BELLARMINE UNIVERSITY

IN VERITATIS AMORE

Academic Advising Handbook
Revised September 2021

Dear Colleague!

Welcome to Bellarmine's first comprehensive Academic Advising Handbook!

At Bellarmine University, we believe effective academic advising assists students in having ownership of their educational journeys. Adopting a learner-centered focus in our technique, we incorporate a holistic academic advising philosophy to provide a transformative student experience.
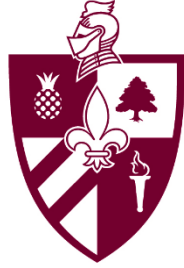
Proactively implementing an appreciative advising model helps support students navigating their college pathway. We believe that each faculty and professional academic advisor can make a positive impact on every student. We also believe that academic advising can not only assist students in making successful degree progression, but it can also help to support students' sense of belonging. This in turn can enhance student success. This is part of the Bellarmine University difference and impact.

This handbook is designed as a resource for all professional and faculty advisors who serve in an academic advising capacity. Feel free to use the contents of this handbook as a useful guide when working with your student advisees.

A special thank you to the Academic Advising Council, for their continued efforts to support and enrich the academic advising experience.

Sincerely,

Lory L. King
Associate Dean of Academic Advising

Academic Advising Handbook
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WELCOME

An Advising Summary

The Academic Advising Center at Bellarmine takes a proactive, holistic approach to advising first year, transfer, and specialized second year students. Students are assigned advisors based on majors/interests and have the opportunity to meet with their advisor at least five times a year. Advisors support students through reflective conversations in their academic, personal, and professional lives. Advising meetings for first year students are connected to first year curriculum to ensure continuity of care. Advisors assist students with developing a comprehensive educational plan and ensuring successful degree progression. Advisors also create a sense of belonging by collaborating with campus partners to help students navigate their college experience through referrals to academic and non-academic resources.

#TransformativeNotTransactional

The University's Mission
For more information, please refer to [The University's Mission](#)

Bellarmine University Mission Statement
We are an inclusive Catholic University that educates students - mind, body, and spirit - for meaningful lives, rewarding careers, ethical leadership, and service to improve the human condition.

Bellarmine University Vision
We will become the leading Catholic university in the South by embracing innovation and creativity, forging new and mutually beneficial partnerships, intentionally diversifying curricula and community, and providing a distinctive and transformative student experience.

Bellarmine University Values
Bellarmine University finds its Catholic identity in the inclusive spirit of Thomas Merton. We believe in the search for the true self, the interconnectedness of life and the solidarity of the human spirit, which transcends ethnic, religious, and social divisions. We educate the whole person to realize their highest potential as part of an interconnected world. Our values are *Academic Excellence, Intrinsic Dignity, Social Responsibility, Integrity, Hospitality, and Stewardship*.

> *Academic Excellence*: Promoting academic inquiry rooted in the liberal arts tradition – critical thinking, communication, collaboration, creativity, and compassion – with an expectation of excellence

> *Intrinsic Dignity*: Respecting the intrinsic value and dignity of every individual

> *Social Responsibility*: Cultivating grounded citizens who contribute to/and advocate for the public good, environmental sustainability, global understanding, and informed civic engagement

> *Integrity*: Fostering strong ethical principles, honesty, fairness, transparency, and trustworthiness

> *Hospitality*: Creating an inclusive community that welcomes all and models a spirit of goodwill

> *Stewardship*: Exercising thoughtful stewardship of our university resources

<h1 style="text-align:center">SECTION ONE
ADVISING BASICS</h1>

For more information visit [Advising Faculty & Staff Resources](#)

I. Advising Philosophy

The Academic Advising Center supports students in taking ownership of their educational journeys. Our advisors focus on a learner-centered approach to integrate advisee interests, values, and academic and professional goals as a part of a transformative student experience. Additionally, our center utilizes a holistic, proactive approach to academic advising, to assist in establishing a sense of belonging, which can enhance student success.

II. Academic Advising Mission Statement

SSC academic advisors support and teach students how to take ownership of their educational experience through academic, personal, and professional advising to foster success at Bellarmine University.

III. Academic Advising Vision

To deliver transformative academic advising that is:

1. Student-centered

2. Committed to excellence

3. Rooted in inclusivity and integrity

IV. Academic Advising Overview

Academic Advising in the Student Success Center supports students in their academic, personal, and professional journey in order to assist their progress toward graduation. All first-year students will meet with their Student Success Advisor twice each semester.

V. Student Learning Outcomes for Academic Advising in the SSC

1. Students will be able to articulate their role in the academic advising experience.

2. Understand how to approach each semester in a holistic way, including academic, personal and professional topics.

3. Understand specific degree requirements, including major, minor and general education courses, to progress toward graduation.

VI.   Academic Advisor's Roles and Responsibilities

1. Help students develop suitable educational plans and select appropriate courses by reviewing the four-year layout in their major with goal of graduating in four years

2. Help students reflect on their career interests (i.e. What can they do with this major?)

3. Process student interests regarding learning abroad opportunities and how to incorporate abroad involvement in their 4-year experience

4. Provide students with opportunities to critically reflect on academic choices and to develop decision-making and problem-solving skills

5. Clarify and interpret institutional policies and procedures

6. Provide students with opportunities to develop problem-solving skills

7. Help students connect with campus (i.e. tutoring, writing center, academic & student organizations) and community resources

VII.   Appreciative Advising, Coaching, Motivational Interviewing, and Positive Psychology

Appreciative Advising, Coaching, Motivational Interviewing, and Positive Psychology PDF from NACADA.

Appreciative Advising

Overview

Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials

Disarm

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

Discover

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream

Inquire about students' hopes and dreams for their futures.

Design

Co-create a plan for making their dreams a reality.

