	2	MUSI: Applied Major IV	2
MUSE: Instrumental Ensemble.....	1	MUSE: Instrumental Ensemble.....	1
MUSC 211	3	Gen Ed Eng 200	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req.....	3	Gen Ed IDC 200	3
	16		16

Junior Year

MUSC 231	3	MUSC 311	3
MUSC 431	2	MUSI: Applied Major VI	2
MUSI: Applied Major V	2	Gen Ed IDC 301	3
Gen Ed Natural Science	3	Gen Ed Mathematics.....	3
Gen Ed Philosophy 301	3	Elective.....	3
Elective.....	3	Elective.....	3
	16		17

Senior Year

MUSI: Applied Major VII.....	2	MUSC 410	1
MUSC 441	2	MUSI: 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
	16		15

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: Vocal Emphasis, 51 hours

Basic music courses: Musc. 101, 102, 105, 110, 201, 202, 205, 206, 211, 231, 311, 351, 410, 433; sixteen hours (two per semester), ordinarily taken in sequence, in applied vocal major; fours hours of approved 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
MUSC 110	2	MUSC 105	1
MUSI: Applied Major I.....	2	MUSI: Applied Major II	2
MUSE: Vocal Ensemble	1	MUSE: 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
	15		16

Sophomore Year

MUSC 201	3	MUSC 202	3
MUSC 205	1	MUSC 206	1
MUSC 211	3	MUSI: Applied Major IV	2
MUSI: Applied Major III	2	MUSE: Vocal Ensemble	1
MUSE: Vocal Ensemble	1	Gen Ed Theology 200	3
Gen Ed English 200	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req.....	3	Gen Ed IDC 200	3
	16		16

Junior Year

MUSC 231	3	MUSC 311	3
MUSC 351	2	MUSI: Applied Major VI.....	2
MUSI: Applied Major V	2	Gen Ed IDC 301	3
Gen Ed Natural Science Elective	3	Gen Ed Mathematics Elective.....	3
Gen Ed Philosophy 301	3	Elective.....	3
Elective.....	3	Elective.....	3
	16		17

Senior Year

MUSC 433	2	MUSC 410	1
MUSI: Applied Major VII.....	2	MUSI: 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
	16		15

Gen Ed courses may be taken in semesters other than ones listed above. No more than 51 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: Sacred Music Emphasis, 51 hours

Basic music courses: Musc. 101, 102, 105, 110, 201, 202, 205, 206, 211, 231, 311, 410, 431, 441; sixteen hours (two per semester), ordinarily taken in sequence, in applied major; four hours of approved ensemble or equivalency. Related courses are Theology 300, 408, 426, 441, and one Theology elective at the 300 or 400 level.

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: Sacred Music Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUSC 101	3	MUSC 102	3
MUSI: Applied Major I	2	MUSI: Applied Major II	2
MUSE: Ensemble	1	MUSE: 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
MUSI: Applied Major III	2	MUSI: Applied Major IV	2
MUSC 205	1	MUSC 206	1
MUSC 211	3	MUSE: Ensemble	1
MUSE: Ensemble	1	Gen Ed Natural Science	3
Gen Ed English 200	3	Gen Ed Theology Elective	3
Gen Ed Theology 200	3	Gen Ed IDC 200	3
	16		16

Junior Year

MUSC 231	3	MUSC 311	3
MUSC 431	2	MUSI: Applied Major VI	2
MUSI: Applied Major V	2	Gen Ed Philosophy 301	3
Gen Ed Mathematics Elective	3	Theology 408	3
Gen Ed Natural Science Req	3	Theology 426	3
Theology 300	3	Gen Ed IDC 301	3
	17		17

Senior Year

MUSI: Applied Major VII	2	MUSC 410	1
MUSC 441	2	MUSI: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Theo Elective	3
Theo 441	3	Elective	3
Gen Ed Social Science	3	Elective	3
Elective	3	Elective	3
	16		15

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: Jazz Emphasis, 51 hours

Basic music courses: Musc. 101, 102, 105, 110, 201, 202, 205, 206, 211, 231, 311, 343, or 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied jazz major; four hours of approved 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
MUSC 110	2	MUSC 105	1
MUSI: Applied Major I	2	MUSI: Applied Major II	2
MUSE: Ensemble	1	MUSE: 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
	15		16

Sophomore Year

MUSC 201	3	MUSC 202	3
MUSC 205	1	MUSI: Applied Major IV	2
MUSC 211	3	MUSE: Ensemble	1
MUSI: Applied Major III	2	Gen Ed Theology 200	3
MUSE: Ensemble	1	Gen Ed Natural Science Req	3
Gen Ed English 200	3	Gen Ed IDC 200	3
Gen Ed Social Science Req.....	3		
	16		15

Junior Year

MUSC 221	2	MUSI: Applied Major VI	2
MUSC 231	3	MUSC 311	3
MUSI: Applied Major V	3	Gen Ed IDC 301	3
Gen Ed Mathematics Elective	3	Gen Ed Natural Science Req	3
Gen Ed Philosophy 301	3	Elective	3
Elective.....	3	Elective	3
	17		17

Senior Year

MUSI: Applied Major VII	2	MUSC 410	1
MUSC 343	2	MUSI: 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
	16		15

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours in Music courses may be used in a student's 126 hour degree program.

Requirements for a Major in Music: History Music Emphasis, 50-51 hours

Basic music courses: Musc. 101, 102, 105, 110, 201, 202, 205, 206, 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
MUSC 110	2	MUSI: Applied Major II	1
MUSI: Applied Major I	1	MUSC 105	1
Gen Ed English 101	3	MUSE Int Ensemble	1
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed History 117	3
Gen Ed Freshman Focus (IDC 100)	1	Gen Ed Art 201 or 202	3
Gen Ed History 116	3	Gen Ed Philosophy 160	3
	16		15

Sophomore Year

MUSC 201	3	MUSC 202	3
MUSC 205	1	MUSC 206	1
MUSC 211	1	MUSI: Applied Major IV	3
MUSI: Applied Major III	3	MUSE Int Ensemble	1
MUSE Int Ensemble	1	German 102	3
German 101	3	Music Elective	3
Gen Ed English 200	3	Gen Ed IDC 200	3
	15		17

Junior Year

MUSC Elect. 300 or 400	3	MUSC 311	3
MUSC 231	3	MUSI: Applied Major VI	1
MUSI: Applied Major V	1	Gen Ed Nat Science Req	3
MUSE Int Ensemble	1	Gen Ed Soc Science Req	3
Gen Ed IDC 301	3	Gen Ed Theology 310	3
Gen Ed Philosophy 301	3	Gen Ed Math Elective	3
Gen Ed Theo 200	3		
	16		16

Senior Year

MUSI: Applied Major VII	1	Music Hist Elective	3
MUSC Elective 300 or 400	2	MUSI: Applied Major VIII	1
Music Hist Elective	3	History Elective	3
MUSC 410	1	Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Nat Science Req	3	Elective	3
Writing Elective	3		
	16		16

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 violin 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 for Non-Majors** (1, 2)
A study of basic MIDI (Musical Instrument Digital Interface) techniques, synthesis, music software, electronic music composition and computer music literature. Course offering vary depending on the need of the student. *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. 185, 186, 285, 286, 385, 485, 486 World Percussion** (1, 2)
Individual instruction. A study of percussion techniques of non-western percussion. *Every semester.*
- Musi. 187, 188, 287, 288, 387, 388, 487, 488 Rock Drum** (1,2)
Individual instruction. A study of jazz guitar 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. 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)

This 12-20 auditioned-member ensemble (size varies in relationship to repertoire) performs from the standard Wind literature. Music of all genres and historic time periods will be studied, rehearsed and presented in concert. 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. 129, 130, 229, 230, 329, 330, 429, 430 Chamber Strings II: Consort Rococo (0-1)

A study of standard literature for the specific ensemble. By 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. 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. 155, 156, 255, 256, 355, 356, 455, 456, Piano Ensemble (0-1)

A small instrumental string ensemble performing a Baroque, Classical, Romantic and Twentieth-Century music repertory. See Director for audition. *Every semester.*

Muse. 161, 162, 261, 262, 361, 362, 462, 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 Concert Band literature. The music of Holst, Grainger, Copeland and others is rehearsed and presented in concert. This ensemble is open to non-majors and to members of the community. 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. 103 Music in American Popluar Culture (3)

This course will explore American culture through the phenomena of its popular folk music specifically the blues, jazz, theater and mainstream music. *As required.*

Musc. 105 Aural Skills I**(1)**

This course is designed to improve skills in sight singing and ear training for music majors using exercises to develop aural awareness. The course emphasizes sight singing (solfege), the study of rhythm and melodic, harmonic, and rhythmic dictation.

Musc. 110 Introduction to the Study of Music**(2)**

Introduction to the Study of Music is designed to introduce the music major to various topics that will be covered in more depth later in the curriculum. The emphasis of this course will be learning to listen to music and developing skills for talking and writing about music at a level consistent with college level major study. Topics include music of western and non-western musical cultures, musical genres and time periods, historic and contemporary musical monuments and composers.

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. 205 Aural Skills II**(1)**

A continuation of Musc. 105. (Prerequisite: Musc. 105.) *Every semester.*

Musc. 206 Aural Skills III**(1)**

A continuation of Musc. 205. (Prerequisite: Musc. 205.) *Every semester.*

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. 102.) *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. 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. *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. *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. *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. *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. *As required.*

Musc. 341 Chamber Orchestration I (2)

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 (2)

A study of harmony and music theory focusing on the interpretation of both traditional and contemporary jazz nomenclature. *As required.*

Musc. 351 Vocal Pedagogy (2)

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. 352 Piano Pedagogy and Literature (2)

This course is a study of piano literature and piano pedagogy. *As needed.*

Musc. 401 Special Topics (3)

A study of musical issues in selected areas, especially those of current concern. *As required.*

Musc. 403 Choral Arranging (2)

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 right and their development into the Classical Period. (Prerequisite: Musc. 202.) Also taught in the summer in Salzburg, Austria. *As required.*

Musc. 421 Improvisation III (2)

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 (2)

A study of fundamental conducting techniques by observation and practice in conducting instrumental ensembles. (Prerequisite: Musc. 202.) *As required.*

Musc. 433 Choral Conducting (2)

A study of fundamental conducting techniques by observation and practice in conducting choral ensembles. (Prerequisite: Musc. 202.) *As required.*

Musc. 444, 445 Internship I, II (1 – 3)

As required.

MUSIC TECHNOLOGY

J. Richard Burchard, MM, Director

Norton Music Building 203, Phone 502.452.8497, rburchard@bellarmine.edu

Technology continues to redefine the world for which we are training our students. New technological innovations involving computers and music offer today's performers and composers myriad opportunities to develop their musical ideas and stretch them to the limits of the imagination. Effective competition in the music fields of today and tomorrow requires strong musical skills linked with ability and artistry in the use of electronic media.

Students study a core music curriculum that includes music technology, music theory, music history, world music and private lessons on a musical instrument. The music technology program has seven goals for its degree program:

1. Students should be prepared for a career in music, graduate study or teacher certification in music.
2. Students should develop an understanding of music history and theory in western musical compositions from all eras.
3. Students should develop the ability to perform in one performance medium.
4. Students should develop skills in music composition both the electronic and acoustic domains.
5. Students should develop skills in on-site and studio recording in a variety of genres, and styles with an emphasis on the home digital recording studio.
6. Students should develop skills in computer music including basic digital manipulation and editing techniques through synthesis, signal processing, software-based systems, and interactive computer music.
7. Students should develop an understanding of historical and theoretical aspects of electronic music: acoustics, perception, basic electronics, invention, trends, aesthetics and the history of electro-acoustic music.

Entrance Requirements

All music technology majors will be accepted into the program upon successful completion of the following: an interview with the program director, a music portfolio and/or audio CD and an audition on an instrument or voice. These requirements are designed to allow the music technology faculty members an opportunity to assess your musical skills and background so that we may better advise you to the most suitable courses upon entry to the music department. Successful completion of the course requirements for the degree and consistent improvement of your music and technological skills are necessary to maintain major status.

Requirements for a Major in Music Technology, 51 hours

Basic courses: sixteen hours taken in sequence in applied technology major: Must. 173, 174, 273, 274, 373, 374, 473 and 474; twenty-three hours of basic music courses: Musc. 101, 102, 105, 110, 201, 205, 206, 211 or 231, 311, 303; eight hours of upper level music courses chosen from the 300 and 400 level; four hours of music electives. Other related required courses: *A.A. 300, *Phys. 110, CS. 117, BA. 103, *Econ. 111, 3 hours of a Foreign Language (German preferred). Students are encouraged to develop their skills on a musical instrument beyond the required four hours of study. Participation in a study abroad program is strongly recommended.

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 keyboard skill requirement for degree conferral.

Music Technology

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUST 173	2	MUST 174	2
MUSC 101	3	MUSC 102	3
MUSIC 110	2	MUSC 105	1
MUSI: Applied Elective	1	MUSI: Applied Elective	1
Freshman Focus (IDC 100)	1	Gen Ed Physics 110	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Gen Ed English 101	3	B.A. 103	3
	15		16

Sophomore Year

MUST 273	2	MUSC 274	2
MUSC 201	3	MUSC 211 or 231	3
MUSC 205	1	MUSC 206	1
MUSI: Applied Elective	1	MUSI: Applied Elective	1
C.S. 117	3	Gen Ed IDC. 200 Sophomore Sem....	3
German 101	3	Gen Ed Math Elective	3
Gen Ed History 116 or 117	3	Gen Ed English 200	3
	16		16

Junior Year

MUSC 373	2	MUST 374	2
MUSC 311	3	MUSC 304	3
MUSI: Elective 300 level	2	MUSI: Elective 300 level.....	2
Gen Ed Econ 111	3	Arts Administration 300.....	3
Gen Ed Natural Science/Lab	3	Gen IDC. 301 Junior Seminar	3
Gen Ed Philosophy 301	3	Gen Ed Theology 200	3
	17		17

Senior Year

MUST 473	2	MUSC 474	2
MUSI: Elective 400 level.....	2	MUSI: Elective 400 level	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
	16		16

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 ours in Music courses may be used in a student's 126 hour degree program.

Music Technology Courses

Each course combines lecture, laboratory time and creative projects.

Must. 173 Music Technology I: Basic MIDI (2)

An introductory course in computer music. Topics include computer applications for audio synthesis, recording and processing, sequencing, layering and MIDI. *Every semester.*

Must. 174 Music Technology II: Advanced MIDI (2)

Continuation of Must. 173. Advanced applications in computer music synthesis and sequencing. Topics focus on obtaining greater technical and creative control of computer music parameters. (Prerequisite: C or better grade in Must. 173.) *Every semester.*

Must. 273 Music Technology III: Recording Technology 1 (2)

An introduction to the basics of recording technology with an emphasis on on-site recording. Topics include analog and digital recording systems, microphone design, microphone placement, venue and acoustic considerations, basic mixing techniques. (Prerequisite: Must. 174.) *Every semester.*

Must. 274 Music Technology IV: Recording Technology 2 (2)

An introduction to the basics of recording technology with an emphasis on studio recording and building the home recording studio. Topics include multi-track recording, multi-channel mixing, signal processing, and problems in multiple microphone arrays and stereo imaging. (Prerequisite: Must. 273.) *Every semester.*

Must. 373 Music Technology V: Composition and Practices in Electro-Acoustic Music (2)

Survey of the development of composition using the electronic medium. Topics include the study of electronic instruments, the analysis of music forms and structures in electronic and electro-acoustic compositions, and the study of computer-assisted composition, processing, and computer control. (Prerequisite: Must. 274.) *Every semester.*

Must. 374 Music Technology VI: Junior Project/Recital (2)

An advanced course in technical application of music production oriented toward independent projects. In consultation with Must. faculty, projects may take the form of a composition recital, lecture recital, or significant development project with lecture presentation. (Prerequisite: Must. 374.) *Every semester.*

Must. 473 Music Technology VII: Soundtrack Music (2)

A survey of musical styles in film with a focus on current trends in electronic music within film genres. (Prerequisite: Must. 373.) *Every semester.*

Must. 474 Music Technology VIII: Senior Project/Recital (2)

The senior project/recital, in consultation with Must. faculty, requires a production product such as a technical demonstration, an audio CD, or a multi-media performance. (Prerequisite: Must. 473.) *Every semester.*

NURSING

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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.
6. For non-English speakers, a total score of 83 on the TOEFL (internet-based) with a minimum of 26 on the speaking section.

Requirements for a Major in Nursing: BSN 4-Year Track, 60 hours

Basic courses: Nur. 110, 200, 205, 206, 220, 230, 305, 310, 311, 312, 330, 401, 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

Gen Ed Biology 108	4	Nursing 110	3
Gen Ed English 101	3	Nursing 200	3
Gen Ed Psychology 103	3	Gen Ed Biology 109	4
Gen Ed IDC 100	1	Gen Ed IDC 101	3
Gen Ed History 116 or 117	3	Psychology 218	3
	14		16

Sophomore Year

Nursing 205	4	Nursing 311	3
Nursing 206	3	Nursing 230	5
Nursing 220	3	Gen Ed Mathematics 205	4
Gen Ed IDC 200	3	Chemistry 214	4
Biology 202	4		16
	17		

Junior Year

Nursing 310	5	Nursing 305	4.5
Nursing 312	3	Nursing 330	4.5
Biology 300	4	Gen Ed Fine and Performing Arts	3
Gen Ed Philosophy 160	3	Gen Ed IDC 301	3
	15		15

Senior Year

Nursing 401	5	Nursing 430	5
Nursing 415	5	Nursing 455	4
Gen Ed Philosophy 301	3	Gen Ed IDC 401	3
Gen Ed Theology 200	3	Gen Ed Theology Elective	3
Gen Ed English 200	3	Nursing 499	1
	19		16

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.

There is also a two year curriculum plan available for those individuals for whom the one year plan is not feasible.

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:
 - Microbiology
 - Nutrition
 - Anatomy & Physiology (8 hrs.)
 - Developmental Psychology
 - Ethics
 - Statistics
7. For non-native English speakers, a total score of 83 on the TOEFL (internet-based) with a minimum of 26 on the speaking section.

BSN Accelerated Curriculum

SEMESTER 1 (May-August)

Session 1 (8 weeks)

Nursing 220	3
Nursing 205	4
Nursing 206	3

Session 2 (8 weeks)

Nursing 230	5
Nursing 311	3
Nursing 312	3

SEMESTER 2 (August-December)

Session 3 (8 weeks)

Nursing 310	5
Biology 300	4

Session 4 (8 weeks)

Nursing 305	4.5
Nursing 330	4.5
Theology 200	3

SEMESTER 3 (January-May)

Session 5 (8 weeks)

Nursing 401	5
Nursing 415	4

Session 6 (8 weeks)

Nursing 455	4
Nursing 430	5
Nursing 499	1

BSN Accelerated 2 Year Curriculum Plan

Semester 1 is the same as for the 1 year curriculum plan (May-August)

SEMESTER 2 - Fall Semester (15 weeks)

Nursing 310	5
Biology 300	4

SEMESTER 3- Spring Semester (15 weeks)

Nursing 305	4.5
Nursing 330	4.5

SEMESTER 4 - Summer

Theology 200	3
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SEMESTER 5 - Fall Semester (15 weeks)

Nursing 401	5
Nursing 415	4

SEMESTER 6- Spring Semester (15 weeks)

Nursing 455	4
Nursing 430	5
Nursing 499	1

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 personal interview, if requested by the Admission, Progression, and Graduation Committee.

Lower-level General Education Requirements:

English Composition.....	3
Natural Sciences and/or math*	15
Social Sciences**.....	6
Lower-Level Nursing Courses (ASN or ADN).....	28
Total.....	52

* May include Math, 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	12
Total.....	47-50

Nursing Requirements

Nursing 301	3
Nursing 311	3
Nursing 312	3
Nursing 313	3
Nursing 400	3
Nursing 410	4
Nursing 425	3
Nursing 435	4
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 (3)

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. (2 hours class per week; 45 hours lab per semester.)