Deliver

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don't Settle

Advisers and students alike need to set their own internal bars of expectations high

Practical applications

Positive open-ended questions examples:

Disarm	How is your day going so far? What's been the best thing about uni so far?
Discover	Tell me your story? What are your strengths?
Dream	What does the best version of yourself look like? What is your dream job?
Design	How can you use your strengths to overcome obstacles? What can you do this month to get started?
Deliver	What steps have you taken, how has that gone? How will you know you are on track to achieve your goals?
Don't settle	Are there any further steps you could add to better achieve your goal? What is your next goal?

Resources

http://www.appreciativeadvising.net/

For more information on Appreciative Advising: NACADA Resource

Coaching

Overview

The term coaching typically refers to methods of helping others to improve, develop, learn new skills, find personal success, achieve aims, manage life change and personal challenges. Coaching commonly addresses attitudes, behaviours, and knowledge, as well as skills.

Credit: *A Practical Approach to Advising as Coaching Authored By: Jeffrey McClellan and Clint Moser*

Practical applications

Active listening: the adviser paraphrases back to student, building rapport and mutual comprehension. Body language is important here too. *Qu: It sounds like you... is that right?*

Determine, Desire, Dream, Problem: the adviser asks questions to understand the student's situation, what would the student like to focus on? *Qu: What would you like to work on during this appointment?*

Evaluate what has been done: the student describes steps they've taken so far, this also allows the adviser to get more insight into the student's development, skills and motivations. *Qu: Tell me about what you've done so far?*

Identify options: the student brainstorms creative solutions but no analysis at this stage; criticism kills creativity. *Qu: Tell me all the ideas you have to address this, there's no such thing as a silly idea.*

Select options and develop plan: the student evaluates options that feel right for them. The adviser facilitates the student's development of a plan with action steps, timelines and clear goals. *Qu: Which idea is the best option for you? Why? Tell me how you'd like to do this?*

Engage and evaluate: the student returns to discuss progress with their adviser; this completes and renews the coaching cycle. *Qu: Tell me about your successes and challenges? What's next?*

Resources

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-as-coaching.aspx

Motivational Interviewing

Overview

"Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion". *Miller and Rollnick 2012*

Autonomy
Collaboration
Evocation

MI Spirit

Open ended questions
Affirm
Reflective listening
Summarise

OARS

Change
Talk

Desires
Ability
Reason
Need

MI Principles

Roll with resistance
Express empathy
Develop discrepancy
Support self-efficacy
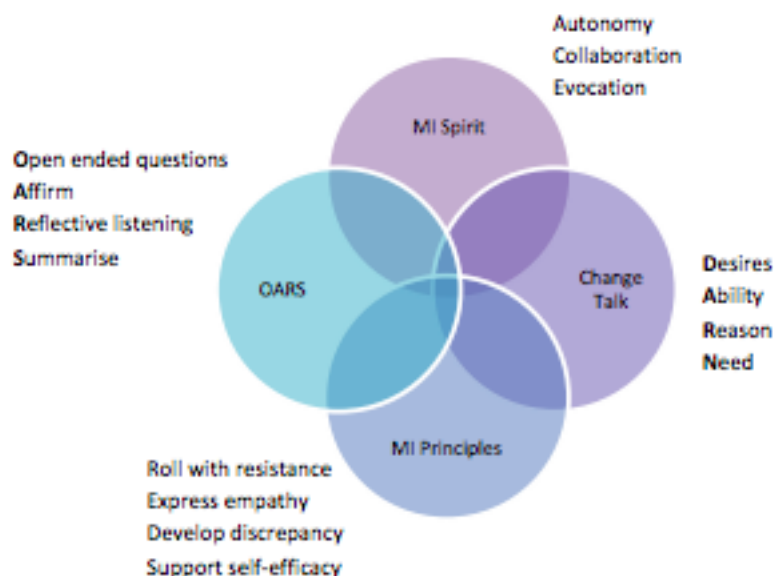
Practical applications

Stage of Change	Motivational Interview Strategies
Precontemplation The student is unwilling, unable, or uncommitted to change	• Establish rapport • Elicit student's perception of problem • Explore pros and cons of behaviour • Express concern, keeping door open
Contemplation The student acknowledges concerns and considers change	• Discuss ambivalence • Examine student's values in relationship to change • Emphasise student's free choice
Preparation The student is committed to making change in the near future	• Clarify goals and strategies for change • Offer menu of options for change • Enlist social support
Action The student is actively taking steps to change, but is not at the maintenance level	• Encourage student to maintain behaviour • Help identify high risk situations • Assist in finding support for change

Academic Advising Approaches San Francisco: Jossey-Bass, J. Drake, P Jordan, M Miller (2013)

Further information

Miller, W.R., & Rollnick, S. Motivational Interviewing, 3rd ed. Guilford Press, 2012. ISBN 978-1-60918-227-4.

Positive Psychology

Overview

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. Positive psychology shifts the focus away from what is clinically wrong, to the promotion of wellbeing and the creation of a satisfying life filled with meaning, pleasure, engagement, positive relationships and accomplishment.

Martin Seligman developed the PERMA wellbeing model with five essential elements

Practical applications

➢ Ask students to identify their strengths using the online VIA character strengths survey: www.viacharacter.org. Ask them to describe how their strengths can be used to overcome obstacles

➢ Ask students to describe their best (realistic) version of themselves. Ask them to create actions (SMART steps) to get them on the path to achieving this

➢ Ask students to reflect on a time when things were going well and describe why this was the case. Can they adapt and apply some of those positives to their current and future selves?

➢ Ask students to create a map of their lives and find connections between different aspects

➢ Help students to reframe situations towards optimism

➢ Ask students to rate their current selves against the 5 elements of well-being and if there is imbalance to think about steps they could take to redress this

➢ Discuss mindfulness and flow; let the student find opportunities to enhance these

Resources
http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
Seligman, M E P (2011). **Flourish: A New Understanding of Happiness and Wellbeing.** Nicholas Brealey Publishing

SECTION TWO
ADVISING PROCEDURES

Below are common practices and terminology used during the advising processes.

I. Moved To Student

Once a student is admitted, they then will pay their deposit and be placed into "moved to student" category. They next fill out a pre-advising form that will be submitted to an advisor's queue in SLATE, as well as the Comprehensive Advising List for that academic year.

II. Assigning Advisors

The Academic Advising Center provides academic advising for all first time, full time, first time to Bellarmine transfer students and specific second year majors. (2nd year advising: Biochemistry, Communication, Criminal Justice, Exercise Science, School of Education and School or Nursing). Additionally, the Academic Advising Center and Academic Support for Student Athletes will support advising for students entering the Degree Completion program on an interim basis.

III. Advising Syllabus

Each incoming student receives an advising syllabus within their Moodle Portal. The syllabus covers important dates, handouts to complete with their professional advisor, as well as advisor and student expectations and responsibilities.

IV. Advising Liaisons

Each advisor is assigned program majors to advise and acts as an advising liaison. The SSC Advising Center has a departmental advising liaison who will serve as the advisor for students in their respective majors. However, if a student changes majors, the professional advisor does not change; the advisor can use the appropriate resources (catalog, advising colleagues, faculty advisors and chairs) as needed.

V. Academic Advisor Transition

Annually, after the first year of a first-time, full-time student being advised by a professional academic advisor in the Advising Center or Academic Support for Student Athletes, that student will then move to a faculty advisor in the appropriate academic department. (Exception: majors that continue for a second year with professional advisor.)

VI. Training For New Advisors

Training for incoming advisors will include various sessions that focus on the conceptual, informational, and relational NACADA Core Values that act as guiding principles for academic advising. This is the global organization dedicated to assisting in creating best practices, providing knowledge and utilizing student development theories and various advising approaches.

SECTION THREE
WORKING WITH STUDENTS AND PARENTS

For more information, please refer to Advising Faculty & Staff Resources

I. Student Advisee's Roles and Responsibilities

1. Be proactive and initiate contact with academic advisor.

2. Consider their academic, career, and learning abroad interests.

3. Prepare a list of questions and concerns to discuss before each meeting with the advisor.

4. Be an active participant in the advising process.

5. Know the academic calendar deadlines (i.e. registration, drop/add, withdrawal dates).

6. Understand the four-year layout of their major and schedule courses that are consistent with their educational goals and meet degree requirements.

II. Types of Conversations Occurring in Advising Sessions

1. Academic Planning - professors (how to contact/interact with), study skills/tutoring

2. Individual/Personal - work life, home life

3. Prescriptive - scheduling classes, additional help outside of classes

4. Future-goal setting - graduate school, career exploration

NACADA Example of Weekly Chart for Advising Conversations/Meetings by Topic:

Meeting 1 Beginning of semester	Meeting 2 Prior to midterm OR Prior to last drop date	Meeting 3 Before next semester registration	Meeting 4 End of semester
Get to know the students and their background, interest, etc.	Inquire on how the semester is going from academic and personal point of view.	Remind students to meet with their academic advisors.	Wrap up the semester and plans for next semester.
Review important dates for the semester and how to find important information.	Remind students of the upcoming midterms and how midterm grades will be reported.	Go over the class schedule and create alternative schedule if popular classes are full.	Inquire on student's plan for the break (or summer).
Provide information about tutoring services, student organizations, study rooms, etc.	Look into the syllabus and review points distribution for classes of concern.	Check degree progress and identify critical classes that may delay graduation.	Discuss taking classes in the summer, participating in study abroad, or internship opportunities.
Review prior semester, including probation.	Reiterate opportunities for tutoring, etc.	Go over the major's four-year plan and check off classes taken.	Review alternate majors or take aptitude test if needed.

View full article here.
NSULA Example of Academic Advising Quick Guide: view here.
What to Expect in your First Advising Meeting: for Advisors and Students

What to Expect in Your First Advising Meeting

Academic Advising in the Student Success Center supports students in their academic, personal and professional journey in order to assist their progress toward graduation. All first-year students will meet with their Student Success advisor within the first 5 weeks of the semester. We look forward to meeting you!

Academic Advisor

- Explain the role of an academic advisor, and what you can expect from your SSC advisor.

- Discuss your academic background, goals/interests, and study plans to assist you in meeting your goals.

- Guide you to available campus resources depending on your interests and needs.

- Discuss your major and/or minor and general education requirements.

- Assist you in understanding major or minor options and recommend out-of-class opportunities (internship, learning abroad, student research).

- Discuss strategies for success in college, including time management, study tips and signing up for academic support services.

- Ask questions to assist you in your transition to college life at Bellarmine.

Student Advisee

- Ask questions regarding your courses and your major and/or minor.

- Share your academic, career and personal goals.

- Share any other information that you would like to discuss with your advisor.

- Discuss ways to get involved on campus and with the local community.

- Set up your next appointment with your SSC Advisor to discuss course registration for the Spring semester.

AcademicAdvising
STUDENT SUCCESS CENTER
Library B-Level   502.272.7400
sscadvising@bellarmine.edu

Advisor Signature   Date

III. Factors To Consider When Registering Incoming Students

1. Major

2. Second Major / Minor

3. Concentration

4. Pre-Professional

5. ACT / SAT SCORES – Composite and Individual (i.e. Math ACT Score)

6. Highest Math Course in High School – PREP Students – see guidelines

7. High school transcript (types of classes & school student is coming from)

8. College Credit/AP Classes

   a. Define Procedures for scenarios where credits aren't submitted

      i. For Major Requirements – If a student indicates they are bringing in college credits for a class required for the major (i.e. Biol 108) but college credits have NOT been submitted and approved, student should be registered for that class for major

   b. For Gen Eds – If not impactful to their progression with their major requirements (i.e. Comm major indicating they brought in Psyc 103), do not enroll student in the course they have indicated they are bringing in credits for

11. Courses "interested in" (especially, if UNDE)

12. Student-Athlete (Practice / Travel Schedule) – Natalie and Andrew schedule all student-athletes regardless of major / learning community

13. Resident/Commuter

   a. For commuter, if possible, avoid 8am's and evening courses

14. Balance of M/W/F vs T/Th classes for a student's schedule

15. Balance of filling up classes at an equal pace if possible (i.e. trying to fill up 8am's and late afternoon classes consistent with other courses)

16. Creating schedule around available classes that are open

17. Learning Communities

18. If registration restrictions (i.e. confusing restrictions, registration not processing appropriately) keep running list to provide to registrar's

19. Foreign Language – follow guidelines provided for major

IV. Working With Special Populations

Undeclared Students

All information below comes from <u>Who We Advise</u> on Bellarmine University's website.