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 per week; 90 hrs. laboratory/clinical per semester.) (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 for individuals throughout the lifespan. The nursing process is discussed as it relates to communication and group dynamics. A variety of community settings are used for clinical experience. (2 hrs. class per week; 45 hrs. laboratory/clinical per semester.) (Prerequisites: Nur. 110; Biol. 108, 109; Psy. 103, 218.)

Nur. 220 General Principles of Drug Classification (3)

This course focuses on the action and therapeutic use of medication. 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 HIV/AIDS are also examined. The skills lab and acute care facilities provide the setting for clinical experiences. (3 hrs. class per week; 90 hrs. clinical per semester.) (Prerequisites: Nur. 205, 206, 220; Pre/corequisite: Biol. 202; Nur. 311.)

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 a historical review, delivery systems, health care workers, payment systems and government influence.

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.

Nur. 305 Nursing Process with Children**(4.5)**

This course provides application of the nursing process to the care of children. The focus is on a family centered nursing care with a goal of health promotion, injury and disease prevention, and illness management. Clinical experiences are provided in a variety of settings. (3 hrs. class per week; and 67.5 hrs. clinical.) (Prerequisites: Nur. 310, 312; Biol. 300.)

Nur. 310 Nursing Process with Ill Adults, II**(5)**

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, sensory (eye and ear), urinary, renal, prostate and endocrine function. Further opportunity is provided for the application of nursing concepts and skills in the clinical setting. (3 hrs. class per week; and 90 hrs. clinical per semester.) (Prerequisites: Nur. 230, 311.)

Nur. 311 Health Assessment**(3)**

This course focuses on health assessment of the adult client. Students will develop skills for obtaining health histories and performing physical examinations and documentation. (2 hrs. class per week; and 45 hrs. laboratory per semester.) (Prerequisites for prelicensure students: Nur. 205, 206, 220. No prerequisites for RNs.)

Nur. 312 Health Care Research**(3)**

This course provides an introduction to the basic principles of evidence-based practice. It includes examination of selected health care research for applicability to clinical practice. Critical analysis of health care research studies is emphasized. (Pre/corequisite: Math 205.)

Nur. 313 Pharmacology (RNs Only)**(3)**

This course focuses on concepts of clinical pharmacology. Emphasis is placed on the role of the professional nurse in exploring current evidenced-based practice issues in pharmacology. (No prerequisites.)

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 per week; and 67.5 hrs. clinical per semester.) (Prerequisites: Nur. 310, 312; 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. 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. 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 hospital and community. Emphasis is on using the nursing process to develop therapeutic relationships with individuals. 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 per week; and 90 hrs. clinical per semester.) (Prerequisites: Nur. 305, 330.)

Nurs. 410 Nursing Process in the Community (RN's only) (3)

This course provides an introduction to community and public health theories, principles, practices, and research. The nursing process is emphasized in the provision of nursing care to families and aggregates in the community setting. (3 hrs. class per week; 45 hrs. clinical per semester.) (Prerequisites: Nur. 301, 311.)

Nurs. 415 Community Health Nursing and Leadership (4-5)

This course provides an overview of community and public on the nurse's role in health theory and practice. The focus is health promotion and disease prevention across the lifespan. The provision and management of care for individuals, families, and groups is emphasized. This class is 4 credits for accelerated students and 5 credits for traditional students. (2 hrs. class per week; and 90 hrs. clinical per semester.) (Prerequisites: Nur. 305, 330.)

Nurs. 425 Health Care Finance (3)

This course enables the student to gain a beginning understanding of financial management issues in varied health care settings. Issues such as revenue generation, marketing, budgeting, and payment methodologies, are explored. Basic financial concepts and skills necessary for health care managers are introduced.

Nurs. 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 per week; and 90 hrs. clinical per semester.) (Prerequisite: Nur. 305, 330.)

Nurs. 435 Nursing Leadership and Management (RN's Only) (4)

This course focuses on the applied leadership and management roles in professional nursing. Leadership theories and models of planned change and decision making are used to develop plans for problem solving in health care settings.

Nurs. 455 Leadership and Management in Health Care (4)

This course addresses trends, issues, and the economic and political aspects of health care organizations. The role of the nurse as a leader and manager in the provision of nursing care within health care organizations is emphasized. (3 hr class per week; and 45 hrs. clinical per semester) (Prerequisites: Nurs. 305, 330.)

Nurs. 499 Senior Comprehensive Review in Nursing (1)

The course is designed to assist students in reviewing critical concepts covered throughout the nursing program. Using the results of standardized exams, students will be assisted in the development of a personalized study plan for licensure. (1 hr. class per week)

PEACE STUDIES

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The minor in Peace Studies seeks to respond to our times in a way consistent with the mission and vision of Bellarmine University.

Ours is a time of terrorism, ethnic conflict, international tension, proliferation of Weapons of Mass Destruction and small arms, failed states, wars, economic disparity, environmental calamity, conflict over resources, national polarization, racial tension, alienation from community, violence, and divorce. Yet humanity yearns for community, struggles for justice, and hopes for peace. Peace Studies is a fitting response to our age.

A minor in Peace Studies also fits with the mission and vision of Bellarmine University. The Christian tradition has wrestled with the question of war and peace from the teaching and witness of Jesus through the ruminations of Thomas Merton. Peacemaking has been one of the principles of contemporary Catholic social teaching, resulting in *The Challenge of Peace*, the 1983 Pastoral by the U.S. Conference of Catholic Bishops, and the intervention in the “Velvet Revolution” in Eastern Europe by Pope John Paul II. Peace Studies will contribute to the leadership and service in a changing global community that we expect from Bellarmine graduates.

The goal of this Peace Studies program is to encourage the study of conflict resolution, nonviolence, war and its ethical justification, and community building on international, national, communal, and interpersonal levels. As a result of a minor in Peace Studies students should be able to:

- Explain and demonstrate conflict resolution and communication skills.
- Explain the principles of nonviolence and the techniques of nonviolent direct action.
- Explain and critique the just war tradition and its use in the contemporary world.
- Discuss intelligently at least one past or current international conflict and its (potential) resolution.
- Discuss justice and community as the foundations of peace.

A minor in Peace Studies will contribute to meeting the General Education Goals of Bellarmine University.

There are a number of agencies, both internal and external, that support this program in peace studies. Bellarmine is home to the Thomas Merton Center, Students for Social Justice, the Center for Ethics and Social Justice, and an office of volunteerism and service learning. The Muhammad Ali Center makes Louisville a national focus for the promotion of peace. There are also a number of mediation centers (e.g. Brkthur, Council on Peacemaking, Family Mediation Services of Kentucky, Just Solutions, Louisville Mediation Services, Mediation First, Mediation Plus Inc., Mending Fences, Peace Education Program, Shalom Nisim Mediation Services) and peace-related organizations (e.g., The local chapters of the Fellowship of Reconciliation, Amnesty International, and Bread for the World, Center for Interfaith Relations, CLOUT, Committee for Israeli/Palestinian States, Fairness Campaign, Interfaith Paths to Peace, Justice Resource Center, Ky Alliance Against Racial and Political Repression, Ky Coalition to abolish the Death Penalty, Louisville Peace Action Community, NAACP, etc.) in Louisville that are predisposed to be resources for a peace studies program.

The promotion of peace in its many forms is an appropriate way for Bellarmine to fulfill that part of its mission statement that promises to assist students as they work “to make a living, and life worth living.” This minor in Peace Studies is a step toward achieving that end.

Requirements for the Minor in Peace Studies, 18 hours

Theo. 334 “Christian Peacemaking,” and a suitable 3 credit internship in an appropriate discipline, and a minimum of 12 additional hours from no less than three separate disciplines. **No course can count both toward a student’s major and the minor in Peace Studies.**

Courses pre-approved to count toward the minor are listed below. Additional courses that substantively address one or more of the goals of the peace studies minor may be used, including IDC courses, provided the student obtains written permission from the program’s advisor and the Dean of Bellarmine College (Arts and Sciences).

Communication:

Comm. 313: Intercultural Communication
Comm. 317: Leadership Communication
Comm. 400: Communication Ethics

Criminal Justice:

CJS. 210: Criminal Justice
CJS. 306: Juvenile Delinquency
CJS. 307: Criminology
CJS. 310: Comparative Criminal Justice Systems
CJS. 331: Corrections

History:

Hist. 321: Modern Middle East
Hist. 326: Race Relations and Civil Rights
Hist. 413/414: U.S. Foreign Policy I, II
Hist. 415: Arab-Israeli Conflict
Hist. 421: Nazi Germany
Hist. 422: Vietnam and Watergate

Philosophy:

Phil. 309: Social and Political Philosophy
Phil. 432: Philosophy of Law

Political Science:

Pol. Sci. 325: International Relations
Pol. Sci. 326: Race Relations and Civil Rights
Pol. Sci. 413/414: U.S. Foreign Policy I, II
Pol. Sci. 422: Vietnam and Watergate

Psychology:

Psyc 317: Social Psychology
Psyc 320: Human Resource Management
Psyc 402: Organizational Behavior and Leadership
Psyc 410: Psychology and Law

Sociology:

Soc. 201: Contemporary American Social Problems
Soc. 210: Criminal Justice
Soc. 235: Social Inequality
Soc. 306: Juvenile Delinquency

Theology:

Theo. 314: Christianity and Social Justice
Theo. 335: Theology from the Margins

PHILOSOPHY

Joshua Golding, Ph.D., Chair

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Steven Berg, Ph.D.; Barry Padgett, Ph.D.; Evanthia Speliotis, Ph.D.

“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

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 year.*

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 Ancient Philosophy

(3)

A study of the great philosophers of ancient Greece. (Prerequisite: Phil. 160.) *Every two years, in the fall.*

Phil. 312 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 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 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.*

Phil. 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.

PHYSICAL THERAPY

Mark R. Wiegand, PT, Ph.D.; Program Director
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David Boyce, PT, Ed.D.; Joseph A. Brosky, PT, MS; Elizabeth Ennis, PT, Ed.D.;
Patricia D. Gillette, PT, Ph.D.; M. Elaine Lonnemann, PT, DPT; David Pariser, PT, Ph.D.;
Gina Pariser, PT, Ph.D.; Nancy L. Urbscheit, PT, Ph.D.

The Doctor of Physical Therapy Program prepares the student for licensure and practice in the field of physical therapy. Candidates for licensure must hold a post-baccalaureate degree in physical therapy from an accredited institution. Students are admitted to the professional program after completing a bachelor's degree in a major of choice and all program prerequisites. Highly qualified Bellarmine undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all university general education requirements (except IDC 401) and the program prerequisites. Bellarmine undergraduate students receive the Bachelor of Health Science (BHS) degree after completing all university general education requirements, program prerequisites and the first year of the professional program. The university awards the Doctor of Physical Therapy (DPT) degree upon completion of the professional curriculum.

Physical therapists are health care professionals who provide service to individuals of all ages with physical impairments, functional limitations, disabilities or changes in physical function and health status resulting from injury, disease or 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.

Treatment by physical therapists includes exercise, joint and soft tissue mobilization and manipulation, cardiovascular endurance training, neuromuscular re-education, the therapeutic application of heat, cold and electricity, and activities of daily living training.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, pediatric facilities, home health agencies, school systems, higher education and research institutions, fitness and wellness centers and nursing homes.

The prerequisite courses for the program (Bellarmine course equivalencies in parentheses) are:

- 2 semesters of anatomy and physiology with lab (Biol. 108 & 109)*
- 1 semester of general biology with lab (Biol. 130)
- 1 semester of advanced physiology such as vertebrate physiology, mammalian physiology, exercise physiology or pathophysiology (Biol. 300 or Biol. 314)
- 2 semesters of college chemistry with lab (Chem. 103 & 104)
- 2 semesters of college physics with lab (Phys. 205 & 206)
- 1 semester of psychology (Psyc. 103 or 104)
- 1 semester of statistics (Math. 205)

**300 level Biology courses may be substituted for Anatomy and Physiology*

Associated courses for Bellarmine undergraduate students:

- Math. 117 as prerequisite for Phys. 205 & 206
- Biol. 202 or Biol. 231*

**Biol. 202 as prerequisite for Biol. 300, Biol. 231 as prerequisite for Biol. 314*

Program Admission Requirements

Highly qualified Bellarmine University undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all prerequisite and general education courses (except IDC. 401) and a minimum of 90 semester hours. Transfer applicants to the professional program must hold a baccalaureate degree and have completed all program prerequisite courses. **Admission to the program is selective and highly competitive.** Students attending Bellarmine as undergraduates are preferentially admitted to the Doctor of Physical Therapy Program.

Qualified applicants to the program must have:

- a minimum prerequisite point average of 2.75/4.00
- a minimum overall (cumulative) undergraduate grade point average of 2.50/4.00
- completed seven of the ten prerequisite courses prior to January 1 of the admission year
- completed all program prerequisites prior to entering the professional curriculum
- a grade of "C" or better in all prerequisites courses
- 25 clock hours of documented work or volunteer experience in a physical therapy setting
- the physical ability to perform tasks required of a physical therapist

The program application and \$25 application fee must be submitted to Bellarmine University and postmarked by December 1 of the year prior to admission. The priority application deadline is October 15. The program utilizes a rolling admissions process beginning with applications received prior to the October 15 priority deadline. The \$25 application fee is waived for current Bellarmine undergraduate students.

The GRE is not required for application to the program. Letters of reference or recommendation are not required for application to the program.

Doctor of Physical Therapy Program Goals and Outcomes

The goals of the Bellarmine University Doctor of Physical Therapy Program are to prepare physical therapists to:

- 1. provide quality physical therapy services to meet the needs of consumers and society
- 2. serve physical therapy consumers and society as primary health care providers
- 3. practice purposefully based on the best current evidence available
- 4. assume a role in the community that is commensurate with professional service responsibilities
- 5. to be life-long critical consumers of information that impacts the delivery of high quality physical therapy services
- 6. provide mentorship and direction to future physical therapists.

Outcomes - Upon completion of the Doctor of Physical Therapy Program at Bellarmine University, the graduate will:

- 1. demonstrate the knowledge, skills and behaviors necessary to provide excellence in physical therapy care
- 2. assume the responsibilities associated with innovative and dynamic physical therapy practice, including participation in community and professional service, active involvement as a health care professional, and continued responsibilities for learning
- 3. demonstrate a thorough understanding of the evidence on which to base physical therapy practice through critical thinking and inquiry
- 4. be a role model of professionalism and integrity to the community.

Program Application, Start Date and Student Matriculation

October 15	Priority application deadline for candidates applying for summer start.
December 1	Application deadline for candidates applying for summer start.
Summer	Professional program begins. Bellarmine undergraduate students who have completed all program and university requirements (minimum 90 credit hours) and transfer students holding a bachelor degree.

PHYSICS

Syed Faiz Ahmad, Ph.D., Program Director

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The Physics program resides in the Department of Chemistry and Physics. The mission of the department through its physics program is to educate our students through undergraduate courses that a) fulfill the natural science requirements in the general education curriculum, b) provide the physics foundation for students in the Biochemistry & Molecular Biology, Biology, Chemistry, Health Science, Computer Science, Computer Engineering and Physics programs, and c) provide a coherent framework of experiences for those students wishing to obtain a minor in physics. Through these courses and the rest of their Bellarmine experience, our students will develop the intellectual, moral, ethical, and professional competencies for successful living, work, leadership, and service to others.

The department has the following goals for the physics program:

1. To help increase students' scientific literacy and understanding of the physical world. To use principles of physics and numerical methods to analyze and solve problems that mostly deals with the technological world around us.
2. To provide students with opportunities, through regular coursework to practice active learning and develop their critical thinking and problem solving skills.
3. To provide students with relevant laboratory designed to deepen their understanding of physics principles, while simultaneously teaching students safe and responsible laboratory practices.

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

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**(4)**

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

Margaret H. Mahoney, Ph.D., Chair

Pasteur Hall 206, Phone 502.452.8171, mmahoney@bellarmine.edu

Aaron D. Hoffman, Ph.D., Eric P. Roorda, Ph.D.

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 nature of American government, political theory, and international politics. For students majoring in other areas, Political Science courses provides a general understanding of politics, the political system, and the possibilities for responsible citizen participation. For both groups of students, the program encourages extracurricular political participation so that classroom theory can be tested in practice.

Mission of the Political Science Program

The Political Science program serves the university mission by educating students about politics in a way that respects the value and dignity of the human person while helping each student to develop a competency in the field of political science that is open to many political perspectives and benefits the public realm. The program enhances the education of all students taking political science courses by educating them on the nature of politics, the political system, and the possibilities for responsible citizen participation. It further educates undergraduate majors and minors in the content and perspectives of the discipline of political science, while preparing them to fully appreciate the many opportunities available to contribute to political life and/or to further pursue their studies at the graduate level. The program also aims to promote quality scholarly work and to facilitate participation in the activities of the academic community at the department, college, and university level.

Requirements for a Major in Political Science, 24–36 hours

Basic courses: Pol. Sci. 101, 203, 204, 260, and one course selected from 308, 323, or 325, 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, one course selected from 308, 323, or 325, 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 1603
Freshman Focus (IDC 100).....1	Gen Ed Natural Sciences Req.....3
Gen Ed History 116 or 1173	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 2023
Gen Ed IDC 2003	Gen Ed English 2003
Gen Ed Natural Science Req3	Elective.....3
16	15

Junior Year

Political Science 308, 323 or 3253	Political Science Elective.....3
Gen Ed Fine Arts Req3	Gen Ed IDC 3013
Gen Ed Theology 2003	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 3013	Gen Ed Senior Seminar (IDC 401)3
Elective.....3	Gen Ed Theology Req3
Elective.....3	Elective.....3
Elective.....3	Elective.....3
15	15

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 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. 104 Person and Community in Political Science (3)

A study of the role and meaning of the person and community in politics and government with emphasis on the different approaches to understanding political reality. *As required.*

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. 206 Contemporary Political Theory (3)

A study of the major trends in contemporary political theory, including those political thinkers who have shaped the understanding of political theory. *As required.*

Pol. Sci. 260 Theory 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. 305 American Political Thought (3)

A study of the fundamental themes and ideas in American political thought and how those themes and ideas relate to American political history and current political issues and controversies. *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, 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, 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, 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. 331 Politics and Film (3)

An analysis of political ideas, events, and institutions as portrayed through the medium of film along with an exploration of political topics through visual storytelling. *As required.*

Pol. Sci. 345 Constitutional Law and Civil Liberties (3)

A study of constitutional law, with emphasis on the power of government, the role of the judiciary in applying constitutional standards to the issues of separation of powers and federalism, and how individual rights are protected under the Constitution. (Prerequisites: Pol. Sci. 101, Junior/Senior status, or permission of instructor.) *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, construction of an empire and the super-power status of the United States in world affairs during the late twentieth century. Cross-listed with History 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Pol. Sci. 419 Public Policy (3)

The study of public policy and the politics involved with policy analysis through the examination of current political, economic, and social problems in the U.S. or a special topic in public policy. (Prerequisite: Pol. Sci. 101, 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:

Evanthia D. Speliotis, Ph.D., Philosophy

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James R. Wagoner, JD, Adjunct Faculty, Communication

Brown Activities Center 221A, Phone 502.452.3490, jwagoner@bellarmine.edu

Timothy K. Welliver, Ph.D., 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.

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

*Preparation for Medical School, Dental School, Veterinary School,
Podiatric School and Osteopathic Medical School*

ADVISORS:

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Bellarmine University prepares students for application to professional schools in the various fields of medicine. The medical professions include: traditional medicine (also called allopathic medicine), osteopathic medicine, dental medicine, podiatric medicine, and veterinary medicine. Entrance requirements for admission into medical, dental, and veterinary schools are extremely competitive and favor students who are highly motivated, self-starting, and committed to achieving their professional objectives early in their college studies.