If you are entering Bellarmine without declaring a major (undeclared), you are considered an Exploratory student. However, it is also common for students who *have* declared a major to have uncertainty about their major, and it is equally common for students change their majors over the course of their academic career. Time spent as an undeclared student should be used to explore opportunities and career options available. The liberal arts education presented at Bellarmine creates opportunities for students to explore.

For students who are undeclared, we recommend taking advantage of those freshman year semesters to explore two types of courses: 1) general education requirements and 2) courses in an area of interest, major or career. General education courses consist of a minimum of 43 hours of coursework in areas such as philosophy, theology, mathematics, social science, natural science, history, and fine arts. This holistic approach to curriculum helps students build a variety of skills and induce critical thinking. In addition to these liberal arts' general education requirements, undeclared students should also choose course of interest to explore major options. Courses of interest can be selected from the majors and minors found in the Bellarmine <u>catalog</u>. Please contact your SSC advisor with further questions."

Veterans

All information below comes from <u>The Mentor: An Academic Advising Journal</u>.

According to Cole (2013), it is important for advisors to understand that veteran students are a special population experiencing the unique challenge of transitioning from one environment (military lifestyle) to

another (student life). Cole states, "to succeed and grow, veterans attending colleges and universities for the first time need a meaningful relationship with their academic advisors. If academic advisors respect veterans for who they are and appreciate the experiences they have sometimes endured, they will be better suited to serve them."

*Please also see the Learning Communities portion in this section of the handbook for information on the military learning community at Bellarmine University.

Adult/Non-traditional Students, Transfers, and Re-admits

Information below comes from Who We Advise on Bellarmine University's website.

Transfers, non-traditional and readmit students, upon being admitted to Bellarmine, work directly with the Student Success Center Academic Advisors. The Academic Advisors discuss with students their interests, work-life balance where applied, and the graduation timeline connected with their area of interest as outline in the course catalog based on the student's current college credits earned.

Students can attend transfer orientation before their initial semester begins. This is a great way to enable students to understand resources available to them and engage in the university to aid in their success.

Once their initial semester begins, the student is assigned an academic advisor within their major.

Students with Accessibility Accommodations and Support Services

Information on Bellarmine University Accessibility Resource Center can be found in the handbook for students, faculty, and staff.

Students requiring accessibility accommodations must self-disclose this information in a timely manner to request accommodation from the Accessibility Resource Center office. The request for accommodations is the responsibility of the student.

Important information for academic advisors to note:

1. Colleges and universities have the responsibility to evaluate students on their abilities, not their accessibility differences.

2. Colleges and universities have the responsibility to maintain appropriate confidentiality of records and communication

concerning students with disabilities except where disclosure is required by law or authorized by the student.

3. Students with accessibility differences enrolled in higher education are protected by Section 504 of the Rehabilitation Act of 1973 (view page 5 of the Disability Services handbook) and Americans with Disabilities Act (ADA; ADAAA; view page 5 of the Disability Services handbook).

Accommodations and Support Services Contact Information:

Rhonda Purdy, M.A., CPAT
Director of the Accessibility Resource Center
E-mail: purdy@bellarmine.edu
Phone: 502-272-8490
Fax: 502-272-8491
Office: CNMH-076

Alexia Gardon
Accessibility Resource Coordinator,
E-mail: agardon@bellarmine.edu
Phone:502-272-84-98
Office: CNMH-074

Student Athletes

For more information, please refer to Incoming Student Resources on Bellarmine University's website.

The Academic Support for Student-Athletes department has advisors on staff to work specifically with student athletes. Similar to SSC Advisors, Athletic Advisors ensure student-athletes are enrolled full-time and on track to graduate; they also assist with time management, study skills, selection of major/change of major, class scheduling, and resources such as tutoring and writing revision. They also review of degree completion. The advisors communicate with coaches regarding registration/scheduling, travel schedules, midterm and semester grades, individual player concerns. The advisors communicate with faculty to track at-risk students' academic progress and monitor required study hours for these students. The advisors also meet with transfer athletes to register for classes and assist with transition and meet with incoming recruits and their parents to answer any academic questions they may have."

*Student Athlete Advisors are Andrew Schroeder & Natalie Cousin.

Students of Diverse Backgrounds

For more information, please refer to [The Mentor: An Academic Advising Journal](#).

Holder (2013) states, "approaching advising relationships with the advisor's own ethnocentricity as the sole guiding force will lead to a one-dimensional relationship."

It is important for advisors to broaden their own worldview in order to value and appreciate different identities. Holder (2013) says that by not holding a person and their identity "to our own strictly defined experiences will contribute to increasing student success."

Holder's (2013) article on academic advising in a multicultural world aims to help readers "define a number of multicultural advising terms and identify institutional biases; their own cultural viewpoint; viewpoints of other cultural groups based on race, ethnicity, gender, socioeconomic status, sexual orientation, religion, and age; and ways to advise these multicultural students." The full article can be read [here](#).

International Students

For more information, please refer to [The Mentor: An Academic Advising Journal](#).

Palmer (2009) writes, "Upon coming to the United States, many international students experience a number of unique challenges that are mainly caused by moving to a new country. Some of the challenges are transitory in nature, such as adjusting to new foods, climate, and types of housing (Althen, 1984). However, there are additional issues that are more challenging for international students to overcome and can also impact their academic performance. The passion, enthusiasm, and expectations they had regarding studying abroad can quickly turn to fear, distress, and anxiety. International student advisers must keep these issues in mind and strive to provide appropriate student services. The challenges with which international student advisors should be familiar are lifestyle adjustment, cultural awareness, language difficulties, and educational system differences." The full article can be read [here](#).

LGBTQ+ Students

For more information, please refer to [The Mentor: An Academic Advising Journal](#) and [NACADA Student Development and Counseling Psychology Theory resources](#).

Millard (2010) authored an article specifically focusing on what academic advisors should know about the challenges that African American gay male students face on college campuses. Some of this advice can be useful when advising members of the larger LGBTQ+ student population. Millard (2010) states that it is important for academic advisors to know what resources on campus are available to this specific group of students such as programs, services, and offices that focus on the challenges that LGBTQ+ students face. The full article can be read here.

NACADA resource on Gay, Lesbian and Bisexual Identity Development: Commonalities and Differences Among Lesbian, Gay, and Bisexual College Students: Considerations for Research and Practice.

Pre-Professional - Pre-Med/Dentistry/Pharmacy/Physical Therapy/Law/etc.

For more information, please refer to The Mentor: An Academic Advising Journal.

Church et al. (2006) write about the unique differences that advising a student interested in medical school bring about and the best approach to advising such students. These practices can also be used for other pre-professional students such as students who are interested in dentistry, pharmacy, physical therapy, law, and more.

According to Church et al. (2006), it is first important to remember that roadblocks can arise on the path to any career, and admission to these professional schools is not guaranteed. For this reason, it is important still for students to take courses that are not specifically related to their career of interest – which they may not be enthusiastic about.

One thing to implement in your approach when advising pre-professional students is to ensure that the student understands the requirements to gain admission into their professional program. They also need to be reminded of the expectations of the program. Church et al. (2006)

The authors also suggest making students aware of the majors that are possible for professional school preparation, grades that are needed to gain acceptance, general education, and the importance of cultural competence when advising these students.

Honors Students

For more information, please refer to The Mentor: An Academic Advising Journal.

Braunstein (2009) cites Robinson (1997) when describing honors students' identifiers and characteristics, saying they are "typically

identified by their standardized test scores and high school grades" and "they are often characterized by high levels of motivation, creativity, and higher-order thinking."

One challenge that honors students commonly face is career indecision or confusion because they often have multiple talents and interests, according to Braunstein (2009). This author suggests utilizing the appreciative advising model when advising honors students. They also state that "appreciative advising is the use of positive, open-ended questions to draw out students' strengths, skills, goals, and passions."

V. Communication with Parents & FERPA

Communicating with Parents

NACADA Article [Working with Parents](#)

For more information, please refer to [Advisors and Parents: Together Building Stronger Advising Relationships by Mark D. Menezes (2005)](#)

Stack's (2003) advice on communicating with parents:

1. Provide parents with textual information about the advising model used at that college/university

2. Sympathize while reminding students of necessary guidelines.

3. Provide clear communication with various options for students

4. Maintain boundaries with family dynamics, and redirect (when appropriate) the student's responsibility for his or her progress and encourage student-parent communication about grades and progress.

Other important tips to remember:

1. With advising – consistency is key

2. "Advisors should outline the roles of the advisor, the student, and the parent in the first advising session."

    a. Parent role:

        i. "Be available to support and encourage;"

        ii. "Maintain regular contact;"

        iii. "Offer advice (when appropriate);"

iv. "Encourage students to do things they can do for themselves;"

v. "Allow students to make mistakes in this safe environment;"

FERPA

For more information, please refer to [Bellarmine - Advising - Parent/Family Resources](#)

[FERPA](#) guarantees students the right to privacy by limiting the accessibility to the student's academic records to third parties, including the student's parents or guardians.

Important information advisors may share with parents include the goals developed by the National Academic Advising Associations (NACADA) Task Force charged. These goals include by are not limited to:

1. Assisting students in evaluating their personal values and beliefs.
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
3. Assisting students in developing educational goals consistent with their life goals and objectives and using these goals as a guide to decision making.
4. Assisting students in developing decision-making skills.
5. Providing accurate information about institutional policies, resources, and programs."

FERPA Release Form

IMPORTANT:
To the right is an example of a FERPA release form that a student would fill out and turn in to their advisor. This is not an official university document.

I, _____, give my permission for _____
(student)   (name)

(_____) to sit in on my appointment with _____.
(Relationship to student)   (Adviser)

I understand that information relating to my grades, attendance, and other academic issues may be

discussed.

DATE: _____

STUDENT PRINTED NAME: _____

STUDENT SIGNATURE: _____

[Parent Proxy Access](#)

Account Viewer Access (sometimes called proxy access) allows designated individuals (often parents) to see certain confidential records like your financials and grades. This process takes less than 5 minutes. You may elect to give individuals access to all or only some of these documents—so if you want your parents to see your financial information but not your grades, for instance, simply don't select Grades when stepping through this process.

SECTION FOUR
ADVISING TOOLS

I. Pre-Registration and KNIGHT U

All incoming and transfer students are pre-registered before entering into Bellarmine. They must complete a Pre-Advising form that informs the registration process. Afterwards students will attend an orientation program (Knight U) to receive general information on transitioning to Bellarmine, and then will schedule a meeting with their professional advisor. During the Fall and Spring semesters, students are expected to register themselves, with guidance from their professional academic advisor.

The professional academic advisor will perform outreach via email to students regarding registration procedures and include/attach the Advising Checklist for Registration document. This document allows the student to prepare for their meeting by completing the indicated areas. Thus, the meeting is more structured and productive.

Advising Checklist for Registration
PDF (Downloadable, Fillable version)

ADVISING CHECKLIST FOR REGISTRATION

Please complete this checklist prior to your advising appointment to receive credit for this assignment in BU 100.

Multiple Ways to Schedule

- Schedule an appointment online at bellarmine.edu/ssc/advising/appointment
- Have a Student Success Assistant schedule an appointment for you by calling the SSC
- Reach out directly to your SSC advisor

Schedule Your Appointment

Summarize Current Courses

Course	Expected Grade
1.	
2.	
3.	
4.	
5.	
6.	

Available Online

Review the 4 year-layout for your major/minor in the Course Catalog. This is a guide for you to use when planning your class schedule.