Each area of medicine has its own specific entrance requirements including: prerequisite course work and GPA standards, pre-admission exams (MCAT, DAT, VCAT, GRE), experiences and familiarity with the career (via shadowing, volunteering, and employment), involvement and leadership in extracurricular activities, evidence of a commitment to community service, independent research, letters of evaluation, and formal application procedures with interviews. Students interested in pursuing a medical career should investigate the websites maintained by the professional organizations for current admission requirements.

Association of American Medical Colleges: www.aamc.org
 American Dental Education Association: www.adea.org
 Association of American Veterinary Medical College: www.aavmc.org
 American Association of Colleges of Osteopathic Medicine: www.aacom.org
 American Association of Colleges of Podiatric Medicine: www.aacpm.org

While most students interested in a medical profession tend to major in the sciences, the medical schools place no restrictions upon a student's choice of a major. For students not majoring in a science, it is recommended that the following science courses be completed by the end of the junior year (assuming a four year graduation path).

Biol. 130	Principles of Biology (with lab)
Biol. 231	Cell Biology (with lab)
Biol. 240	Genetics (with lab)
Biol. 314	Vertebrate Physiology (with lab)
Chem. 103	General College Chemistry I (with lab)
Chem. 104	General College 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)

Due to the sequential nature of these courses, it is important that non-science majors begin taking science classes during their first semester so they will be on track to apply to medical schools between their junior and senior years. It is recommended that a student not majoring in a science make contact with one of the pre-medical advisors as soon as possible in order to incorporate the required science courses into their chosen major.

All students must meet with the chair of the Pre-Medical Advisory Committee (PMAC) during their junior year to discuss pre-admission testing and application procedures for the schools they are interested in. The application process is different for each type of medical program. Each application service has its own submission dates and final deadlines that are detailed on their websites. The PMAX recommends that you complete and submit your online applications no later than mid-July unless special circumstances apply. Once your online application has been submitted, individual schools will send you detailed secondary or supplemental applications to complete and will ask for an official 'committee letter of evaluation'.

The PMAC is responsible for writing the letters of evaluation required by the professional schools. Students will be asked to submit a portfolio of information to the PMAXC for each program that needs a letter written. The PMAC generally requires 3-4 weeks to complete most evaluation letters once a completed portfolio has been received.

Students who think they might be interested in medicine, dentistry, veterinary medicine, podiatry, or osteopathic medicine should talk with the pre-medical advisors, science faculty, careers services, and the professionals in the various fields. In addition, the various department clubs (Biology, Bmb., Chemistry, CLS.) often have special programs dedicated to medical careers, admission processes, and other activities of interest. All students are encouraged to join and participate in these students organizations.

PSYCHOLOGY

Don R. Osborn, Ph.D., Chair

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Pamela G. Cartor, Ph.D.; Ann M. Jirkovsky, Ph.D.; Hank Rothgerber, Ph.D.;

Thomas L. Wilson, Ph.D.

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; six hours selected from Psyc. 208, 218, 230 or 240; and six hours selected from Psyc. 304, 307, 313, 315, 317, or 402.

Requirements for a Major in Psychology: Traditional Emphasis, 25–51 hours

Basic courses: Psyc. 103, 104, 200, 310, 311, and twelve hours elected from Psyc. 208, 218, 230, 240, 304, 307, 313, 315, 317, 342, 402, 405. Required related course: Math. 205. For the maximum of 51 hours permitted in the Department, twenty-six 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.

For students with multiple majors in Psychology, Sociology, and/or Criminal Justice Studies: Double majors in any of these three programs need to take only one research methods sequence but must take 6 additional hours in the discipline in which the research sequence was not taken.

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

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

Requirements for a Major in Psychology: Human Services Emphasis, 40-51 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

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours of Psychology courses may be used in a student's 126 hour degree program.

Requirements for a Major in Psychology: Human Resource Emphasis, 37-51 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

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours of Psychology courses may be used in a student's 126 hour degree program.

Psychology Course Descriptions

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 semester.*

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. (Prerequisite: Psyc. 103 or permission of instructor.) *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. (Prerequisite: Psyc. 103 or permission of instructor.) *Every spring.*

Psyc. 240 Biological Psychology (3)

A survey of the influences of biological systems on behavior, especially recommended for psychology majors planning on graduate training. This course explores the architecture of the human nervous system, physiological mechanisms of learning and memory, and the functional anatomy of the brain. Topics of evolutionary psychology and the genetic basis of human growth, uniqueness, and psychopathology are included. Background in biology helpful, but not necessary. (Prerequisite: Psyc. 103.) *As required.*

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, or 240 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: Psyc. 103 or permission of the instructor.) *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: Psyc. 103 or permission of instructor.) *As required.*

Psyc. 344, 345 Non-Majors Internship I, II (1-3, 1-3)

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: Junior 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. 420 Research Seminar in Experimental Psychology**(3)**

For students planning further study at the graduate level, this seminar provides an introduction to the scientific literature underlying one or more faculty research programs and a forum where students will critically evaluate experimental methods, plan and conduct research studies, and analyze data in collaboration with faculty mentors. Scholarly products from the seminar are presented annually to the campus and/or professional community. Junior or Senior standing. *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.*

RESPIRATORY THERAPY

Jerome F. Walker, Ed.D., Program Chairman

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Christy Kane, M.Ed, Harvy L. Snider, MD

The Respiratory Therapy Program prepares the student for licensure and practice in the field of *respiratory therapy*. The program for traditional college students and transfer students is a four-year course of study that culminates in the Bachelor of Health Science degree. There is also an accelerated, second-degree program for students already having a bachelor's degree. Respiratory therapists are health care professionals who evaluate and treat persons of all ages having lung and heart disorders. The responsibilities of the therapist include: pulmonary function assessment, diagnostic testing, administering oxygen and aerosolized drugs, breathing retraining and pulmonary rehabilitation, acute care management of patients requiring ventilatory support, and emergency care. Respiratory therapists find careers in multiple settings, including the hospital, home care and rehabilitation.

Respiratory Therapy Program Accreditation

The Bachelor of Health Science (BHS) in Respiratory Therapy is accredited by the Committee on Accreditation for Respiratory Care.

Requirements for a Minor in Sociology, 18 hours

Soc. 101, 201, 205, 410, and six additional hours in Sociology selected from other offerings in Sociology.

Respiratory Therapy Program

Traditional 4-Year Program, Bachelor of Health Science

Freshman Year

Freshman Focus (IDC 100).....1	Gen Ed English 1013
Gen Ed Freshman Seminar (IDC 101) ..3	Gen Ed Philosophy 1603
Gen Ed Psychology 1033	Gen Ed History 116 or 1173
Gen Ed Mathematics 105.....3	Gen Ed Biology 109.....4
Gen Ed Biology 108.....4	Chemistry 2144
14	17

Sophomore Year

Gen Ed English 2003	Gen Ed Fine Arts Req3
Gen Ed IDC 2003	Gen Ed Theology 2003
Mathematics 205.....4	Physics Elective4
Biology 202.....4	Gen Ed Philosophy 3013
14	Elective.....3
	16

Junior Year

Gen Ed IDC 3013	RTH 313/314.....5
Biology 300.....4	RTH 3212
RTH 308/309.....4	RTH 3232
RTH 3113	RTH 3506
RTH 3402	15
16	

Senior Year

RTH 4503	Gen Ed Theology Elective3
Nursing 312.....3	RTH 4103
Elective.....3	RTH 4552
RTH 4603	RTH 4903
Gen Ed IDC 402 (Senior Sem)3	RTH 4853
RTH 4203	RTH 4403
18	15

Second Degree Program in Respiratory Therapy

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

Respiratory Therapy Program

Prerequisite Courses

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.....	3 hours
Total.....	30 hours

Accelerated Respiratory Therapy Program

FALL

Theology.....	3
RTH 308-9	4
RTH 340	2
RTH 311	3
Biology 300.....	4
Nurs 312.....	3
	18

SPRING

RTH 313-314.....	5
RTH 350	6
RTH 323	2
RTH 321	2
RTH 455	2
	17

SUMMER

RTH 420	3
RTH 440	4
RTH 460	2
RTH 485	3
RTH 450	4
RTH 490	3
	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.

Respiratory Therapy Course Descriptions

RTH. 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; deep breathing and incentive spirometry, and postural drainage therapy and suctioning in the treatment of disorders.

RTH. 311 Clinical Assessment (3)

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

RTH. 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 sessions focus on pre-clinical practice motor skills.

RTH. 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.

RTH. 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.

RTH. 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.

RTH. 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.

RTH. 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.

RTH. 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.

RTH. 440 Cardiopulmonary Monitoring (3)

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

RTH. 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.

RTH. 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.

RTH. 460 Respiratory Therapy Clinical Education III (3)

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

RTH. 485 Respiratory Therapy Clinical Education IV (3)

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.

RTH. 490 Seminar (3)

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

SOCIOLOGY

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Nancy Schrepf, Psy.D.; Greg Smith, MA; Steve Smith, MA; Bill Curley, MA; Curt Tofteland, MFA

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.

Bachelor of Arts 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. 341, Soc. 423 (Independent Study) and Soc. 444/445 (Internship). Required, related courses: Math 205.

Requirements for a Minor in Sociology, 18 hours

Soc. 101, 201, 205, 410, and six additional hours in Sociology selected from other offerings in Sociology.

For students with multiple majors in Psychology, Sociology, and/or Criminal Justice Studies: Double majors in any of these three programs need to take only one research methods sequent but must take 6 additional hours in the discipline in which the research sequent was not taken.

Sociology: Traditional Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

Sociology 101.....3	Sociology 201.....3
Gen Ed English 1013	Gen Ed Natural Science Req3
Gen Ed Freshman Sem (IDC 101)3	Gen Ed Philosophy 1603
Freshman Focus (IDC 100).....1	Elective.....3
Gen Ed History 116 or 1173	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 Req3	Gen Ed IDC 2003
Gen Ed English 2003	Gen Ed Theology 2003
Elective.....3	Elective.....3
16	15

Junior Year

Sociology 306.....3	Sociology 323.....3
Gen Ed Philosophy 3013	Sociology 405.....3
Gen Ed Fine Arts Req3	Gen Ed IDC 3013
Elective.....3	Elective.....3
Elective.....3	Elective.....3
	Elective.....3
15	18

Senior Year

Sociology 410.....3	Sociology 419.....3
Gen Ed Senior Seminar (IDC 401)3	Gen Ed Theology Elective3
Elective.....3	Elective.....3
Elective.....3	Elective.....3
Elective.....3	Elective.....3
Elective.....3	
18	15

Gen Ed courses may be taken in semesters other than the ones listed. No more than 36 hours of Sociology courses may be used in a student's 126 hour degree program.

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)

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. *Every semester.*

Soc. 111 Cultural Anthropology (3)

An introduction to the perspectives and methods of cultural anthropology. Topics covered include the nature of culture; the relation of culture to language; the importance of the environment for human societies; and a cross-cultural examination of family structure, social organization, political and economic systems, religion, and the impact of social and cultural change.

Soc. 101 is a corequisite 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. *Every spring.*

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 semester.*

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 Special Topics in Sociology (1-3)

Topics of special interest offered by a faculty member in subject areas not ordinarily covered within the sociology curriculum. *As required.*

Soc. 343, 344 Internship Non-Majors I, II (1-3, 1-3)

A course designed for students who are not sociology majors but wish to experience an internship in this field. The student is placed in an applied social services setting and supervised by a professional selected by the Director of the sociology program. *As required.*

Soc. 405 Sociological Theory II (3)

An in-depth examination of selected classical and contemporary works in sociology. (Prerequisite: Soc. 205.) *Fall, even 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.) *Every fall.*

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.) *Every spring.*

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)

The student is placed in an applied setting supervised by a professional selected by the Director of the sociology program. Typically this requires 90 contact hours at the placement setting. Up to 3 credit hours of Sociological Practicum 150 (Books Behind Bars) may be applied to this requirement. (Prerequisite: Junior standing or permission.) *Every semester.*

THEATRE

Lee Smith, MFA, Program Director

Alumni Hall 118, Phone 502.452.8431, lsmith@bellarmine.edu

The Theatre Program offers students the opportunity to study theatre not only as an art form that spans cultures, countries, political and social categories, but also to examine the manner in which the components of theatre – gesture, non-verbal communication, physical presentation, and symbol-systems – arise from, and inform, their everyday life. In this way, the study of theatre at Bellarmine helps to educate students, from all disciplines, in the heavily nuanced activity of human interpersonal relationships. Students are invited to participate in a variety of theatre productions throughout the school year and those productions, in turn, enrich and expand knowledge gained in other fields of study. Theatre at Bellarmine is predicated on the celebration of human diversity. Therefore, we go beyond merely being ‘in favor’ of alternative casting – we actively practice color-blind, non-body-normative, gender-deconstructive casting, believing that true diversity occurs in action, not simply in words.

Students majoring in Arts Administration may select 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)

This course is both an introduction to the discipline of acting and an opportunity to increase awareness, through the use of acting methodologies, to the constructed nature of social interactions. Students will explore the physical, vocal, emotional and technical aspects of acting, as an artform and a daily experience, in a format that encourages freedom of imagination and personal growth. *As required.*

Thea. 111 Acting II: Scene-Study

(3)

This course utilizes text-based study and practice to foster an awareness of the impact of narrative on the exploration of human interaction. Building upon basic acting skills, students examine story-episodes – both within the canon and from liminal spaces – to discover the universal, and yet unique, aspects of diverse social experience (Prerequisite: Thea. 110 or permission of instructor.) *As required.*

Thea. 112 Voice and Articulation

(3)

Working from the assumption that communicative vocalization is both transcultural and yet deeply individual, this course strives to open and expand the voice. Standardization is not the goal. Instead, a foundational acceptance of uniqueness allows students to cast off homogenous notions and develop relaxed tones, support, breath control, efficient articulation, resonance and vocal variety and flexibility. (No prerequisite) *As required.*

Thea. 150 Theatre Practicum: Production

(1)

This course awards academic credit for developing skills and participating in theatre or video productions as a technical artisan. Each student will dedicate a determined number of hours in production work during a given semester. (No prerequisite) *Every semester.*

Thea. 151 Theatre Practicum: Performance (1)

This course awards academic credit for participating in theatre productions as a performing artist. Each student will dedicate a determined number of hours in performance work during a given semester. The student must audition and be cast in a Bellarmine production. *Every semester.*

Thea. 202 Introduction to Theatre (3)

An introduction to the art and discipline of theatre explores, reveals and celebrates the communal, collaborative and intermingled nature of the art form. In this way, theatre becomes a microcosmic view of the macrocosmic interdependencies. Students are given the opportunity to experience theatre through practical application in addition to academic explorations. *As required.*

Thea. 203 Movement for the Actor (3)

Movement is intrinsically linked to the human experience of the world, the self and the other. But, it additionally serves to unite divergent cultures through an activity that expresses the essential as both universal and unique. Students will explore movement cross-culturally – from Tai Chi to Western stage combat – discovering applications to the theatre as well as everyday experience. This process provides insight into the universality of the body experienced in space and time, in an environment that encourages free expression, acceptance, and celebration of the unique. *As required.*

Thea. 204 Stage Management (3)

Students study the methods currently used in professional Stage Management and apply that knowledge in practical situations. Emphasis is placed on organizational communication, interpersonal communication, awareness of hierarchical structures, technical theatre considerations and protocols that pertain to individuated situations ranging from amateur to professional. (Prerequisite: Thea. 202.) *As required.*

Thea. 310, 311 Theatre History I, II (3, 3)

The history of theatre is linked inextricably to the history of the unique and specific cultural moment in which it arises. Emphasis is placed on similarities and differences trans-culturally and trans-historically. Theatre structures, design, performance and production are linked to sociological, economic and political contexts, allowing for comparisons and contrasts to seemingly divergent theatre practices around the world. 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)

The student will learn to create characterization through action, analysis, development, and performance of roles studied in depth using classical texts. (Prerequisite: Thea. 110 or permission of professor.) *Once a year.*

Thea 320 Dramatic Writing (3)

This course will cover the basic elements of writing for production, both for the stage and the screen. Through writing and revising their original works, the student will gain technical proficiency as well as honing storytelling skills. Structured as a writer's workshop, students will read and discuss each other's work. *As required.*

Thea. 340 Special Topics In Theatre (3)

This course focuses on a specialized insight into the craft of performance and design. The subject matter of the course provides an interdisciplinary approach utilizing fields related to theatre. Some offerings may include performance, style, genre, criticism, design, film or media.

Thea. 350 Theatrical Directing**(3)**

This course introduces advanced students to the theory and practice of theatrical direction. Course content emphasizes script analysis, use of basic staging techniques, implementation of traditional rehearsal methods, conceptualization, reasoning, and unique artistic interpretation. *As required.*

Thea. 410 Dramatic Literature**(3)**

The study of Dramatic Literature offers students an in-depth look at the literary tradition of the theatre. Students study primary texts as well as criticism and culture of the period in which they were written. The time period of the literature studied will vary from semester to semester.

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, Ph.D., Chair

Alumni Hall 100, Phone 502.452.8178, jthompson@bellarmine.edu

Elizabeth Hinson-Hasty, Ph.D.; George A. Kilcourse, Ph.D.

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.

Mission of the Theology Department

Theology is a constitutive element of a Catholic, liberal arts education at Bellarmine University. Christian theology offers the basis for the intrinsic value and dignity of each person and for the community of scholars and activists that Bellarmine fosters. The Catholic intellectual tradition is dedicated to seeking truth and to improving the human condition. Thus the Theology Department furthers the mission of Bellarmine University by introducing every student to Christian faith as a viable and intellectually respectable commitment, to the variety of religious experiences and traditions, and to morality and justice as integral to faith. A concentration in Theology allows students to explore more deeply the discipline of Theology.

Goals of the Theology Department

General Education Goals or Learning Outcomes

As a result of the two course requirement in Theology, students will be able to demonstrate:

1. a basic understanding of Christian faith as a viable and intellectually respectable commitment
2. basic theological literacy and concepts
3. familiarity with the variety of religious experiences and traditions
4. how religious morality and justice are integrated with faith
5. a more developed understanding of at least one area of the discipline of Theology.

Goals or Learning Outcomes for the Theology major

In addition, students who major in Theology will be able to demonstrate:

1. A basic understanding of the major areas in the discipline of Theology—biblical studies, historical or comparative studies, systemic theology, and practical theology (ethics/spirituality)
2. Satisfactory skills in critical thinking and communication
3. The ability to reflect theologically.

Requirements for a Major in Theology: 30–39 hours

A minimum of 30 credits (ten courses) in Theology is required, and ordinarily 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, 440)
- One course in Systematic Theology (Theo 300, 305, 306, 335, 402, 403, 408, 409, 426, 432)
- One course in Ethics or Spirituality (Theo 315, 321, 314, 334, 335, 420, 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, 335, 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, Psyc. 218 Life-Span Development; Psyc. 405 Counseling and Psychotherapy; Psyc. 402 Organizational Behavior and Leadership; Psyc. 317 Social Psychology; Psyc. 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 an internship or Practicum. Complementary electives might include courses in Education, Psychology and Communications, such as, Psyc. 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. 300, 305, 307, 315, 401, 402, 403, 415. Complementary electives: Phil. 415 Philosophy of Religion; Phil. 413 Philosophy of God; Sociology of Religion; 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 Eng. 200 Reading Literature; Eng. 201 The World of Texts; the Bible as Literature; Archeology, Mythology. 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, 440. Complementary electives might include courses in History and Philosophy, such as, Hist. 116, 117 History of the Western World; 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 300, 312, 314, 321, 334, 335, 409, 420, 426, 450. 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; Psyc. 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, 335 and an internship or 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. Bellarmine offers a minor in Peace Studies.