Review Course Catalog

Plan Spring Courses

Not Sure How?

Go to bellarmine.edu/registrar/registration and open the document titled: Registration in ONE Bellarmine: A Step by Step Guide.

If you are having trouble, ask a peer or your BU 100 student instructor for assistance.

What Would You Like to Discuss?

A.

B.

C.

Questions for Advisor

Advisor Signature

SSC Advisor Signature

_____

AcademicAdvising
STUDENT SUCCESS CENTER

Library B-Level   502.272.7400   sscadvising@bellarmine.edu

Pre-Registration Letter Example/Template

Hello [Student Preferred Name],

It's hard to believe that registration for Summer and Fall 2021 is just a few weeks away. On Friday, February 19th, the class schedule will be released for summer and fall. Click this link to access them in PDF format: https://www.bellarmine.edu/registrar/Schedules/.

Registration will begin during the week of March 15th but you will most likely register during the week of March 22nd. To find your registration priority (date and time), go to Self-Service, Plan and Schedule, and located near your current schedule, you will see a blue box with your registration date and time. You are required to meet with me prior to registration so that we can go over your planned course schedule. If you do not meet with me prior to your registration date, you will be unable to register due to an advising hold that will be placed on your account.

Please use the **Advising Checklist for Registration** as a guide if you have any trouble with this process. The **Advising Checklist for Registration** takes you through the process you should use every semester when registering for courses. It is important that you utilize the [Course Catalog](#) to access the **Suggested Program of Study** (4-year layout) and requirements for your major(s) and/or minor(s), as well as using your Progress page in Self-Service to guide you. I have attached a couple of guides to registration (one with screenshots, one without screenshots), which will aid you in planning your schedule online through Self-Service. When looking at your schedule, you can either view it in list mode or calendar mode. I suggest using calendar mode. If you have any questions as you are planning your schedule, feel free to ask me or a friend for help.

You can schedule a registration advising appointment beginning Monday, February 22nd. Prior to your registration advising meeting with me, you should complete the **Advising Checklist for Registration** and have your classes fully planned by selecting specific sections of the courses you plan to take in Summer and/or Fall 2021. I suggest that you have a few back up sections and courses just in case one that you have selected fills up prior to your registration date and time. Once you have your schedule planned, you should check it periodically so you can make adjustments. If you have trouble making these adjustments on your own, please contact me so that we can adjust your plan.

*Remember that these meetings are to plan and approve classes, not to register you. You are responsible for registering yourself by accessing Self-Service and clicking the Register Now button on or after your designated date and time. If you have a student accounts hold (will show as red notification in top right corner), please work to resolve that as soon as possible so that it does not prevent you from registering.
Appointment Scheduling: https://bellarmine.campuslabs.com/beacon/

[Complimentary Close],
[Bellarmine Signature]

KNIGHT U

Knight U is Bellarmine's Orientation process https://www.bellarmine.edu/all-knighter/knightu/ . Beginning in April, students will attend a one-day orientation program. The first step in your Bellarmine Bound journey is Knight U, which is an online academic orientation to Bellarmine! We will be hosting online live events that will

allow students and their families the opportunity to learn more about your transition to Bellarmine this fall!

These sessions will connect you with faculty, staff, current students and other future Knights. Knight U: Orientation is designed to enhance your understanding of our academic advising approach, majors of interest and resources that will allow you to experience the Bellarmine difference during your time on campus."

Knight U Pre-Advising Letter Example/ Template

Dear [Student Preferred Name],

I am very glad to welcome you as a new student to Bellarmine University!

As mentioned during Knight U, your next step is to set up an advising appointment with me. You can sign up for an advising appointment with me here: [Schedule with Beacon] or reach out by email if you are having difficulties accessing the scheduling system. This document explains how to schedule an advising appointment in the Beacon system: [How To Schedule an Appointment].

If you have trouble with your login information, contact your admissions counselor for those details. I prefer video calls using Microsoft Teams which is a platform you have access to with your BU login information. Here is more information about accessing Microsoft Teams: [Microsoft Teams]. If you are unable to have a video call, we can do a phone appointment instead. If you need a phone appointment, please be sure to include your phone number in the Notes section when making your appointment. We will not be having any in-person advising meetings in the summer, due to adhering to COVID-19 precautions. Time slots will fill up quickly, so the sooner you schedule, the better!

NOTE: All meetings are set for the Eastern Time (EST) zone. When scheduling, if you live in another time zone, please keep the time zone of your appointment (EST) in mind. For example, if you are in an area that observes the Central Time zone, and you schedule your appointment for 2 pm Eastern time, you would need to be ready for your meeting at 1 pm in Central time.

Attached you will find a guide to accessing [Microsoft Outlook] through your Bellarmine account using the internet or you can use the phone apps. While most communication from Admissions has been to your personal email account, we will primarily communicate with you through your Bellarmine email, so please check it regularly throughout the summer.

Bellarmine Email: [mburlet@bellarmine.edu]
Bellarmine Initial Password: ########
Bellarmine ID Number: #######

I have pre-registered you for your Fall 2021 classes which you can view in Self-Service through your One Bellarmine account. The [Self-Service Portal Instructions] explain how to view your schedule in Self-Service, and when your test scores and/or dual credit courses will be evaluated for Bellarmine credit.

Please review your schedule prior to our advising appointment so we can discuss any questions you have or changes you would like to make.

These are the topics you should expect to be covered in this meeting:

1. What brought you to Bellarmine?

2. How did you become interested in this major?

3. Review of Schedule: Do you understand how your classes apply to your major and general education requirements?

4. Do you plan on working while in college?

5. What do you hope to be engaged with outside of the classroom?

6. What questions do you have as you transition into college?

If possible, try to find a secluded, quiet space for your meeting. We know this can be challenging, so do the best you can, and we will make it work. Try to discuss with your family prior to your call if they have any questions that they would like you to ask, and we are happy to address those in our call. Please sign on and access Microsoft Teams five minutes prior to the start of your appointment or if you are doing a phone appointment, please be on the lookout for a 502 number (area code) to call you. I will call you by phone or Teams to start the meeting. This will be a 30-minute appointment.

Ultimately, academic advisors are here to support you as you navigate your educational journey. We will also assist you during your time as a student, in creating a four-year plan for graduation, exploring minors, finding out-of-class opportunities (internships, learning abroad, research opportunities), as well as many other opportunities.

I encourage you to become familiar with the [Bellarmine University Catalog](#) since you will utilize it throughout your time at Bellarmine. There you can find more information on general education courses, policies and procedures, four-year layouts for your degree, and individual course descriptions. Becoming familiar with the catalog early on will better prepare you for success as you navigate your future academic and career plans.

I look forward to meeting you soon! Go Knights!

ADVISOR NAME
Academic Advisor
Student Success Center
Bellarmine University
[bellarmine.edu/studentsuccess](#)
[Schedule with Beacon](#)

II. NACADA Competencies Outline

View Bellarmine's PDF Version here.
View NACADA's full Core Competencies Model here.

CONCEPTUAL Information to inform practice	INFORMATIONAL Information to share with students	RELATIONAL Interactions with students, parents, colleagues
Knowledge of student population characteristics: • Regular admits v. transfers • Traditional v. non-traditional • Equitable and inclusive environment	Knowledge of Curriculum: • General studies • Major/Minor requirements • Foreign language competency	Development of skill sets for student interaction: • Listening • Problem solving • Advising v. counseling • Interview skills • Goal setting
Knowledge of student development theory	Knowledge of technology: • One Bellarmine	Managing parent questions: • FERPA • Website information
Knowledge of university expectations for advising: • Faculty handbook • Learning outcomes • Departmental goals • "Advising as teaching"	Knowledge of resources: • SSC- Tutoring, Writing Center, Coaches • Advising Center • Career Services • Financial Planning • Student's Accounts • Registrar's Office • Community Resources	Ongoing assessment of advising practice: • What do students say about advising and mentoring in your department? • What do they want or need? • What can/should the department do?
Knowledge of university advising structure: • History and philosophy of advising at Bellarmine • First-year advising • Departmental advising • Approaches/strategies	Knowledge of extra-curricular options: • Student organizations • Internships • Research • Leadership • Service • Study abroad	Learning from colleagues: • Seek support from seasoned advisors within the department • Utilize registrar's office and Advising Center staff

III. NACADA Core Values

View NACADA Core Values PDF here.

RESPECT
Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

PROFESSIONALISM
Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

INCLUSIVITY
Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

INTEGRITY
Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

EMPOWERMENT
Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality.

COMMITMENT
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

CARING
Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

IV. Additional NACADA Resources

NACADA: The Global Community for Academic Advising is "an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students."

Use the hyperlinks below to access various resources from the NACADA webpage.

- About NACADA
- Global Connection Series
- NACADA Store
- Clearinghouse
- Pillars
- Journal
- NACADA Review
- Academic Advising Today
- Book Reviews
- Research Related
- Research Center
- Consultants & Speakers Services
- Writing for NACADA
- NACADA Companion Resources
- LISTSERV Mailing Lists

V. CAS Standards for Academic Advising

Click here to view full CAS (Council for the Advancement of Standards in Higher Education) Standards for Academic Advising.

VI. The Mentor

The Mentor: Innovative Scholarship on Academic Advising Journal "aims to publish scholarship relevant to academic advising that is at the cutting edge, critically examines existing ideas, unsettles preconceived notions, and lays out research or intellectual agendas for the future."

VII. Faculty Academic Advisors

NACADA Article on Faculty Advising by Cathy Kennemer and Bob Hurt (2013)

Help! Do I Have to Advise College Students, Too? Article by Tonja M. Fillippino, Susan Barnett, and Scott Roach (2008)

Additional Articles on Faculty Advising from NACADA

VIII. Student Development

NACADA resources on [Student Development and Counseling Psychology Theory](#)

IX. Career Advising Resources

1. U.S. Bureau of Labor Statistics [Occupational Outlook Handbook](#)
Use this resource to quickly find information on different occupations across fields, search occupations by highest paying, fastest growing, career outlook, and more.
2. [O*NET Online](#)
"Tool for career exploration and job analysis. O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!"

X. Helpful Forms

Registrar Forms
For more information, please refer to Bellarmine's webpage [Registrar Forms](#)

1. [Add/Drop/Withdrawal Information](#)
Most students now have the ability to add/drop/withdraw from courses via Self-Service in One Bellarmine. First-year and transfer students who are new to Bellarmine this semester cannot change courses online and must do so with their Student Success Advisor.

2. [Authorization Form](#)
Enroll in a closed course, override prerequisite, restriction or time conflict.

3. [Challenge Exam Form](#)
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 nonrefundable $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.

4. [Change of Major/Minor/Advisor Form](#)
This form is for undergraduate students who are changing or adding majors, minors, degrees, major emphases, and for advisor changes when appropriate. For a listing of majors and minors, see the Bellarmine University Catalog.

5. [Contract Course Registration Form](#)
The Contract Course Option allows students to work individually with a faculty member to complete a Catalog-listed course that is not offered during the term the student needs to take it. Instructors are not obligated to offer

their courses in this format but may agree to do so at their discretion and with Dean's approval.

6. Course Substitution Request
   In various circumstances a course may be able to be approved for substitution for a course transferred/completed for needed course in a general education or required degree area. Course substitutions are not guaranteed, and approval is based on the discretion of either the department chair of the course or the department chair over the student's program major and degree.

7. Credit Overload Form
   Students wishing to pursue a credit overload must obtain approval using this form. A full-time student at Bellarmine University is considered to be enrolled in 12-19 credit hours during a semester. Additional tuition charges and course fees may apply to students exceeding 19 credit hours. Please contact the Bursar's Office to inquire about additional charges.

8. Credit by Portfolio Information & Form
   Students seeking college credit by means of portfolio development should have had life and/or work experience that resulted in college-level learning, which can be measured, evaluated objectively, and compared to learning achieved in a Bellarmine credit course or courses. For full description and criteria, please view the Credit by Portfolio Information & Form.