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

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 The Catholic Tradition (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. (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 years.*

Theo. 312 Christian Marriage (3)

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 years.*

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 21st Century. 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.) *Alternate years.*

Theo. 335 Theology from the Margins**(3)**

This course introduces origins and developments in theological discussions among marginalized groups and pays special attention to feminist theology. Students taking this course will confront challenging questions asked by those who are working for justice in a variety of different contexts: How does the way we talk about God influence Christian practice? Does God take sides in the struggle for justice? Does God identify more with those who are poor or the least powerful in society? Who is Christ in the eyes of those who are oppressed? What is my role in addressing the needs of those who live on the margins? Among others, students will encounter the voices of James Cone, Musa Dube, Katie Cannon, Gustavo Gutierrez, Letty Russell, Rosemary Radford Ruether, and Ada Maria Isasi-Diaz. (Prerequisite: Theo. 200.) *Alternate years.*

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 The Protestant Traditions**(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 years.*

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 years.*

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. This course will not meet the General Education requirement in Theology. (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. 440 Women's Experience, Women's Faith**(3)**

Historians and theologians often neglect the significant contributions women have made to Christian communities. This course calls attention to the contributions that women made in the ancient and medieval church. Students taking this course will investigate attitudes toward women throughout this period, contributions women made to various Christian communities, and women's writings. Particular attention will be given to the writings and activities of Julian of Norwich, Mechtilde of Magdeburg, and Catherine of Siena. (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. 444, 445 Internship I, II**(1-3)**

A supervised experience in ministry that allows the student to apply theology. These courses will not meet the General Education requirement in theology. (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 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, 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

Bellarmino College (Arts and Sciences)

Master of Arts (MA)

Spirituality

W. Fielding Rubel School of Business

Master of Business Administration (MBA)

Weeknight MBA Program

Weekend MBA Program

Executive MBA Program

BA Accounting/MBA

BA in Business Administration/MBA

Center for Interdisciplinary Technology and Entrepreneurship

Master of Applied Information Technology (MAIT)

Annsley Frazier Thornton School of Education

Master of Arts in Education (MAEd)

Elementary Education, Grades P–5

Middle School Education, Grades 5–9

Learning and Behavior Disorders, Grades P–12

Reading and Writing Endorsement, Grades P–12

Waldorf Inspired Curriculum

Master of Arts in Teaching (MAT)

Elementary Education, Grades P–5

Middle School Education, Grades 5–9

Secondary Education, Grades 8–12

Master of Arts in Instructional Leadership and School Administration

(School Principal), Grades P–12, (MA) (Second Masters Degree Program)

Learning and Behavior Disorders Certification, Grades P–12

Rank I Post-Masters Program

Donna and Allan Lansing School of Nursing and Health Sciences**Doctor of Physical Therapy (DPT)****Master of Science in Nursing (MSN)**

Nursing Administration

Nursing Education

Master of Science in Nursing/Master of Business Administration (MSN/MBA)**Graduate 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
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8258 or 800.274.4723
lrichardson@bellarmine.edu

Education

Theresa Klapheke,
Administrative Director
Annsley Frazier Thornton School of Education
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8037 or 800.274.4723
tklapheke@bellarmine.edu

Information Technology

Laura Richardson,
Administrator Director
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8258 or 800.274.4723
lrichardson@bellarmine.edu

Nursing

Julie Armstrong-Binnix,
Health Sciences Recruiter
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8364 or 800.274.4723
julieab@bellarmine.edu

Physical Therapy

Julie Armstrong-Binnix,
Health Sciences Recruiter
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8364 or 800.274.4723
julieab@bellarmine.edu

Spirituality

J. Milburn Thompson, Ph.D.,
Interim Director of Spirituality Program
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8188 or 800.274.4723
jthompson@bellarmine.edu

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 transcripts of all graduate and undergraduate.
4. Credits from all colleges and universities attended.

For students in which English is their second language, a TOEFL score is required. A minimum total score of 80 on the internet-based TOEFL (reading, listening, writing and speaking) is required. Additional information such as an essay and interview may be required.

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.

Full-time/Part-time Classification

A full-time graduate student is one who is registered for not less than nine credits exclusive of audit courses. 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.

For Financial Aid purposes, the definition for full-time enrollment at the graduate level is 6 credits per semester, and the definition for part-time enrollment (at least half-time) at the graduate level is 3 credits per semester.

Auditing

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 from other Institutions

A visiting student is a student who is formally admitted and enrolled at another college or university and wishes to take courses at Bellarmine University. The following items are required:

1. A completed application form.
2. A letter from the Registrar of the college or university in which the student is currently enrolled granting permission to enroll at Bellarmine and indicating that the coursework will be applicable to a degree.
3. An official transcript is required to determine if prerequisite courses have been successfully completed. After visiting, if a student becomes a degree seeking student at Bellarmine, an additional official transcript is not required.

It is the student's responsibility to request all transcripts. An official transcript is one that is mailed directly from the institution to Bellarmine University and should not be marked issued to student or addressed to the student.

Tuition and Fees

The tuition and fee 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 who feel that individual circumstances warrant exemptions from published policy. Contact the Bursar in the Business Office.

Tuition for 2007–2008

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 Doctor of 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 1/3rd of the above rate

Challenge Exam Fee..... \$50.00

Portfolio evaluation fee..... \$70.00*

Other Fees

Technology Fee..... \$325 per semester full-time

..... \$25 per class part-time

Application fee (on filing first application only)..... \$25.00

Transcript of grades:

First copy (each request)..... \$5.00

Each additional copy..... \$1.00

Student insurance, per semester (where applicable).. TBA

Parking Fee..... \$30.00

Graduation fee:

Masters..... \$60

Doctorate..... \$70

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.....	\$50.00

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.

Transcripts, grades, and registration privileges may be withheld for non-payment of amounts owed to the university.

Non-Standard 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, industrial corporation, school system or health care organization 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 student's 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.

Graduate 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 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 require that all students who receive any federal or state financial assistance 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.

Enrollment: 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. Part-time enrollment (at least half-time) at the graduate level requires a student to be taking at least half of the course load of a full-time student.

The definitions 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.

Quantitative: Graduate students, based on at least half-time enrollment, will be required to earn 3 credit hours per semester, or a total of 6 credit hours for the academic year. A maximum of four and one-half (4.5) academic years will be permitted for the completion of a graduate degree, or a total of 54 credit 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: 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.

Graduate PLUS Loan

Graduate or professional students are eligible to borrow funds under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance as part of the Federal Family Educational Loan (FFEL) Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

The KHEAA Teacher Scholarship Program

The KHEAA Teacher Scholarship Program provides financial aid to highly qualified Kentucky graduate students pursuing initial teacher certification at participating Kentucky institutions. All applicants must be Kentucky residents enrolled full-time. Applicants must demonstrate financial need to qualify for a KHEAA Teacher Scholarship. Graduate students may receive an academic year maximum of \$5,000 (exclusive of summer); \$2,500 for each semester; and \$1,250 for summer. If a recipient does not complete the program or does not render qualified teaching service, the scholarship becomes a loan and the recipient is required to repay the amount disbursed with 6% interest that accrues from the date of disbursement. To apply, students must complete a Free Application for Federal Student Aid (FAFSA) and a Teacher Scholarship application at www.kheaa.com.

Scholarships and Grants

Business

The J and L Foundation Scholarship

Please contact the MBA Director

Education

BPW Career Advancement Scholarship

Professional Educators Incentive Program

Special Education Traineeship

WHAS Crusade for Children Scholarships

Please contact The Graduate Education Program

Nursing

BecVar Nursing Grant

Owsley Graduate Nursing Grant

Please contact Lansing School Dean's Office

Physical Therapy

Michael Hale Memorial Scholarship

Please contact Physical Therapy Program

Graduate School Academic Information

Academic Advising

Every graduate student will have an academic advisor to provide advice on planning an effective plan of study. Program Directors will assign academic advisors to students. Students have a responsibility to meet regularly with their academic advisors.

Degree Requirements

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

1. Complete a minimum of 30 semester credits and achieve a minimum cumulative grade point average of 3.0.
2. Complete all program requirements (see Program Director).
3. Complete a capstone experience.
4. Complete a minimum of 24 credits in his or her program at Bellarmine.

Any exception to these requirements must be approved by the Program Director and the appropriate graduate committee. Copies of approvals must be sent to the Registrar and the Dean of the Graduate School.

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

1. Complete a minimum of 60 semester credits and achieve a minimum cumulative grade point average of 3.0.
2. Complete all program requirements (see Program Director).
3. Complete a capstone experience.
4. Complete a minimum of 48 credits in his or her program at Bellarmine.

Any exception to these requirements must be approved by the Program Director and the appropriate graduate committee. Copies of approvals must be sent to the Registrar and the Dean of the Graduate School.

Residency Requirement

A student seeking a masters degree from Bellarmine must complete a minimum of 24 credits in his or her program at Bellarmine. A student seeking a doctoral degree from Bellarmine must complete a minimum of 48 semester credits in his or her program at Bellarmine. Any exception to this requirement must be approved by the appropriate graduate committee. Copies of approvals must be sent to the Registrar and the Dean of the Graduate School.

Independent Study and Contract Courses

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

Thesis

Some master's degree programs require a thesis or offer a thesis option. The description, requirements, and guidelines for thesis work are available from the Program Director.

Dissertation/Capstone Projects

Doctoral degree programs may require a dissertation and/or capstone project. The description, requirements, and guidelines for these projects are available from the Program Director.

Transfer of Credit

Bellarmino University reserves the right to accept or reject any credits earned at other institutions. Six to twelve credits may be accepted for application toward a graduate degree, depending upon the individual program. The residency requirements of the Graduate School and of the individual graduate program must be satisfied regardless of the number of credits transferred.

Any credit that is accepted must represent work applicable to the current curriculum of the appropriate graduate program, and must have a grade of B- or better. 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. Copies of approvals must be sent to the Registrar and the Dean of the Graduate School. Consult the director of the specific program for more information on transfer credit.

Visiting Students

Bellarmino graduate students who wish to take graduate courses at another accredited institution must obtain written permission from the director of their graduate program. A graduate student is limited to six total credits as a visiting student. Credits earned as a visiting student are considered transfer credit (see policy above).

Portfolio

Up to six graduate credits may be gained in this category. Bellarmino 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 Bellarmino faculty. Successful completion of a Portfolio results in a "Pass" grade. 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.

Waivers and Exceptions

Students seeking an exception to or waiver of any academic regulation must do so by petitioning the appropriate Program Director. Students are advised to meet informally with their Program Director and then, if formal action is warranted, submit a written request to the Program Director. Petition/waiver forms are available in the Office of the Registrar. The appropriate academic dean must then approve or reject the request. The Office of the Registrar will inform the student in writing of the outcome. Any appeals to the academic dean's decision should be made in writing to the Vice President for Academic Affairs.

Grading Policies

Bellarmino University uses a 4.00 scale for grading. The university has adopted the standard device of the Quality Point Index (GPA). The Quality Point Index is a ratio of points earned in courses to the sum of credits attempted. Quality points are assigned to letter grades as follows:

A.....	4 quality points earned per hour
B.....	3 quality points earned per hour
C.....	2 quality points earned per hour
F.....	0 quality points earned per hour
P.....	Pass/Fail Option—credits earned only
I.....	Incomplete (0 credits, 0 points)
W.....	Withdrawal (0 credits, 0 points)
AU.....	Audit ((0 credits, 0 points)
X.....	Deferred (0 credits, 0 points)

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. Incomplete forms are available in the Registrar’s Office and include the full incomplete policy. Forms must be submitted by the grading deadline for that semester.

Repeating Courses

A student is permitted to repeat a course in which a grade of C or F has been earned. In deciding to exercise the C 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 credits attempted/earned. The student will receive the grade and grade-points of the repeat, which will be used in determining the grade-point average the number of credits attempted/earned. Under most circumstances, no more than two graduate courses may be repeated.

Some graduate programs, particularly in the nursing and health sciences area, will have more stringent policies concerning the repetition of courses. Students should consult with their Program Director prior to repeating any course.

Academic Bankruptcy

The Bellarmine University Academic Bankruptcy policy allows a graduate student to continue work toward a graduate 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 credits earned during that semester will not be counted toward graduate 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 Dean of the Graduate School after completion of a subsequent semester of satisfactory performance. Satisfactory performance is defined as a minimum grade point average of 3.00 in a semester at Bellarmine. Academic bankruptcy may be granted only once in a student’s graduate 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.

Academic Status

Academic status is expressed as a Grade Point Average. A student's Grade Point Average is found by dividing the sum of quality points by the sum of credits attempted (see Grading Policies below). For analysis of academic status, Bellarmine computes both a semester GPA and a cumulative GPA. To be eligible for graduation, a graduate student must have a cumulative Grade Point Average of 3.00 or higher.

Good Standing

The status of good standing indicates that a student has a cumulative Grade Point Average of 3.00 or better and is making satisfactory progress toward a degree. Refer to the Student Affairs section of this catalog regarding non-academic good standing.

Academic Probation and Dismissal

Students whose cumulative Grade Point Average falls below a 3.00 are placed on academic probation. Program directors are responsible for informing graduate students in writing when they are placed on Academic Probation. Copies will be sent to the Registrar and the Dean of the Graduate School.

Students who have been placed on probation have one semester in which to raise their cumulative Grade Point Average to 3.00. After a semester of probation, the program director or committee will review the transcript. If the GPA does not warrant removal from probation, the program will determine either to continue the student on probation, or to place the student on academic dismissal.

Graduate students who are "at risk" are defined as students whose *semester* Grade Point Average falls below a 3.00. At the end of each semester, the Registrar will forward the names of these students to the respective Program Directors. The Program Directors will then contact those students to determine a strategy for reducing the risk.

Readmission after Dismissal

A student dismissed for poor academic performance may after a reasonable period of time apply for readmission. See the Program Director for specific details. If the application is approved by the Program Director, the student will be readmitted on Academic Probation. The student will work with the Program Director to set up a reasonable plan to be removed from Academic Probation. All appeals of readmission denial must be made to the Academic Dean. The Program Director must inform the Registrar and Dean of the Graduate School of all outcomes of student applications for readmission.

Academic Honesty

Bellarmino University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The university follows the policies outlined below for detected acts of academic dishonesty.

1. Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
2. Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Vice President of Academic Affairs of the university, who has the authority to determine a more stringent penalty **including dismissal** for the reported act of academic dishonesty, depending in part, on the student's previous record of academic dishonesty. The student will be required to have a confidence with the dean of his/her college, or the dean's designee.
3. On the second offense during the course of a student's academic career at Bellarmine University, as a minimum additional penalty, the VPAA will immediately suspend the student for the semester in which the most recent offense took place.
4. On the third offense, the VPAA will immediately dismiss the student from the university.

Responsibilities of Students

Graduate students at Bellarmine University have the responsibility to meet all 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.

Class Attendance

Each graduate 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 specific Program Student Handbook.

Adds, Drops, and Withdrawals from Courses

See the current published Class Schedule for dates and procedures.

Application for Degree

All degree candidates must submit an application for degree to the Registrar's Office by the date specified in the Bellarmine calendar for the semester in which they expect to complete degree requirements. The proper form is available from the Registrar's Office.

MASTER OF BUSINESS ADMINISTRATION

Daniel L. Bauer, DBA Dean

Robert Brown, Ph.D., JD, CPA
 David T. Collins, Ph.D., CPA
 Alan B. Deck, Ph.D., CPA, CMA
 Michael R. Luthy, Ph.D., PCM
 Myra J. McCrickard, Ph.D.
 Francis E. Raymond, Ph.D.
 Keith W. Richardson, Ph.D.

John T. Byrd, Ph.D.
 Joan Combs Durso, Ph.D.
 Ida Kutschera, Ph.D.
 Michael D. Mattei, Ph.D.
 Mike H. Ryan, Ph.D.
 Richard W. Schrader, Ph.D., CPA, CIA
 Julie F. Toner, Ph.D.

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.

Learning Goals – Master in Business Administration program

1. Each MBA student will demonstrate the ability to work effectively in teams.
2. The MBA program will achieve quality career advancement of its graduates.
3. Each student must demonstrate the ability to recognize and analyze ethical problems, and choose and defend resolutions for practical solutions that occur in business.
4. Each student will develop/gain experiences with skills required to innovate and adapt to the realities of managing a business in a global environment as well as insight into their capabilities to function in other cultures.
5. MBA graduates will demonstrate high educational achievement.

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/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 the computer test and 550 for the 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.

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 one or two nights per week. Students will graduate in approximately 2 ½ years in the two night program and 4.5-5 years in the one night program.

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 three sections" the integrated core, international management and free electives. The curriculum focuses on providing a strategic prospective for general managers. Specific requirements include:

Course Descriptions**Introduction:**

MBA. 700 - Introduction to Advanced Business Thinking

Foundations of Strategy:

MBA. 701 - Economics Analysis Techniques

MBA. 702 - Negotiations and Executive Business Skills

MBA. 703 - Accounting Analysis Techniques

MBA. 704 - Organizational Behavior and Leadership

Developing Strategy:

MBA. 705 - Financial Management for Strategy

MBA. 706 - Marketing for Strategy

MBA. 707 - Legal and Regulatory Environment for Strategy

Implementing Strategy:

MBA. 708 - Entrepreneurial Strategy

MBA. 709 - Managing within the External Environment

MBA. 710 - Quantitative Management and Strategy

MBA. 711 - Strategic Management

International Management and Electives:

MBA. 720 - International Management or MBA 721 Issues in Global Management

Electives:

Students are required to take three MBA elective courses. The purpose of the three electives is to allow adequate material for reasonable breadth in the MBA program.

Course Descriptions

MBA. 700 Introduction to Advanced Business Thinking (1)

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.

FOUNDATIONS OF STRATEGY

MBA. 701 Economic Analysis Techniques (3)

This course exposes the leader to the domestic and global economic environments facing organizations.

MBA. 702 Executive Business Skills for the Global Manager (3)

This course focuses on developing and refining many critical skills for global managers; communications (listening and writing); interpersonal reaction (business etiquette); international protocol and cross-cultural sensitivity; implementation activities (negotiations, public speaking, online research, and formal presentations).

MBA. 703 Accounting Analysis Techniques (3)

This course introduces the leader to basic financial reporting and analysis techniques through understanding, interpreting and analyzing financial information and the development of strategic managerial decision-making tools.

MBA. 704 Organizational Behavior and Leadership (3)

This course focuses on the differences between management and leadership and the environment in which leaders make decisions. Particular emphasis is given to human behavior in organizations, including how the individual and the group influence the policies, goals, objectives and priorities of the organization. Students enhance basic written/oral communication and basic computer usage skills through case analysis/projects both as individuals and groups.

DEVELOPING STRATEGY

MBA. 705 – Financial Management For Strategy (3)

This course integrates the accounting and economic foundations of management as students study financial issues facing the leader – including the acquisition and cost of capital, the time value of money, capital budgeting, valuation, and acquisitions. (Prerequisites MBA 701 and 702.)

MBA. 706 Marketing for Strategy (3)

This course integrates the accounting and economic foundations of management and extends the material to encompass customer relationship and the process for creating, delivering and selling goods and services—including marketing theory, channels of distribution, pricing and product development, and marketing communication. (Prerequisites MBA 701 and 702.)

MBA. 707 Legal and Regulatory Environment (3)

This course focuses on the basic managerial issues of finance and marketing as well as organizational issues by focusing on the legal, regulatory, ethical, social and environmental issues facing the leader. Issues discussed and analyzed include the law as it affects raising capital, marketing practices, contracts and employment issues, and environmental practices.

IMPLEMENTING STRATEGY**MBA. 708 Entrepreneurial Strategy (3)**

This course focuses on the development of strategy from an entrepreneurial and entrepreneurial perspective. Through analysis of case situations and development of a new business idea, students will focus on the decision making process, development of strategies, goals, planning and evaluation. The strategic planning framework will integrate the business disciplines, including legal, social, and economic issues covered in the legal environment class.

MBA. 709 Managing Within The External Environment (3)

This course explores the interface between the individual, the business organization and the current social environment. Through the use of specific situations in which areas of ethics, demographic diversity in organizations, integrity and social responsibility are involved, students test their own values to develop a greater awareness of the leader's responsibilities in guiding the direction of the organization and in the formulating of goals, objectives, policies and competitive strategies that are congruent with those values.

MBA. 710 Quantitative Management and Strategy (3)

This course expands the role of the leader by examining and utilizing statistical data analysis and management science as they support decision making processes throughout an organization.

MBA. 711 Strategic Management (3)

This capstone course completes the core of the MBA program as students examine strategic integration and implementation issues within a firm through the use of case studies which integrate the material covered in MBA 701 through MBA 710.

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.

MBA. 721 Issues in Global Management (6)

This course exposes student to the influences of political, social, legal, and regulatory issues of managing in a global environment. With similar objectives to MBA 720, this course brings to the classroom case studies, problems, and a simulation game highlighting international themes, locations and cultures.

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. 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 Buyer Behavior (3)

Concerned with the managerial applications of the behavioral sciences to marketing, this course takes a global perspective in exploring the effects of socio-cultural influences, situational influences, psychological influences, and marketing mix influences on the consumer decision-making process. Consumer behavior is also compared and contrasted with organizational buyer behavior.

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.

MBA. 793 MBA Project (3)

The purpose of the MBA Project is to serve as a unifying experience for students. It is designed to enable students to integrate the academic theory and management tools learned in the MBA program with a real-world business problem by completing a substantial managerial project. With the approval of the instructor, students in this course will develop and complete a project for their employer or develop and complete an operational business plan. Students then will present the results of their work to their peers.

GRADUATE PROGRAMS IN EDUCATION

Adam Renner, Ph.D., Director

BOB 306, 502.452.8135, arenner@bellarmine.edu

Theresa Klapheke, Administrative Director

BOB 307, 502.452.8037, tklapheke@bellarmine.edu

Deborah Baker, M.Ed, Anne Bucalos, Ed.D., Cindy Gnadinger, Ed.D., Mary Goral, Ph.D., Susan Lancaster, Ed.D., Jonathan Lee, M.Ed., Anne Moll, Ed.D., Christine G. Price, Ed.D., Christy McGee, Ed.D., Clair Hughes, Ph.D., Sonya Burton, M.Ed.

Jean Green, Placement Director

“Educator As Reflective Learner”

The Annsley Frazier Thornton School of Education offers two masters degrees, a certificate program and a post-master's program leading to initial or advanced teacher certification in a variety of areas. Students earn an advanced degree and rank status with an emphasis in one of the following areas:

Master of Arts in Education (MAEd.)

- Curriculum and Instruction, Grades P-5, 5-9
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12
- Waldorf Inspired Curriculum

Master of Arts in Teaching (MAT)

Students earn initial teacher certification and rank status with an emphasis in one of the following areas:

- Elementary Education, Grades P-5
- Middle School Education, Grades 5-9
- Secondary Education, Grade 8-12

Master of Arts (MA)

- Instructional Leadership and School Administration (School Principal), Grades P-12

Rank I Post-Master's Program

Learning and Behavior Disorders Certification, Grades P-12

An endorsement program for those with a valid teaching certificate. May be completed in conjunction with the Master of Arts in Teaching or Master of Arts in Education programs for dual certification. Curriculum program to be determined in consultation with academic advisor.

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; 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 an 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) or other approved exam.
- e. Recommendation from professors, employers or supervisors attesting to the applicant's potential as a graduate student. Forms available upon request.
- f. A letter of intent to pursue the graduate degree; the letter should include a statement of the applicant's professional goals and application rationale (one-two pages).
- 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 in sealed envelope from the institution.
- 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.

1. 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 of all previous higher education course work from regionally accredited institutions in sealed envelope from the institution.

All applications and correspondence relevant to admission should be directed to the Administrative Director of Graduate Programs in Education. Application materials may be obtained by writing or calling:

Theresa Klapheke
 Administrative Director of Graduate Programs
 Bellarmine University
 School of Education
 2001 Newburg Road
 Louisville, KY 40205
 Phone 502.452.8037
 tklapheke@bellarmine.edu

Master of Arts in Education (MAEd.) Programs

This is an advanced degree program for those students holding an initial teacher certification. The following emphasis areas are available:

- Curriculum and Instruction, Grades P-5, 5-9
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12
- Waldorf Inspired Curriculum

Degree Requirements for MA with emphasis in Elementary Education, Middle School Education, Learning and Behavior Disorders, Reading and Writing Endorsement, or Waldorf Inspired Curriculum

1. Completion of a minimum of 36 hours of graduate course work, at least 24 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. Ongoing evaluation through:
 - a. Benchmark assignments
 - b. Disposition assessments
4. An exit evaluation consisting of:
 - a. Culminating Project
5. Completion of all degree work within six years from date of entry.

MA Program of Studies, 36 hours

Elementary Education, Grades P-5 and Middle School Education, Grades 5-9 Curriculum and Instruction

1. **Core Curriculum (18 hours): When possible, these hours should be completed first**
 - Educ. 600 Research Methodology
 - Educ. 610 Parents, School and Community
 - Educ. 618 Advanced Child Development
 - Educ. 636 Advanced Curriculum and Methods
 - Educ. 648 Technology Across the Curriculum
 - Educ. 663 Diagnosis of Reading Difficulties
2. **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. 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. 649 Multimedia Across the Curriculum
- Educ. 666 Teaching Mathematics II
- Other Courses as approved by faculty advisor

Additional courses may be selected from Reading and Writing program and Waldorf Inspired Curriculum in consultation with academic advisor.

3. Culminating Project (6 hours)

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Professional Development credit may be used with approval of the faculty advisor.

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.

MA Program of Studies, 36 hours

Learning and Behavior Disorders, Grades P-12

This is an advanced certification for teachers who have already completed an initial certificate in Learning and Behavior Disorders.

1. Core Curriculum (18 hours): When possible, these hours should be completed first

- Educ. 600 Research Methodology
- Educ. 610 Parents, School and Community
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum and Methods
- Educ. 648 Technology Across the Curriculum
- 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. 640 Special Topics in Elementary Special Education I
- Educ. 641 Special Topics in Elementary Special Education II
- Educ. 642 Teaching Science II
- Educ. 649 Multimedia Across the Curriculum
- Educ. 666 Teaching Mathematics II

3. Culminating Project (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
- Professional Development credit may be taken with approval of the faculty advisor.

MA Program of Studies, 36 hours

Master of Arts degree in Education with an Endorsement in Reading and Writing (P-12)

1. Core Curriculum (18 hours): When possible, these hours should be completed first

- Educ. 600 Research Methodology
- Educ. 610 Parents, Schools & Community
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum Methods
- Educ. 648 Technology Across the Curriculum
- Educ. 663 Diagnostic Reading

2. Specialization Requirements (15 hours)

- Educ. 545 Reading in the Content
- Educ. 621 Strategic Reading and Writing
- Educ. 622 Emergent Literacy
- Educ. 625 Theory & Politics of Reading
- Educ. 627 Teaching Writing: A Workshop Approach

Admission to the Literacy Leadership & Practicum Course requires completion of the above 15 hours and Ed 663, and successful completion of comprehensive exams and appropriate GPA requirements.

3. Educ. 628 Literacy Leadership & Practicum (3 hours)

MA Program of Studies, 36 hours

Waldorf Inspired Curriculum

1. Core Curriculum (18 hours)

- Educ. 600 Research Methodology
- Educ. 610 Parents, Schools & Community
- Educ. 618 Adv. Child Development
- Educ. 636 Adv. Curriculum Methods
- Educ. 648 Technology Across the Curriculum
- Educ. 663 Diagnostic Reading

2. Specialization Requirements (15 hours)

- Educ. 602 Weaving the Arts into Science
Science curriculum and Pedagogy with a Waldorf emphasis
- Educ. 603 Sing Me the Creation: Waldorf Inspired Methods for Teaching Language Arts
- Educ. 604 Artistic Work in the Waldorf School, I
- Educ. 605 Artistic Work in the Waldorf School, II
- Educ. 606 Mathematics Curriculum and Pedagogy with a Waldorf Emphasis

3. Culminating Project (3 hours)

All specialization courses may be taken as electives:

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Professional Development credit may be taken with approval of the faculty advisor.

Degree Requirements for MA in Instructional Leadership and School Administration (School Principal) P-12

A previous Masters Degree is required.

1. Official college transcripts of all graduate and undergraduate credits from accredited institutions in a sealed envelop from each institution.
2. A current resume (Note: Three years of successful teaching experience in a P-12 setting with full teacher certification during those three years is required.)
3. A copy of GRE scores.
4. A photocopy of valid Kentucky Professional Teaching Certificate.
5. Three recommendation forms from individuals who are former professors or who have supervised the applicant in a school setting. One recommendation must come from the applicant's current principal/head teacher. All recommendations must be related to the professional environment.

Level I Screening

Those applicants meeting minimal requirements including a 3.0 GPA on a 4.0 scale for all graduate work (3.5 GPA preferred) and three years of successful teaching experience will be contacted by the admissions office in the School of Education and invited to submit:

- Program Essays
Applicants will be asked to respond to a series of short answer questions related to school leadership and administration.
- Educational Autobiography/Personal Goal Statement.

Level II Screening

After a detailed review, some applications will be invited to complete Level II Screening prior to admission decisions.

- Successful completion of technology screening.
- Acquisition of principal's/supervising administrator's consent.
- Interview once all other application materials are received and reviewed, if the School of Education wishes to proceed with your request for admission, a faculty member in the program will call to schedule an interview.
- Positive recommendation for admission.

Master of Arts in Education Instructional Leadership and School Administration School Principal P-12 (36 hours)

Summer Module I

- Educ. 650 Instructional Leadership and the Role of the School Principal (3)
- Educ. 651 Assessment, Evaluation and Data Analysis for School Improvement (3)
- Educ. 652 Design and Evaluation of Instruction and Practices to Improve Student Learning (3)
- Educ. 653 Leadership Professional Portfolio (1)

Fall Module II

- Educ. 653 Leadership Professional Portfolio (1)
- Educ. 654 Curriculum, Instruction and Planning for School Improvement–Mid./Sec. (3)
- Educ. 659 Internship I (4)

Spring Module III

- Educ. 653 Leadership Professional Portfolio (1)
- Educ. 655 Curriculum, Instruction and Planning for School Improvement- Elem. (3)
- Educ. 660 Internship II (4)

Summer Module IV

- Educ. 656 Administration Issues with Special Populations (3)
- Educ. 657 Law and Education (3)
- Educ. 658 Financial Management (3)
- Educ. 653 Leadership Professional Portfolio (1)

Degree Requirements for the Master of Arts in Teaching (MAT) Programs

1. Completion of a minimum of 36 hours of graduate course work, at least 24 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. Ongoing evaluation through:
 - a. Benchmark assignments
 - b. Disposition assessments
4. Completion of all degrees work within six years from date of entry

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 (supervised teaching) semester.

Alternative MAT Certification Option VI program

Some students qualify for the Alternative Teacher Certification program in specific content areas. This program requires full time employment with a local school district. Beginning the program in summer semester is recommended. Please see the Administrative Graduate Director for further information.

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 Endorsement

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. Passing PRAXIS scores when applicable.
6. Recommendations from Bellarmine faculty members.
7. 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.
8. Benchmark Assignments

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 Endorsement

MAT Program of Studies- Elementary School Education, Grades P-5

Early Elementary, Grades P-5, requires a minimum 36 hours of a liberal studies emphasis to be completed prior to the professional semester. A student may elect to add certification in Learning and Behavior Disorders. This will require additional course work.

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 SEMINARS: Participation in a series of topic workshops will be required.

MAT Program of Studies- Middle School Education, Grades 5-9

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.

MODULE I – Foundations of Education

- Educ. 502 Foundations of Middle/Secondary Education
- Educ. 509 Classroom Management Strategies
- Educ. 546 Middle Grades Curriculum
- Educ. 612 Advanced Field Placement

MODULE II – Sociocultural Studies in Education

- Educ. 547 Parallel Culture Education
- Educ. 610 Parents, School & Community

MODULE III – Research and Tools

- Educ. 521 Adolescent Psychology
- Educ. 600 Research Methodology
- Educ. 616 Computer Application in Education

MODULE IV – Middle/Secondary Pedagogy

- Educ. 545 Reading in the Content
- Educ. 536 Teaching Mathematics **and/or**
- Educ. 537 Teaching Science **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

SPECIAL TOPICAL SEMINARS: Participation in a series of topic workshops will be required.

MAT Program of Studies- Secondary School Education, Grades 8-12

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.

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. 521 Adolescent Psychology
- Educ. 600 Research Methodology
- Educ. 616 Computer Applications in Education

MODULE IV – Secondary Pedagogy

- Educ. 545 Reading in the Content
- Educ. 548 Teaching Secondary Mathematics **or**
- Educ. 557 Teaching Secondary Social Studies **or**
- Educ. 558 Teaching Secondary English **or**
- Educ. 549 Teaching Secondary Science

MODULE V – Professional Semester

- Educ. 543 Professional Semester, Middle School Grades 5-9
- Educ. 544 Professional Semester, Middle School Grades 5-9

SPECIAL TOPICAL SEMINARS: Participation in a series of topic workshops will be required.

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
- Reading and Writing Endorsement, P-12
- Waldorf Inspired Curriculum
- Instructional Leadership and School Administration
- Technology Emphasis
- Other areas to be arranged

Program Completion Requirements

1. A formal, written, program-of-studies contract planned in advance by the student with his/her Bellarmine faculty advisor and signed by both the student and the advisor.
2. Sixty hours of graduate course work that includes a master's degree. At least 15 hours of the Rank I program beyond the master's 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 (2-3)

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 learners with mild disabilities. (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, with an additional emphasis on other exceptionalities in both speech and regular education settings.

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 Professional Semester, Elementary Educ., P-5 (5, 4)

Directed observation, participation, and supervised teaching in the elementary school grades (P-5). (Prerequisite: Admission to Professional Semester.)

Educ. 520 Professional Semester, LBD Grades P-12 (6)

Directed observation, participation, and supervised teaching in special education settings. (Prerequisite: Approval of School of Education faculty.)

Educ. 521 Adolescent Psychology (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 during adolescence.

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 (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. Teaching demonstrations and observation required.

Educ. 536 Teaching Mathematics I (3)

Instructional approaches and materials for teaching mathematics. Includes a survey of mathematics curriculum, microteaching sessions which are videotaped, and observations in regular classrooms. (Prerequisites: Math. 101, 102 or 523.)

Educ. 537 Teaching Science I (3)

Teaching methodologies for a developmental, constructive, process skill approach to science will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science. (Prerequisite: Chem. 107 and Biol. 106 or 210.)

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. Teaching demonstrations and observation required.

Educ. 539 Teaching Language Arts (3)

Designed for the middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

Educ. 541 Professional Semester, Secondary Education (6)

Pre-service teachers will spend twelve weeks of observation, participation and supervised teaching in a secondary school. (Prerequisite: Admission to Professional Semester.)

Educ. 543, 544 Professional Semester: Middle Grades 5-9 (3-6)

Directed observation, participation, and supervised teaching in middle grades, 5-9. (Prerequisite: Admission to Professional Semester.)

Educ. 545 Reading in the Content Areas (3)

The goal of the course is to familiarize inservice and 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.

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 (3)

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.

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.

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 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. 602 Weaving the Arts into Science: Science Curriculum and Pedagogy with a Waldorf Emphasis (3)

Students will experience a hands-on, inquiry based format with direct application to teaching science. Focused will be placed on a deep connection to the natural world and Waldorf Science curriculum will be explored.

Educ. 603 Sing Me the Creation: Waldorf Inspired Methods for Teaching Language Arts (3)

This course will introduce students to the Waldorf language arts curriculum for grades K-8. Students will examine methodologies such as storytelling, imagery, and music, poetry, drama, movement and art will be stressed.

Educ. 604 Artistic Work in the Waldorf School. I (3)

This course is designed to help students develop technique in a number of different forms, including clay modeling, calligraphy, form drawing, perspective drawing, and blackboard drawing. Arts and Humanities will be woven into the class.

Educ. 605 Artistic Work in the Waldorf School II (3)

This class is designed to further develop technique in a number of different art forms. Emphasis will be placed on theory and practice as it relates to the integration of the arts.

Educ. 606 Mathematics Curriculum and Pedagogy with a Waldorf Emphasis (3)

This course intends to highlight the curriculum for elementary mathematics as determined by the National Council of Teachers of Mathematics (NCTM). Waldorf education methodology, theory, and practice will be applied.

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 tool 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. 621 Strategic Reading and Writing (3)

This course emphasizes strategies for supporting literacy development in elementary and middle and secondary school classrooms. Areas of emphasis will include strategies for developing phonemic awareness, decoding, comprehension and writing. The course targets beginning, developing and struggling readers.

Educ. 622 Emergent Literacy (3)

This course examines the stages of literacy development from birth through the primary grades. This course offers a close examination of language & vocabulary development, phonological awareness, book knowledge & print awareness, and early reading, writing and alphabet knowledge. Various methodologies that support early literacy development will be addressed.

Educ. 625 Theory & Politics of Reading (3)

This course will introduce various theoretical models and processes of literacy. Students will review current trends and issues in literacy research and will examine the political underpinnings associated with reading curriculum in today's society.

Educ. 627 Teaching Writing: A Workshop Approach (3)

This course will focus on how teachers can foster quality writing in their students. This course will emphasize how to establish and manage an effective writing classroom and how to establish and manage an effective writing classroom and how to write in many real-world genres. Additional emphasis will be on analyzing writing samples.

Educ. 628 Literacy Leadership and Practicum (3)

This course combines coursework and a supervised practicum experience designed to provide the opportunity to refine skills in a clinical or classroom setting. This course will focus on developing the candidate as professional including opportunities to develop curricula, guide others in the design and implementation of a reading plan and write & present for a professional audience. (Prerequisites: G.P.A. of 3.67 in literacy coursework; successful completion of required assessments and faculty approval.)

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. 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. 643 Computer Literacy for Teachers (3)

This course is designed to give an overview of the use of the computer in the classroom and other educational settings.

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. 650 Instructional Leadership and the Role of the School Principal (3)

A course designed to study the roles and responsibilities of the principal in curriculum development and evaluation, supervision and evaluation of instruction, pupil management, staff professional development, and public relations.

Educ. 651 Assessment, Evaluation and Data Analysis for School Improvement (3)

A course designed to train principals to use information effectively and accurately to establish clear goals and high expectations, monitor teacher performance, evaluate student progress, coordinate instructional programs, and improve school climate.

Educ. 652 Design and Evaluation of Instruction and Practices to Improve Student Learning (3)

A course designed to demonstrate how diagnosis and instruction are welded as a unit into regular teaching practices.

Educ. 653 Leadership Program Portfolio (LPP) (1-4)

One credit for LPP development will be offered each term. The portfolio requirement is designed as the culminating experience of the program. The portfolio requirement is designed as an opportunity for students to create an organized view of themselves and their professional capabilities. While the requirement is to be completed and submitted during the last semester of the program, students are expected to collect and organize material as they proceed through the program.

Educ. 654 Middle/Secondary Curriculum, Instruction and Planning for School Improvement (3)

A course designed to explore current and experimental designs of middle and secondary school and curricula and instructional procedures with an emphasis on those aspects that are broader than a single subject area.

Educ. 655 Elementary Curriculum, Instruction and Planning for School Improvement (3)

A course designed to explore current and experimental designs of elementary, school and curricula and instructional procedures with an emphasis on those aspects that are broader than a single subject area.

Educ. 656 Administrative Issues with Special Populations (3)

A course designed to emphasize the administration of special school programs to include special education, gifted and talented, at risk/drop out reduction, remedial, compensatory services, bilingual/ESL, career and technology and others.

Educ. 657 Law and Education (3)

Provides an understanding of the legal issues relating to public school education and the rights and responsibilities of students, teachers, and other interest groups as they relate to school programs. This course covers a wide range of legal issues concerning the provision of special education services to students with disabilities.

Educ. 658 Financial Management (3)

A course designed to provide a background and understanding of public school finance including the principles and practices utilized in collecting, distributing, and managing school revenues with an emphasis on Kentucky finance.

Educ. 659 Internship I (4)

A field-based course where students practice skills and theories learned as they assume responsibilities associated with effective and successful building level leadership.

Educ. 660 Internship II (4)

A field-based course where students practice skills and theories learned as they assume responsibilities associated with effective and successful building level leadership.

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
Horrigan Hall 012N, Phone 502.452.8441, mmattei@bellarmine.edu

Program Overview

The Master of Science in Applied Information Technology (MAIT) program is designed to prepare students for a career in IT project management and systems integration. The program consists of a wide range of technical, administrative and interpersonal skill based courses vital to success in the IT Professions. *The program is held at our downtown campus located at 124 North First Street on the first floor of the bCatalyst Building.*

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 offered in a two night per week or all day Saturday format. *For the cohort beginning in 2007, classes will meet on Monday and Wednesday evenings from 6-10 p.m. The cohort beginning in 2008 will meet on Tuesday and Thursday evenings.* 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) or significant work experience in information technology.
4. A composite score on either the GRE or GMAT at or above the 23rd percentile.
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's admission director.

Laura Richardson
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone 502.452.8258
 lrichardson@bellarmine.edu

Requirements for Degree

1. Completion of 36 hours of graduate credit in MAIT courses, 24 hours of which must be earned at Bellarmine University.
 - a. Students with an undergraduate degree in business or a MBA are not required to take AIT 522, Business foundations and will graduate with 33 hours of coursework.
 - b. Student with an undergraduate degree in computer science, information system or a highly technical undergraduate degree such as engineering or have significant work experience in information technology are not required to take AIT 501, Introduction to IT and Computer Science and graduate with 33 hours of coursework.
 - c. Students meeting both requirements above (a & b) graduate with 30 hours of course work.
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. Each course runs the full semester and is three credit hours each. The semester by semester schedule is as follows. Students who want to begin in the summer semester but do not need to take AIT 501 or 522 can take AIT 526 and will only take one course the second summer.

Semester	Information Technology Foundations	Systems Engineering and Project Management	Individual, Group and Organizational Success Factors
Summer	AIT 501: Introduction to IT and Computer Science		AIT 522: Business Foundations
Fall	AIT 510: Web Development using PHP and MySQL	AIT 524: Systems Analysis and Design	AIT 525: Interpersonal Communications and Graphic Design
Spring	AIT 520: Java 2 Programming	AIT 521: IT Project Management	AIT 531: IT Strategic Planning and IT Service Management using ITIL
Summer	AIT 526: Data Networks and Communication Infrastructure	AIT 527: Systems Engineering Project I	
Fall	AIT 529: IT Security and Risk Management		AIT 528: Negotiations and Organizational Change

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. If the student elects to “un-accelerate” the program, the last column is delayed three semesters and the program is completed in seven semesters. During the final three semesters, the student takes only one course per semester.

AIT. 501 Introduction to IT and Computer Science (3)

For students with little background in information technology, this course introduces both computer science theory and IT application. Topics covered in the area of computer science include programming, file structures and computer networks. In the area of IT, the course covers transaction-processing systems, management and decision support systems, e-commerce systems and the application of IT to the needs of the organization.

AIT. 510 Web Development Using PHP and MySQL (3)

This course introduces a variety of open-source techniques for developing web-based applications. The core technologies are the PHP programming language and the MySQL database management system. Upon completion of the course, students will be able to build professional quality, database driven websites.

AIT. 520 Java2 Programming (3)

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 IT Project Management (3)

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 (3)

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 Theory and Application (3)

This course will focus on data management principles and administration. Topics covered include relational principles, fundamentals of database design, normalization and physical design, managing storage, data integrity, SQL program constructs.

AIT. 524 Systems Analysis and Design (3)

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 in AIT. 527.

AIT. 525 Technical Communications and Graphic Design (3)

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, and creating visually pleasing and persuasive graphic elements.

AIT. 526 Networks and Communication Infrastructure (3)

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 Project I (3)

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. (Prerequisites: AIT. 521 and AIT. 524.)

AIT. 528 Negotiations and Organizational Change (3)

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 (3)

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 Project II (3)

The course covers advanced topics in systems development including multi-language development efforts, database design, component integration, change management and on-going operations of an information system. (Prerequisites: AIT. 527.)

AIT. 531 IT Strategic Planning and Service Management Using ITIL (3)

This course examines the role of information systems to the success of an organization, identify ways in which IT can be aligned with organizational strategy and provide competitive advantage. A critical aspect of any IT organization is its ability to provide the necessary business support, allowing the business to reach its goals. Traditionally, this definition of an IT organization has been understood but lacked an appropriate delivery mechanism to actually present, monitor and measure the service delivered. This course provides background on two compatible frameworks: IT Service Management (ITSM) as defined by the best practice library, ITIL, and Balanced Scorecards (BSC). Topics covered include the basics of the Balanced Scorecard and the 10 Management processes/supporting function within Service Management.

AIT. 532 Technology Ventures (3)

Creating a large scale IT application within an organization has much in common with creating a technology based entrepreneurial venture. This course will integrate many of the technology and system development skills in the program and extend them to form a coherent approach to creating and commercializing technology-based products and services. (Prerequisites: AIT. 521, 522, 524 and 525 or permission of program director.)

AIT. 590 Internship (this course is offered pass/fail only) (1-3)**AIT. 591 Co-operative Education Experience (this course is offered pass/fail only) (0)****AIT. 691 Special Topics in Applied Information Technology (1)****AIT. 692 Special Topics in Applied Information Technology (2)****AIT. 693 Special Topics in Applied Information Technology (3)**

GRADUATE PROGRAMS IN NURSING

Susan H. Davis, Ed.D., ARNP, Dean

Sherill N. Cronin, Ph.D., RN, BC, Program Director
Miles Building 203, Phone 502.452.8149, scronin@bellarmine.edu

Linda B. Cain, Ph.D, RN; Joan C. Masters, MA, MBA, RN; Beverley Holland, Ph.D., RN;
Cathy Hager, DNP, RN, ARNP; Elizabeth Fitzgerald, Ed.D., RN, ARNP, CS

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. Eight hours from the MBA are applied to the MSN requirements of Nurs. 625, Nurs. 640, 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 degree or diploma 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. Satisfactorily complete GRE and submit official record of scores.* This requirement is waived if the undergraduate GPA is greater than 3.75 (Students applying for the MSN/MBA program take the GMAT instead of the GRE.)
6. 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.*

Questions should be directed to Dr. Sherill Cronin, Director MSN Program, 502.452.8149 or 800.274.4723, e-mail scronin@bellarmine.edu. Application forms may be obtained by writing or calling:

Julie Armstrong-Binnix
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Phone 502.452.8364
julieab@bellarmine.edu

Master of Science Degree in Nursing

Curriculum Design

NURSING ADMINISTRATION

Nursing Core Courses

Nur. 600 Health Policy3

Nur. 601 Fundamental Research Skills1

Nur. 602 Theories in Nursing3

Nur. 605 Clinical Practice Concepts.....3

Nur. 624 Intro. to Evidence-Based Practice3

Nur. 626 Outcomes Measurement and Evaluation3

Cognate Course

Phil 543 Bioethics3

Specialty Courses

Nur. 608 Nursing Administration3

Nur. 618 Practicum I2

Nur. 619 Practicum II2

Nur. 625 Financial Aspects of Health Care.....3

Nur. 639 Health System Management3

Nur. 640 Project.....2

Nur. 642 Thesis Option2

Elective by Advisement.....3

TOTAL 37-39

NURSING EDUCATION

Nursing Core Courses

Nur. 600 Health Policy3

Nur. 601 Fundamental Research Skills1

Nur. 602 Theories in Nursing3

Nur. 605 Clinical Practice Concepts.....3

Nur. 624 Intro. to Evidence-Based Practice3

Nur. 626 Outcomes Measurement and Evaluation3

Cognate Course

Phil. 543 Bioethics3

Specialty Courses

Nur. 606 Practicum I2

Nur. 607 Practicum II2

Nur. 609 Nursing Education3

Nur. 627 Educational Theories and Curriculum Development.....3

Nur. 628 Nurse Educator Role3

Nur. 629 Pathophysiologic Concepts for Clinical Decision Making3

Nur. 640 Project.....2

Nur. 642 Thesis Option2

TOTAL 37-39

Alternate Entry Options

RN with a non-Nursing Bachelor's Degree

Registered nurses with a bachelor's degree in an area other than nursing may be admitted to the MSN program after satisfactorily completing six nursing "bridge" courses. The six courses are:

- Nur. 301.....Dynamics of Professional Nursing
- Nur. 311.....Health Assessment
- Nur. 312.....Healthcare Research
- Nur. 313.....Pharmacology
- Nur. 410.....Nursing Process in the Community
- Nur. 435.....Nursing Leadership and Management

RN Entry Option

This track is designed for registered nurses whose original preparation in nursing was received in accredited diploma or associate degree programs and who have identified the master of science degree as their educational goal. This accelerated path bypasses the BSN degree. Applicants in this entry option must complete prerequisite courses (listed below), in addition to the six nursing "bridge" courses, prior to progression to the graduate level.

PREREQUISITES:

English.....	6 hrs.	<i>must include 3 hrs. of English Comp.</i>
Math and Natural Sciences.....	15 hrs.	<i>may include Nutrition and must include Anatomy and Physiology and Microbiology</i>
Social Sciences.....	6 hrs.	
Arts and Humanities.....	9 hrs.	<i>must include 3 hrs. of Philosophy</i>
Lower level nursing.....	28 hrs.	
Healthcare Econ/Finance.....	3 hrs.	
Electives.....	9 hrs.	<i>at least 6 hrs. at the upper level</i>
TOTAL	76 hrs.	

Progression to the MSN-level courses requires:

1. GPA of 2.75 or greater in undergraduate prerequisite and nursing bridge courses.
2. Completion of the GRE.

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. 601 Fundamental Research Skills (1)

This lab will prepare the incoming student with the research skills needed for graduate education. Students will learn the basics of accessing scholarly sources, academic writing, and oral presentations. (To be taken concurrently with Nur. 600 or Nur. 602.)

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. 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 Nursing 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.

Nur. 609 Nursing Education (3)

This course focuses on the art and science of instruction, with an emphasis on teaching strategies for the classroom and clinical settings. Evidence-based assessment, measurement, and evaluation of the learner's knowledge and clinical performances will be explored. (Prerequisite: Nurs. 600; 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) websites 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. 624 Introduction to Evidence-Based Nursing Practice**(3)**

This course examines the process of evidence-based nursing practice. Emphasis is on obtaining and evaluating available evidence for its applicability to practice. (Prerequisite: Nur. 601.)

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. Emphasis is on identifying, measuring, and analyzing outcomes. (Prerequisite: Nur. 624.)

Nur. 627 Educational Theories and Curriculum Development**(3)**

This course examines nursing education in various settings and discusses educational theories and curriculum development. Emphasis is placed on historical beginnings, foundations of higher education, theoretical perspectives, and curriculum components and design. (Pre/corequisite: Nur. 624.)

Nur. 628 Role Development: Nurse Educator (3)

This course explores the professional roles, rights and responsibilities of the nurse educator. The nurse educator competencies in knowledge, skills, and values developed by the National League for Nursing (2004) guide nurse faculty role development. Teaching, scholarship, citizenship and service will be examined, as well as faculty appointment, rank, and promotion and tenure.

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. 633 Nursing Care at End of Life (3)

This course will cover a range of issues related to end-of-life care across all clinical settings. Content will focus on AACN recommended competencies, including such topics as symptom management, ethical/legal issues, cultural considerations, communication, and grief and loss. Students will examine these issues in regard to a selected area of practice.

Nur. 639 Health Systems Management (3)

This course focuses on management of integrated delivery systems across the continuum of care. Emphasis is on understanding organizational structures and developing marketing and business plans. Other content areas include the role of management in decision-making, community and consumer relationships, staffing, care delivery systems, and managing quality and risk.

Nur. 640 Project (2)

Promotes basic skills of 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 Course**Phil. 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.

GRADUATE PROGRAM IN PHYSICAL THERAPY

Mark R. Wiegand, PT, Ph.D.; Program Director
Bellarmine Office Building (BOB) 119, Phone 502.452.8356, mwiegand@bellarmine.edu

David Boyce, PT, Ed.D.; Joseph A. Brosky, PT, MS; Elizabeth Ennis, PT, Ed.D.;
Patricia D. Gillette, PT, Ph.D.; M. Elaine Lonnemann, PT, DPT; David Pariser, PT, Ph.D.;
Gina Pariser, PT, Ph.D.; Nancy L. Urbscheit, PT, Ph.D.

The Physical Therapy Program prepares the student for licensure and practice in the field of physical therapy. Candidates for licensure must hold a post-baccalaureate degree in physical therapy from an accredited institution. Students can be admitted to the professional program after completing a bachelor's degree in a major of choice and the program prerequisites. Qualified Bellarmine undergraduate students may be admitted to the professional program after completing all university general education requirements (except IDC 401) and the program prerequisites. The program awards the Doctor of Physical Therapy (DPT) degree upon completion of the professional curriculum.

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 or 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.

Treatment by physical therapists includes exercise, joint and soft tissue mobilization and manipulation, cardiovascular endurance training, the therapeutic application of heat, cold and electricity and neuromuscular re-education and activities of daily living training.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, home health agencies, pediatric facilities and nursing homes.

The prerequisite courses for the program are:

(Bellarmine course equivalencies in parentheses)

- 2 semesters of anatomy and physiology with lab (Biol. 108 & 109)
- 1 semester of general biology with lab (Biol. 130)
- 1 semester of advanced physiology such as vertebrate physiology, mammalian physiology, exercise physiology or pathophysiology (Biol. 300 or Biol. 314)
- 2 semesters of college chemistry with lab (Chem. 103 & 104)
- 2 semesters of college physics with lab (Phys. 205 & 206)
- 1 semester of psychology (Psyc. 103 or 104)
- 1 semester of statistics (Math. 205)

Associated courses for Bellarmine undergraduate students:

- Math. 117 as prerequisite for Phys. 205 & 206
- Biol. 202 or Biol. 231

Biol. 202 as prerequisite for Biol. 300

Biol. 231 as prerequisite for Biol. 314

Program Admission Requirements

Highly qualified Bellarmine University undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all prerequisite and general education courses (except IDC. 401) and a minimum of 90 semester hours. Transfer applicants to the professional program must hold a baccalaureate degree and have completed all program prerequisite courses. **Admission to the program is selective and highly competitive.** Students attending Bellarmine as undergraduates are preferentially admitted to the Doctor of Physical Therapy Program.

Qualified applicants to the program must have:

- a minimum prerequisite point average of 2.75/4.00
- a minimum overall (cumulative) undergraduate grade point average of 2.5/4.00
- completed seven of the ten prerequisite courses prior to January 1 of the admission year
- completed all program prerequisites prior to entering the professional curriculum
- a grade of "C" or better in all prerequisite courses
- 25 clock hours of documented work or volunteer experience in a physical therapy setting
- the physical ability to perform tasks required of a physical therapist

The program application and \$25 application fee must be submitted to Bellarmine University and postmarked by December 1 of the year prior to the admission. The priority application deadline is October 15. The program utilizes a rolling admissions process beginning with applications received prior to the October 15 priority deadline.

The GRE is not required for application to the Program. Letters of reference or recommendation are not required for application to the Program.

Doctor of Physical Therapy Program Goals and Outcomes

The goals of the Bellarmine University Doctor of Physical Therapy Program are to prepare physical therapists to:

1. provide quality physical therapy services to meet the needs of consumers and society
2. serve physical therapy consumers and society as primary health care providers
3. practice purposefully based on the best current evidence available
4. assume a role in the community that is commensurate with professional service responsibilities
5. to be life-long critical consumers of information that impacts the delivery of high quality physical therapy services
6. provide mentorship and direction to future physical therapists

Outcomes: Upon completion of the Doctor of Physical Therapy Program at Bellarmine University, the graduate will:

1. demonstrate the knowledge, skills and behaviors necessary to provide excellence in physical therapy care;
2. assume the responsibilities associated with innovative and dynamic physical therapy practice, including participation in community and professional service, active involvement as a health care professional, and continued responsibilities for learning;
3. demonstrate a thorough understanding of the evidence on which to base physical therapy practice through critical thinking and inquiry; and
4. be a role model of professionalism and integrity to the community

Program Application, Start Date and Student Matriculation

October 15 Priority application deadline for candidates applying for summer start.

December 1 Application deadline for candidates applying for summer start.

Summer Professional program begins. Bellarmine undergraduate students who have completed all program and university requirements (minimum 90 credit hours) and transfer students holding a bachelor degree.

Physical Therapy

Program for the Doctor of Physical Therapy (DPT) Degree

Year 1 Summer	Year 1 Fall	Year 1 Spring
Biology 513.....1	PT 502.....3	PT 525.....5
PT 516.....3	PT 535.....2	PT 545.....4
PT 524.....3	PT 540.....3	PT 555.....3
PT 532.....3	PT 560.....5	PT 592.....2
PT 655.....2	PT 580.....2	PT 600.....3
PT 665 (elective)..... *	PT 591.....2	PT 625.....2
12	17	19

Bachelor of Health Science (BHS) degree awarded to early admission Bellarmine students

Graduate Semester I	Graduate Semester II	Graduate Semester III
PT 610.....5	Phil 5433	PT 612.....3
PT 611.....5	PT 605.....3	PT 622.....5
Biol 5154	PT 640.....3	PT 630.....3
	PT 650.....4	PT 635.....3
	PT 670.....3	PT 645.....4
	PT 680.....4	PT 685.....2
	PT 691.....2	PT 692.....2
14	22	22

Graduate Semester IV	Graduate Semester V
PT 710/720/73010	PT 710/720/73010
PT 710/720/73010	PT 750.....2
20	12

TOTAL CREDITS 138

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.*

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 semester, 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 director required.) *Summer semester, offered yearly.*

PT. 525 Human Performance and Health Promotion (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 Orthopedics for Physical Therapists (3)

The role of the physical therapist in the management of common orthopedic 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. 591 Service Learning In Physical Therapy (2)

The first of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

PT. 592 Service Learning In Physical Therapy II (2)

The second of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

PT. 600 Physical Therapy Modalities (2)

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.) *Spring semester, offered yearly.*

PT. 605 Research in Physical Therapy II (2)

This is the second 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. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

PT. 611 Clinical Education I (5)

The first clinical experience in the curriculum consists of 4 weeks (160 hours) full time in a clinical facility in the last half of the summer. Students are provided opportunities to develop professional behaviors and analytical problem solving skills as well as therapeutic skills in examination, evaluation and therapeutic intervention. (Prerequisite: Permission of program director required.) *Summer semester as needed.*

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, subacute, 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. 622 Clinical Education II (5)

The second clinical experience in the curriculum consists of 4 weeks (160 hours) in the clinic scheduled at the end of fall semester. Development of skills related to cardiopulmonary and/or pediatrics will be emphasized. Settings may be inpatient or outpatient. (Prerequisite: Permission of program director required.) *Spring semester, as needed.*

PT. 625 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.) *Spring 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 neuro-physiologically 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: 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, infectious 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: 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: 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: 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: 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.) *Summer 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. (Prerequisite: 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.) *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 will prepare the student to perform specialized evaluation procedures, including vital signs, auscultation, and cardiovascular and pulmonary assessments, as appropriate for program planning in physical therapy. This course will prepare the student to treat the pediatric, adult, and geriatric patient with cardiovascular and/or pulmonary dysfunction in all settings ranging from acute care, to rehab, to home health, to long term care. This course will also cover physical therapy management of the diabetic patient as it relates to exercise. (Prerequisite: 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. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

PT. 691 Service Learning In Physical Therapy III (2)

The third of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Fall, spring and summer semester, offered yearly.*

PT. 692 Service Learning In Physical Therapy IV (2)

The fourth of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Spring, fall and summer 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 full-time 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, fall and spring semesters, 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, fall, and spring semesters, 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. (Prerequisite: Permission of program director required.) *Summer and fall semesters, offered yearly.*

PT. 740 Capstone Project**(6)**

This course provides the student the opportunity to demonstrate creative and unique competencies in physical therapy. The student will develop and answer an original question or provide community service related to physical therapy practice or theory. The student may select from the following three areas of capstone experiences: a community service partnership project; a clinical-based case report; or an empirical research project. Completed projects will be in a publishable format. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

PT. 750 Seminar**(2)**

The focus of this course is to discuss and analyze the roles, responsibilities and expectations of the physical therapist as a primary health care practitioner. Issues related to accountability, scope of practice, professional duty, providing and receiving referrals from other health care professionals, and the history of DPT development and how it has paralleled professional education in other fields (Medicine Law, Pharmacy, Chiropractic, Optometry, Podiatry, etc.) will be discussed. Clinical and societal responsibility and advocacy for the primary health care practitioner will also be discussed. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

MASTER OF ARTS IN SPIRITUALITY

Elizabeth Hinston-Hasty, Ph.D.; The Rev. George A. Kilcourse, Ph.D.;
J. Milburn Thompson, Ph.D.

Faculty from the Louisville Presbyterian Theological Seminary

The Rev. Christopher Elwood, Ph.D.; Susan Garrett, Ph.D.; The Rev. David Hester, Ph.D.;
Kathryn Johnson, Ph.D.; Amy Plantinga Pauw Ph.D.; The Rev. Dianne Reistroffer, Ph.D.;
Mation L. Soards, Ph.D.; Patricia K. Tull, Ph.D.; The Rev. J. Bradley Wigger, Ph.D.

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. Students are also expected to take MAS 569, Spirituality and Justice: An International Experience, with their cohort. 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: MAS 501 Introductory Seminar in Spirituality; MAS 510 Practicum in Spirituality; and MAS 525 Integrating Seminar in Spirituality.
2. Maintain a 3.0 grade point average.

Mission

This program educates men and women concerning the living traditions of Christian Spirituality from an ecumenical perspective. Seminars, a practicum, an international study opportunity, and electives chosen from courses in Scripture, historical theology, systematic theology, and ethics combine to offer integrated graduate learning in this highly interdisciplinary academic field.

Outcomes

1. Students will demonstrate literacy concerning major developments, major personalities, and major practices in the history of Christian Spirituality.
2. Students will demonstrate the ability to understand texts of Christian Spirituality by interpreting their meaning and the context from which they emerged, as well as in the context of their contemporary reappropriation for Christian life.
3. Students will experience and reflect upon the lived experience of the poor, the sick, and the marginalized, thereby discerning justice as a constitutive element of Christian Spirituality.
4. Students will demonstrate their commitment to the principle that faith grounded in Christian Spirituality has public, social consequences.

Master of Arts in Spirituality Course Descriptions

MAS. 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. *Every summer.*

MAS. 570 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 590 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. (Prerequisite: MAS. 501.) *Every spring.*

Electives

MAS. 520 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: MAS. 501.) *As required.*

MAS. 530 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 535 Evil, Suffering, and Death in the New Testament

(3)

In this course students will explore some of the ways that evil was experienced, symbolized, and judged by representatives of early and of contemporaneous Jewish and pagan societies. "Suffering" and "Death" will be treated insofar as they can be subsumed under the primary topic of "evil." Questions to be addressed in the course include: How do the various New Testament writers account for the presence of evil in the world? To what extent were their ideas influenced by common Jewish or pagan explanations of evil? How do the New Testament writers' understandings of evil relate to larger patterns of morality and of personal or corporate identity in the early Christian communities? How are we to understand the New Testament's teachings on evil in our own day? The course format combines lecture and discussion. (Prerequisite: MAS. 501.) *As required.*

MAS. 540 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 541 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 542 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. (Prerequisite: MAS. 501.) *Every spring.*

MAS. 543 Sacred Persons and Sacred Place (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. (Prerequisite: MAS. 501.) *As required.*

MAS. 544 Augustine (3)

Augustine is a formative figure for Western Christian traditions of all sorts: What do we make of his legacies? This course will look at Augustine as one who sought under God to comprehend both his own self and all of human history, who illuminated and then transformed one of the most fascinating and complex areas of Christian experience, who served the church as preacher, exegete and pastor, who knew the possibilities and pitfalls of power and reflected on the depths of the life of God. We will read from a wide range of Augustine's writings and reflect on the impact of his heritage on later theologies – and our own. (Prerequisite: MAS. 501.) *As required.*

MAS. 550 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: MAS. 501.) *As required.*

MAS. 551 Theologies of the Global South**(3)**

Christianity is a global religion whose population is increasingly centered south of the equator. This course will examine recent theologies coming from the “Global South,” especially from Christians of Africa and Asia. What can North American Christians learn from these new theological voices? (Prerequisite: MAS. 501.) *As required.*

MAS. 554 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 555 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: MAS. 501.) *As required.*

MAS. 556 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: MAS. 501.) *As required.*

MAS. 557 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. (Prerequisite: MAS. 501.) *As required.*

MAS. 558 Prayer in Christian History**(3)**

This course entails a study of the theology and practice of prayer in Christian history beginning with the New Testament and continuing to the present day. Because the materials are so extensive, however, we will focus on the most important traditions in the theology and practice of prayer. The study will include experience of various forms or approaches to prayer as well as theoretical study. (Prerequisite: MAS. 501.) *As required.*

MAS. 559 Classics of Christian Devotion**(3)**

This course involves a study of the classics of Christian devotion in their historical context. We will explore what determines whether a writing should be called a “classic,” and we will explore various texts that have achieved the status of classic. (Prerequisite: MAS. 501.) *As required.*

MAS. 561 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: MAS. 501.) *As required.*

MAS. 562 Women, Mysticism, and Liberation (3)

This course will examine the lives and writings of particular women in the ancient and medieval church such as Macrina, Radegund, Christine of Marykate, Machtild of Magdeburg, Julian of Norwich, Catherine of Siena, and Teresa of Avila. It will explore ways in which the experience of these women shaped their religious convictions and how, in turn, their religious convictions formed their interpretations of their own experience and spiritualities. (Prerequisite: MAS. 501.) *As required.*

MAS. 563 Resistance and Reconciliation (3)

The aim of this course is to explore the twin themes of resistance and reconciliation in African American theological discourse. We will explore resistance to an imperial church and society as part of the work of reconciliation. The authors we will consider all recognize a call to resistance against powers grounded in particular forms of sin. The forms of sin highlighted include, but are not limited to, racism, sexism, heterosexism, and classism. Our authors also recognize a call to reconciliation that is occasioned by the work of justice and forgiveness. Students will gain skill in evaluating the complexities of the interlocking themes of resistance ethics and a theology of reconciliation. Further, students will gain an appreciation for the ways in which African American theologians and ethicists have contributed not only to theological discourse but also to the witness of the church in society. (Prerequisite: MAS. 501.) *As required.*

MAS. 565 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: MAS. 501.) *As required.*

MAS. 566 Mid-East Travel Seminar (3)

Through visits to archaeological sites, museums and holy places in Israel and Palestine, students will learn about the complex history of the region: the growth of Judaism, Christianity and Islam side by side, and the impact of religious groups on the culture. We will contemplate not only the past but the interreligious and intercultural situation today, the sources of conflict, and the strategies by which a wide variety of people seek to live day by day. Each student will read selections from a bibliography prior to the trip, participate in studies conducted by experts on various aspects of Israel during the trip, and after returning home write a reflective paper. (Tour cost to be determined) (Prerequisite: MAS. 501.) *As required.*

MAS. 569 Spirituality and Justice: An International Experience (3)

A study of spirituality, liberation, and justice on location in the two-thirds world. Students will experience the integration of spirituality with human dignity and justice as ecclesial and social issues. (Prerequisite: MAS. 501.) *As required.*

MAS. 571 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: MAS. 501.) *As required.*

MAS. 572 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 do a younger generations 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: MAS. 501.) *As required.*

MAS. 573 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 transpires 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: MAS. 501.) *As required.*

MAS. 574 To Know the Heart of a Stranger**(3)**

“A stranger you must not oppress; you yourselves know the heart of a stranger for you were strangers in the land of Egypt” (Ex. 23:9). This course offers reflections on the importance of “hospitality to the stranger,” with its scope in the biblical text and its ramifications for contemporary life. Issues to be explored will be, among others: the importance of the Torah for the life of the Christian community; the identity of “strangers” both in a biblical and contemporary context; the nature of the oppression of strangers; and the meaning and significance of hospitality. (Prerequisites: MAS 501, The Elements of Biblical Hebrew (LPTS), Introduction to Old Testament Exegesis, Scripture I (LPTS).) *As required.*

MAS. 575 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. (Prerequisite: MAS. 501.) *Every summer.*

MAS. 576 Practicing Our Faith**(3)**

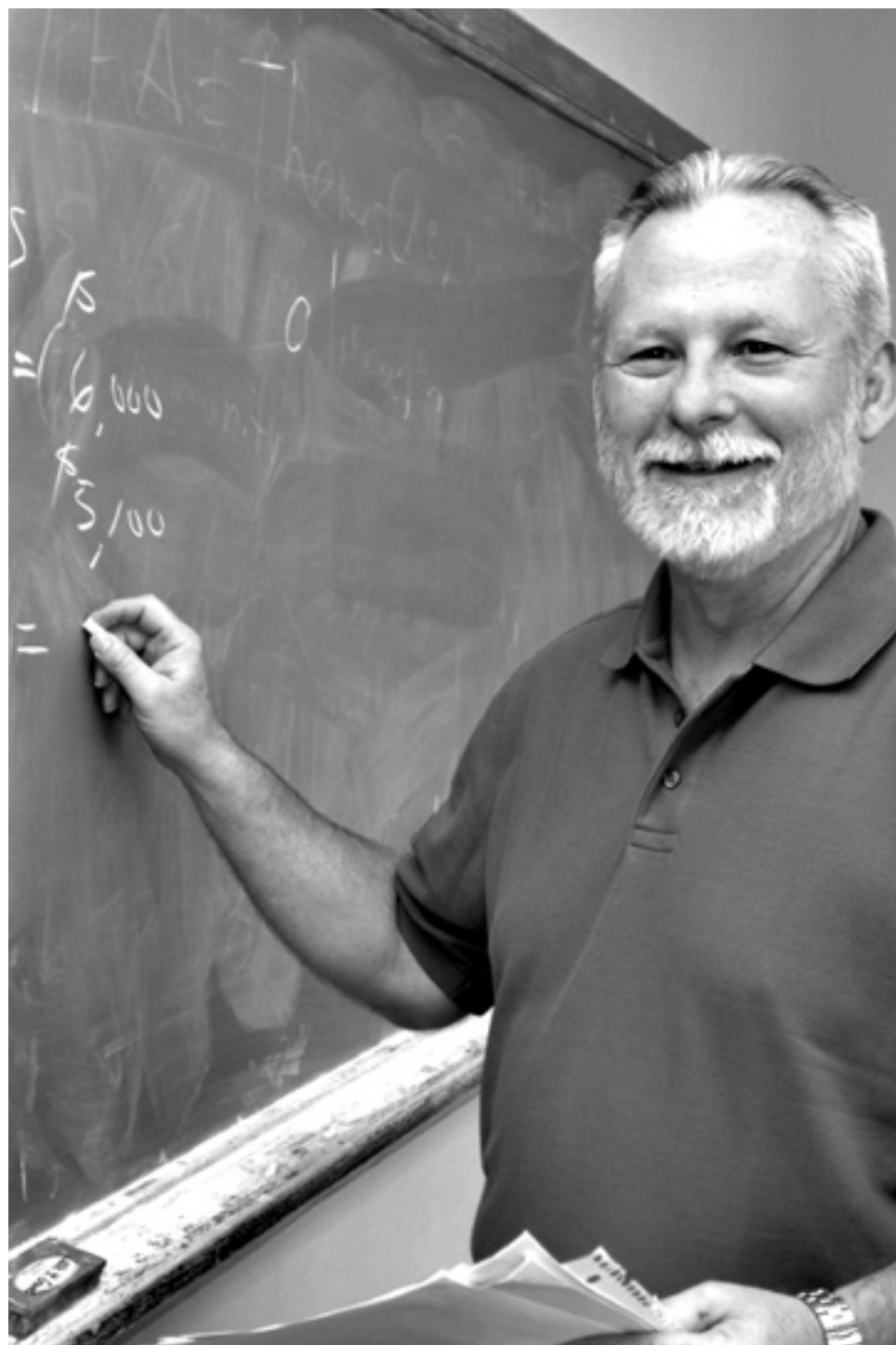
This course examines Christian practices in historical and contemporary settings and encourages students to relate the study of practices to their own ministry and spiritual formation. (Prerequisite: MAS. 501.) *As required.*

MAS. 599 Special Issues in Spirituality**(3)**

A study of theological issues in selected areas of Spirituality, especially those of current concern or the expertise or visiting adjunct faculty. (Prerequisite: MAS. 501) *As required.*

MAS. 623 Independent Study in Spirituality**(1-3)**

Guided reading and research in an area of special interest under the direction of a faculty member. An independent study is exceptional rather than ordinary. (Prerequisite: MAS. 501.) *Exceptional circumstances.*



University Personnel



UNIVERSITY ADMINISTRATION

Officers

Joseph J. McGowan, Jr. (1990)..... President
BA and MA, University of Notre Dame; Ed.D., Columbia University

Doris A. Tegart (1994)Acting Vice President for Academic Affairs
BS, Indiana State University; MS and Ed.D., Indiana University

Hunt C. Helm (2005) Vice President for Communications and Public Affairs
BA, Yale University; MA, Indiana University

Glenn F. Kosse (2005)..... Vice President for Development and Alumni Relations
BA, University of Notre Dame; MA, University of Louisville

Fred W. Rhodes (1991) Vice President for Student Affairs
BA, Maryville College; MS, University of Tennessee; Ed.D., Mississippi State University

Robert L. Zimlich (1982) Vice President for Administration and Finance
BA and MBA, Bellarmine University

Sean J. Ryan (2007) Vice President for Enrollment Management
BA, Saint Anselm College

Academic Affairs

Doris A. Tegart (1994)Acting Vice President for Academic Affairs
BS, Indiana State University; MS and Ed.D., Indiana University

Susan H. Davis (1983)..... Dean, Donna and Allan Lansing School of Nursing & Health Sciences
BSN, Mary Manse College; MSN, Medical College of Georgia; Ed.D., Vanderbilt University

To be announcedDean, Annsley Frazier Thornton School of Education

Daniel L. Bauer (1995)Dean, W. Fielding Rubel School of Business
BS and MBA, University of Kentucky; DBA, Mississippi State University

Robert W. Kingsolver (2004)..... Dean, Bellarmine College (Arts and Sciences)
BS, Centre College; MS, Vanderbilt University; Ph.D., University of Kansas

Beth Owen Davis (2006)Executive Assistant to the Vice President for Academic Affairs
BA, Centre College; MA, The George Washington University

Michael D. Mattei (1986)..... Director, Center for Interdisciplinary Technology & Entrepreneurship
BS and MS, University of Cincinnati; MBA, Indiana University; Ph.D., University of Louisville

Paul M. Pearson (2001) Director, Thomas Merton Center and Archivist
BTh, Sainte Union College; MTh, Ph.D., University of London

Linda S. Bailey (1987) Acting Dean School of Continuing and Professional Education
BA, Bellarmine University

Mark C. Meade (2003) Assistant Archivist
BA, Westminster College; MA, University of Missouri-Columbia

Information Services

Fred Lassiter (2004) Director, Information Services
BS, MEng, University of Louisville

Franz Omar (2000) Network Administrator
BA, Bellarmine University

Brandon Debes (2002) Web Applications Developer
BS, Miami University (Ohio)

Debi Griffin (2001) Faculty Development Center Manager
BS and MS, University of Louisville

Derick Vance-Hill (2002) Application Support
BS, Bellarmine University

Ernesto E. Ramos (2005) Application Support
BS and MBA, Bellarmine University

Bruce E. Moore (1999) Help Desk Manager
BA, Western Kentucky University

Roy A. Stansbury (1982) Administrative Computing Manager
AAS, BA, and MBA, Bellarmine University

Matthew R. Parrott (2006) Web Developer
BA, Bellarmine University

Library

John. K. Stemmer (2006) Director, Library
BA, Xavier University; MA, Georgetown University; MLS, Indiana University

John Boyd (1996) Interlibrary Loan and Reference Librarian
BA, Purdue University; MLS, Indiana University

Ann Dubnjakovic (2007) Weekend Reference Librarian
BA , University of New Orleans; MA, Louisiana State University

Theodore J. Palmer (1997) Instructional Media Services Manager
BA, Bellarmine University; JD, University of Louisville

Kevin Peers (2001) Evening Reference Librarian
BA, Indiana University Southeast; MLS, Indiana University

Martha R. Perry Lundgren (1995) Instruction and Reference Librarian
BA and MSLS, University of Kentucky

Enrollment Management

Sean J. Ryan (2007) Vice President for Enrollment Management
BA, Saint Anselm College

Timothy A. Sturgeon (1987) Dean of Undergraduate Admission
BA, Bellarmine University

Catherine Sutton (1994) Dean of Academic Advising
BA and MA, University of Louisville; Ph.D., Indiana University

Ann Olsen (2005) Registrar
BA, Hamline University

James S. Lynch (2006) Associate Dean of Undergraduate Admission
BS, Boston University; Ed.D., College of William and Mary

Sara E. Yount (2001) Associate Dean of Undergraduate Admission
BA, University of Kentucky; MA and Ph.D., University of Louisville

Kevin Brinkman (1995) Admission Counselor
BA, Bellarmine University

Cornell Craig (2005) Admission Counselor
BA, Southern Illinois University

W. David Kline (2002) Admission Counselor
BA, Bellarmine University

Stephanie Pieper (2006) Admission Counselor
BA, Bellarmine University

Elizabeth C. Tromans (2006) Admission Counselor
BA, Bellarmine University

Jared L. Burton (2003) Assistant to the Registrar
BA, Bellarmine University

Bonnie Hodges (1986) Assistant to the Registrar
BA, Bellarmine University

David M. Mahan (2003)..... Director, Institutional Research
BA, Bellarmine University; MA, University of Louisville

Jennifer Schum (2006)..... Developmental Advisor
BS, James Madison University; MA, Spalding University; MEd.D., University of Louisville

Heather H. Boutell (2005) Director, Financial Aid
BA, Kentucky Wesleyan; MEd, University of Louisville

Erica B. Osborne (2004) Assistant Director, Financial Aid
BA, Bellarmine University

Lindsey M. Motley (2005) Financial Aid Counselor

Dawn M. Graviss (1998) Senior Financial Aid Counselor

Business Affairs

Robert L. Zimlich (1981) Vice President for Administration & Finance
BA and MBA, Bellarmine University

Martha W. Thomas (1998) Controller
BA, Bellarmine University; CPA

L. Ann Reed (1981)..... Director, Purchasing

Lenelle Lewis (1993).....Accounting Officer
BS, Western Kentucky University

Tracey L. Cox (2005)Restricted Grants Accountant
BSBA, University of Louisville

Angela Walsh (2000)Bursar
BA, Western Kentucky University; MBA, University of Louisville

Cheryl Lewars (2000) Payroll Manager

Thomas W. Fisher (1986) Assistant Vice President, Facilities Management
BSC, Bellarmine University

Brian Pfaadt (1994) Director, Facilities Management
BA, Bellarmine University

Lance Edwards (2004) Assistant Director, Facilities Management
BA, University of Louisville

John Kissel (1996) Director, Printing, Vending and Mail Services
BA, Bellarmine University

Joseph Frye (2004) Director of Safety and Security
BA, University of Kentucky

Lynn M. Bynum (1999) Chief Human Resources Officer
BA, Indiana University; JD, University of Louisville

Joan Hughes (2003) Human Resources Associate
BSC, College of St. Elizabeth, SPHR

Communications and Public Affairs

Hunt C. Helm (2005) Vice President for Communications and Public Affairs
BA, Yale University; MA, Indiana University

Donna G. Armstrong (2001) Director of Marketing Communications
BA, University of Louisville; MBA, Bellarmine University

John N. Spugnardi (1989) Director of Media Relations
BA, Western Kentucky University

James E. Welp (2006) Director of Electronic Communications
BA, Bellarmine University

Marisa Zoeller (1984) Director, Special Events
BA, Eastern Kentucky University

Bradley J. Craig (2003) Senior Graphic Designer
BA, Bellarmine University

Shawna L. Ropp (2002) Assistant Director of Special Events
BS, San Diego State University

Development and Alumni Relations

Glenn. F. Kosse (2005) Vice President for Development and Alumni Relations
BA, University of Notre Dame; MA, University of Louisville

Tina M. Kauffmann (1990) Associate Vice President for Development
BA, University of Dayton

Ian S. Patrick (2001) Master Gifts Officer
BA, Bucknell University; MEd and Ph.D., University of Louisville

Connie Thrasher Jaquith (1993) Director, Major Giving
BA, Hanover College

Joan M. Riggert (1987) Director, Planned Giving & Stewardship
BS, College of St. Teresa

Jennifer Volpert (2006) Director, Annual Giving
BS, Indiana State University

Lana F. Detrick (1989)..... Director, Prospect Research
BS, Indiana University

Betty A. Hogue (1987)..... Director, Advancement Services
AA, St. Catharine College

Student Affairs

Fred W. Rhodes (1991) Vice President for Student Affairs
BA, Maryville College; MS, University of Tennessee; Ed.D., Mississippi State University

To be announced Dean of Students

J. Fred Ehrman (2003) Director of Internships & Experiential Learning
BA, Davidson College; MDiv, Louisville Presbyterian Seminary; Ph.D., University of Texas

Leslie Maxie-Ashford (2001) Director, Residence Life
BA & MED, University of Louisville

William J. Kolacek (2007) Assistant Director for Residence Life
BS and MS, Indiana State University

To be announced Director, Counseling Center

Alice Kimble (1998)..... Director, Health Services & Sport, Recreation and Fitness Center
BSN and MS, University of Louisville

Fr. Ron Knott (1999) Director, Campus Worship
BA, St. Meinrad College; MDiv, St. Meinrad School of Theology; D Min, McCormick Seminary

To be announced Director, Student Activities

P. Scott Wiegandt (2000) Director, Athletics
BA and MAT, Bellarmine University

Hannah Clayborne (2007)..... Assistant Vice President Student Affairs /
Director of Multicultural Programs
BA, Miami University; MA, Wright State University; Ph.D., Iowa State University

Heather Snow (2004) Director, Student Engagement
BS, Spalding University; MEd, University of Louisville

Melanie-Prejean Sullivan (1999) Director, Campus Ministry
*BA, McNeese State University; MA, University of Kentucky; MEd, University of Louisville;
MTS, St. Meinrad School of Theology*

Ann C. Zeman (1988) Director, Career Center
BA and MEd, University of Louisville

Emily Keith (2005) Assistant Director, Sport, Recreation and Fitness Center
BS and MA, Western Kentucky University

Intercollegiate Athletics

P. Scott Wiegandt (2000) Director, Athletics
BA and MAT, Bellarmine University

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 Ph.D., Boston University

Skip Welch (1996) Assistant Athletic Director and Golf Professional
BA, Morehead State University

Jim Vargo (2000) Assistant Athletic Director, Men and Women's Cross
 Country and Track & Field Head Coach
BA, Bellarmine University; MS, University of Tennessee

Nels Popp (2004) Director of Sports Information
BA, St. Mary's University; MA, University of Wisconsin-Lacrosse

David Krebs (1997) Head Certified Athletic Trainer
BA, University of Louisville

Deron Spink (2004) Baseball Head Coach
BGS, University of Missouri-St. Louis

David Smith (1998) Women's Basketball Head Coach
BS, Indiana State University; BS, St. Joseph's College; MS, Indiana State University

Lindsey Peetz (2006) Women's Basketball Assistant Coach
BA, Hanover College

Scott Davenport (2005) Men's Basketball Head Coach
BA and MEd, University of Louisville

To be announced Men's Basketball Assistant Coach

Don Hubbuch (2004) Women's Field Hockey Head Coach
BA, Dartmouth College

Ernie Denham (2002) Men's Golf Head Coach
BA, University of Louisville

Art Henry (2003) Women's Golf Head Coach
BA and MBA, Bellarmine University

Jack McGetrick (2004) Men's Lacrosse Head Coach
BS and MS, Cortland University

Tony Vallance (2003) Men's Lacrosse Assistant Coach
BS, Penn State University

Tim Chastonay (1998)..... Men's & Women's Soccer Head Coach
BA, Bellarmine University

Renee Hicks (2003)..... Women's Softball Head Coach and Director of Intramurals
BS and MAT, Union College

Todd Murphy (2004) Men's Tennis Head Coach
BA, University of Kentucky

John Mican (2004)..... Women's Tennis Head Coach
BA, Columbia College

Dan Palmer (2004) Volleyball Associate Head Coach
BA, University of Louisville

Tim Lynch (2004) Volleyball Associate Head Coach

Emeriti Presidents

- Rev. Msgr. Alfred F. Horrigan, Ph.D.
- Eugene V. Petrik, Ed.D.
- Sr. Angelice Seibert, OSU

Faculty

Michael Ackerman (2001) Associate Professor of Mathematics
BA, Bellarmine University; MA University of Louisville; Ph.D., University of Memphis

Syed Faiz Ahmad (1985) Professor of Physics
*BSc and MSc, Aligarh Muslim University (India);
 MSc and Ph.D., Memorial University of Newfoundland (Canada)*

Muzaffar Ali (1982) Professor of Computer Science
BSc and MSc, Alligarh Muslim University (India); MS and Ph.D., University of Illinois

Deborah Baker (2003) Instructor of Education
BA, Indiana University; MAT, University of Louisville

Michael J. Bankhead (1987) Associate Professor of Mathematics
BSc, University of Greenwich; MSc, University of London

Kyle Barnett (2006) Assistant Professor Communication
*BA, Indiana University-Purdue University at Indianapolis; MA, Bowling Green State University;
 Ph.D., The University of Texas at Austin*

Daniel L. Bauer (1995) Professor of Finance
 Dean, W. Fielding Rubel School of Business
BS and MBA, University of Kentucky; DBA, Mississippi State University

Thomas E. Bennett (1979) Professor of Biology
BS, MS and Ph.D., Pennsylvania State University

Steven Berg (2000) Associate Professor of Philosophy
BA, The New School for Social Research; MA, St. John's College; MA and Ph.D., Catholic University of America

Curtis R. Bergstrand (1979) Associate Professor of Sociology
BA, University of Denver; MA, Sam Houston University; Ph.D., Southern Illinois University

Gabriele W. Bosley (1976) Associate Professor of German
 Director, International Programs
MAT, University of Paderborn; MA, University of Louisville

David A. Boyce (2001) Assistant Professor of Physical Therapy
BS, Oakland University; MS, University of Kentucky; Ed.D., Spalding University

Theresa R.M. Broderick (1997) Assistant Professor of Nursing
BSN, Eastern Kentucky University; MSN, Bellarmine University

Joseph A. Brosky (2003) Associate Professor of Physical Therapy
MS and BHSci, University of Kentucky

Robert L. Brown (2004) Instructor of Economics
BA, MS, MBA, and JD, Univeristy of Louisville; MS, Jochi University (Japan); Ph.D., Cambridge University; Ph.D., London School of Economics

Anne B. Bucalos (2000) Assistant Professor of Education
BS, Vanderbilt University; MS & Ed.D., University of Kentucky

J. Richard Burchard (1996) Associate Professor of Music
BM and MM, University of Louisville

Sonya L. Burton (2006) Instructor of Education
BA and MAT, University of Louisville

John T. Byrd, III (1976) Professor of Management
BA, Bellarmine University; MSSW, University of Louisville; Ph.D., Ohio State University

Linda B. Cain (1994) Associate Professor of Nursing
BSN, West Virginia University; MSN, Ohio State University; Ph.D., University of Kentucky

Pamela G. Cartor (1994) Assistant Professor of Psychology
BA, Stetson University; Ph.D., University of Tennessee

Patricia Carver (2002) Instructor of Business Administration
BA, University of Louisville; MBA, Bellarmine University

David T. Collins (1994) Associate Professor of Accounting
BA and MA, University of South Florida; Ph.D., Georgia State University; CPA

Sherill N. Cronin (1984) Professor of Nursing
BSN, University of Pittsburgh; MSN, University of Louisville; Ph.D., University of Kentucky

Caren Cunningham (1992) Professor of Art
BFA and MFA, University of Kentucky

Susan H. Davis (1983) Professor of Nursing
 Dean, Donna and Allan Lansing School of Nursing & Health Sciences
BSN, Mary Manse College; MSN, Medical College of Georgia; Ed.D., George Peabody College at Vanderbilt University

Alan B. Deck (1998) Associate Professor of Accounting
BBA, Texas Christian University; MA and Ph.D., University of Alabama ; CPA; CMA

Joanne J. Dobbins (1984) Professor of Biology
BA, Radford College; MAT and Ph.D., University of Louisville

Michelle D. Draper (2001) Assistant Professor of Clinical Lab Sciences
BS, Purdue University; MBA, Bellarmine University

Joan Combs Durso (2002) Assistant Professor of Finance
BA, Bellarmine University; MA and Ph.D., Fordham University

- Graham W. L. Ellis** (1990)..... Associate Professor of Chemistry
BS and Ph.D., University of East Anglia
- Beth Ennis** (2002).....Assistant Professor of Physical Therapy
BA, Pomona College; MS, Boston University; Ed.D., Spalding University
- William E. Fenton** (1983).....Professor of Mathematics
BS, Butler University; MS and Ph.D., Purdue University
- Elizabeth M. Fitzgerald** (2006)..... Assistant Professor of Nursing
BSN, University of Kentucky; MS, The Ohio State University; MEd, and Ed.D., University of Louisville
- John S. Gatton** (1989) Professor of English
BA, The Catholic University of America; MLitt., University of Dublin, Trinity College; Ph.D., University of Kentucky
- Patricia Douglas Gillette** (2001)..... Associate Professor of Physical Therapy
BS, Medical College of Georgia; MS, Temple University; Ph.D., University of Louisville
- Cindy M. Gnadinger** (2000).....Assistant Professor of Education
BS, Western Kentucky University; MEd, Ed.D.; University of Louisville
- Joshua L. Golding** (1990)..... Associate Professor of Philosophy
BA, Columbia University; MA, and Ph.D., University of Pittsburgh
- Karen Golemboski** (2004)Assistant Professor of Clinical Lab Science
BS and Ph.D., University of Louisville
- Mary Goral** (2003).....Assistant Professor of Education
BS, MS, and Ph.D., Indiana University
- Kathy K. Hager** (2007)..... Assistant Professor of Nursing
BSN, MSN, and DNP, University of Kentucky
- Charles T. Hatten** (1989)Associate Professor of English
BA, Brandeis University; MPhil., MA and Ph.D., Yale University
- Brandy Henderson** (2007) Instructor of Nursing
BSN and MSN, Bellarmine University
- Gail R. Henson** (1984)Professor of Communications
BA, DePauw University; MA and Ph.D., University of Louisville
- Elizabeth Hinson-Hasty** (2004)..... Assistant Professor of Theology
BA, William Jewell College; MDiv, Louisville Presbyterian Theological Seminary; Ph.D., Union Theological Seminary & Presbyterian School of Christian Education
- Gregory A. Hobbs** (2007) Assistant Professor of Clinical Laboratory Science
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INDEX

A

Academic Administration 76-82

Academic Advising47

Academic Calendar6-7

Academic Bankruptcy49

Academic Honesty48

Academic Resource Center (ARC).....48

Academic Status52, 306

Accounting.....85-90

Accreditation and Memberships 18-20

ACES (Advanced Credit for
Early Success)27

Admission Requirements..... 23-27

 Auditors 26-27, 306

 Early Admission Students26

 Freshman Students23

 Graduate Students..... 305-307

 International Students 24-25

 Post-Baccalaureate Students.....26

 Senior Citizens25

 Transfer Students.....24

 Veterans.....25

 Visiting Students26, 313

AP & IB Credit 27-28

Art Scholarships37

Art 91-96

Arts Administration..... 97-101

Athletic Grants-in-Aid.....37

Athletics67

B

Bellarmino University, about 11-12

Bellarmino Scholars37

Biochemistry & Molecular Biology ... 102-104

Biology..... 105-112

Board of Overseers409-410

Board of Trustees.....408-409

Brown Scholars Leadership
Program 113-115

Business Administration 116-120

Business, Graduate330-336

C

Calendar, Academic..... 6-7

Campus Ministry68

Cardiopulmonary Science129-133

Career Center.....68

Challenge Exams, Credit for.....28

Chemistry 121-128

Class Attendance50

CLEP (College Level Examination
Program)28

Clinical Laboratory Science..... 129-138

Communication 139-149

Computer Science 150-157

Continuing and Professional Studies82

Counseling Services.....68

Course Load.....52

Credit Options..... 27-28

 ACES27

 AP Exams.....27

 CLEP & Excelsior Exam28

 Demonstrated Competency.....28

 IB Credit.....28

 Portfolio28

Criminal Justice Studies 158-161

D

C, D and F Repeat51

Dean's List.....51

Degree Requirements43

Disability Services 69-70

Disciplinary Procedures.....74

Dismissal.....52

Dropping a Course.....50

E

Economics..... 162-167

Education, Undergraduate..... 168-178

 Early Elementary

 High School

 Middle School

 Special Education

Education, Graduate 324-340

 Master of Arts (MA) Programs

 Master of Arts in Teaching
 (MAT) Programs

 Master of Arts in Education (MAEd.)

 Master of Arts in Education Instructional
 Leadership and School Administration

 School Principal

 Rank I Post-Masters Program

Emeriti Faculty..... 406-407
 Emeriti Presidents397
 English 179-187
 Examinations, Final.....51

F

Faculty 381-388
 Faculty, Emeriti 389-390
 Final Examinations.....51
 Financial Aid..... 36-40
 Food Service.....70
 Foreign Language &
 International Studies 188-200
 Chinese
 French
 German
 Greek
 Italian
 Japanese
 Latin
 Russian
 Spanish
 Freshman Admission Requirements.....23

G

General Education Requirements 43-45
 Good Standing (Academic)52
 Good Standing (Non-Academic)70
 Grading Policies 49-50, 314
 Graduate Studies 302-370
 Academic Information..... 312-316
 Academic Probation315
 Academic Status315
 Admission Requirements..... 305-306
 Application for Degree316
 Auditors316
 Classification of Students306
 Degree Programs 304-305
 Full-Time Status.....306
 Good Standing.....315
 Grading Policies314
 Residency Requirement.....312
 Scholarship and Student Aid 310-311
 Thesis.....313
 Transfer Students.....313
 Tuition and Fees..... 307-309
 Visiting Students.....313
 Waivers and Exceptions.....313
 Graduate Degree Programs.....316-367
 Applied Information Technology.. 341-345

Business..... 317-323
 Education..... 324-340
 Nursing..... 346-352
 Physical Therapy 353-362
 Spirituality 363-370
 Graduation Information.....56
 Graduation with Honors57

H

Health Insurance.....71
 Health Care Minor..... 201-202
 Health Services.....71
 History of the University 11-12
 History 203-207
 Honors Program..... 208-211
 Honors, Graduation with57

I

ID Cards71
 Incomplete Grades50
 Independent Study Courses.....53
 Interdisciplinary Courses..... 212-214
 International Students..... 24-25
 Admission Requirements 24-25
 Services71
 International Studies Minor 215-216
 Internships53
 Intramural Sports73

K

Kentuckiana Metroversity.....54
 Kentucky Educational Excellence
 Scholarship (KEES).....40
 Kentucky Tuition Grants.....39

L

Liberal Studies Program.....217
 Library 13-14

M

Majors and Minors..... 45-47
 Maps..... 398-399
 Mathematics..... 218-225
 Master of Arts in Spirituality 363-370
 MBA (Master of Business
 Administration) Programs 317-323
 MBA, Executive
 MBA, Weekend
 MBA, Weeknight

Master of Science in Applied Information Technology	341-345
Meal Plans.....	30, 70
Metroversity, Kentuckiana	54
Mission of the College.....	11
MSN	346-352
Music	226-239
History	
Instrumental	
Jazz	
Sacred Music	
Vocal	
Music Scholarships	37
Music Technology	240-242

N

Non-Credit Courses	82
Nursing	243-252
BSN Accelerated Track	
BSN 4-Year Track	
BSN RN Track	
MSN	346-352

O

Organizations, Student.....	75
Orientation, New Student.....	71-72
Overseers, Board of	392-393

P

Pass/Fail Option	50
Peace Studies	253-255
Personnel, University.....	388-409
Philosophy	256-261
Physical Therapy	262-264, 353-362
Physics	265-266
Political Science.....	267-270
Portfolio, Credit for.....	28, 313
Pre-Professional Programs	271-273
Pre-Law Program.....	271-272
Pre-Medical Studies.....	272-273
Probation	52
Psychology	274-281

R

Rank I Post-Masters Program	337-353
Residence Life	72
Residency Requirement, Graduate.....	312
Respiratory Therapy	282-286
Room and Board	30
Room Damage Deposit	31

Room Reservation Deposit.....	31
ROTC (Reserve Officers Training Corps)	56

S

Satisfactory Progress	36
Scholarships, Grants, Loans.....	37-40
Senior Adult Grants for Education (SAGE)	25
Senior Citizens, Admission.....	25
Severe Weather	56
Sociology.....	287-290
Sports	67
Student Activities	73
Student Discipline.....	74
Student Handbook.....	74
Student Organizations.....	75
Study Abroad Opportunities	58-65
Study at Other Institutions.....	53
Summer Sessions	54

T

Theatre.....	291-293
Theology	294-301
Thomas Merton Center	16
Transcripts.....	56
Transfer Students, Graduate	313
Transfer Students, Undergraduate.....	55
Admission Requirements	24
Degree Requirements	55
Graduation with Honors	56
Transfer of Credits.....	55
Trustees, Board of.....	391
Tuition and Fees.....	29-33
Tuition Refunds	31-32

U

University Administration	373-380
---------------------------------	---------

V

Veterans.....	25
Visiting Students.....	26
Visitors, Distinguished	17

W

Waiver and Exception Policy	48, 313
Weather, Severe	56
Withdrawal from a Course	50
Work-Study Program	40