9. Enrollment Verification/Loan Deferment Requests
   Bellarmine University uses the National Student Clearinghouse (NSC) for enrollment and degree verification. Every month during each academic term, the university submits a report of students' enrollment status to the NSC which, in turn, supplies verification of enrollment to lending agencies.

10. Grade Change Form
    Step-by-step instructions for submitting a grade change online.

11. Grade Mailer Request Form
    This form is used to receive a mailed copy of grades.

12. Graduation Application Form
    Submission of this form is required in order to declare intent to graduate. This form does not pertain to participation in the commencement ceremony - its purpose is to indicate which term you intend to complete your graduation requirements.

13. Incomplete Grade Contract *does not work properly with Safari browser
    An incomplete "I" grade may be granted, at the discretion of the course instructor, if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work and/or taking a final exam. In addition to submitting this form,

the instructor must provide a course syllabus, indicating which coursework is yet to be completed. The syllabus is required as an attachment to this Incomplete Contract.

14. Independent Study Application
Independent study courses allow students to work independently under the guidance of a faculty member on topics not already addressed in program's curriculum. Students must complete a form available through the Registrar's office, and approval must be given by the faculty member offering the course, the department chairperson, and the dean of the school in which the course is offered. Independent studies are graded on the A-F system.

15. Internship Registration Process
Step-by-step guide on how to register Internship Experience for academic credit.

16. JCTC Reverse Transfer Application
Bellarmine students who have previously earned at least 15 JCTC credits and at least 70 cumulative earned credit hours on their Bellarmine transcript may be eligible to receive an associate's degree from JCTC. To be eligible, students must have a 2.00 minimum cumulative GPA at both Bellarmine and JCTC. Completion of this form will allow the Bellarmine Registrar's Office to send the student's official Bellarmine transcript to the JCTC Registrar's Office for evaluation. The JCTC Registrar's Office will notify the student with the results of the evaluation (JCTC degree conferral or requirements remaining for JCTC degree).

17. Late-Add a Course
Petition to add a course to schedule after the add/drop period. This petition may impact financial aid, tuition and fees.

18. Legal Name Change Form *For currently enrolled students only
A legal name change on institutional records may be made upon the production of evidence showing the name has been officially changed. A certified copy of a court order, a marriage certificate, or dissolution decree; or a current driver's license with photo, Social Security card, or resident alien card reflecting the new name in full are examples of the evidence required to support an official name change.

19. Pass/Fail Declaration for Spring 2021 courses
Only open to juniors and seniors. 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 earned hours only. A student whose performance in the course falls below the level of a C will receive a grade of "F". Students registered for a course on a Pass/Fail basis may change to A-F grade status and vice versa by the deadline published

in the semester Class Schedule. A change from Pass/Fail to grade or from grade to Pass/Fail requires the approval of the instructor.

20. Pre-Professional Designation Request
Bellarmine University offers advising for undergraduate students in the pre-professional areas of study indicated on this form. Students may declare a pre-professional area of study that will be recorded in the University's student information system. This designation is not a degree program, does not result in a credential, and will not appear on an official transcript. Declaring a pre-professional designation will facilitate better communication between students and the pre-professional advisors.

21. Prior Approval of Transfer Credit (Visiting Student)
Any student who is planning on taking courses outside of Bellarmine at part time status will need to fill out this form. This form is for undergraduate student use only. Review the policies in the Bellarmine University Course Catalog entitled "Study at Other Institutions" and "Transfer of Credit Policy" to determine eligibility for this application and restrictions for which courses are acceptable for transfer.

22. Registration Worksheet for Early-Entry Undergraduate-to-Graduate Students
This registration worksheet is for use only by undergraduate students who have been accepted into one of the Bellarmine University approved early-entry graduate degree programs as outlined in the Course Catalog. The One Bellarmine system does not allow undergraduate students to register for graduate level courses, therefore, early-entry students must use this worksheet for registration in their graduate courses until completion of their undergraduate degree.

23. Student Absentee Notification Form
The purpose of this form is to assist students in communicating with faculty about class absences related to university-sponsored events. This letter verifies that the named student will be absent from class on the listed date and time. It is the responsibility of the student to arrange for any missed labs, quizzes, examinations, etc. in advance of the absence. Completion of this form is the responsibility of the student. The student must submit the form to the class instructor a week prior to requested absence.

24. Withdrawal Form for Summer 2021
Please print before filling out. This form is to withdraw from all courses for the semester and must be completed by the student. Review the entire Withdrawal Policy in the Bellarmine University Catalog for more information. When a student officially withdraws, charges are adjusted according to the refund schedule, except in the case of medical withdrawal appeals, which are handled on a case-by-case basis. All fees are non-refundable. Refer to "Adjustments & Refunds of Tuition" in the University Course Catalog.

25. [Academic Petition Form](#)
    Use to request an exception to a policy not covered by another form (exceptions: adding a class after the add deadline, requesting a degree substitution, and seeking prior approval for transfer credit have their own forms).

26. [James Graham Brown Cancer Center Transcript Request Form](#)
    Students can authorize Bellarmine University to release a transcript of their University of Louisville Hospital James Graham Brown Cancer Center record to the addressee indicated.

SECTION FIVE
ACADEMIC INFORMATION AND POLICIES

The following information is reiterated from the [Academic Calendar](#)

I. Important Academic Dates/Academic Advising Meeting Dates

*Required meeting dates are in **bold**.

1. *Add/Drop Week:* **Thursday, August 19. 2021 – Wednesday, August 25, 2021**
2. First Advising appointment with SSC Academic Advisor, should take place as early as **Wednesday, September 1, 2021** and no later than **Friday, October 1, 2021.**
3. Bellarmine University will be closed on Labor Day, September 6th, 2021.
4. Last day for 50% refund from Withdrawal from courses, September 29th, 2021.
5. Midterm grades are available Tuesday, October 5, 2021.
6. *Fall break period of Saturday, October 9th, 2021 – Tuesday, October 12th, 2021.*
7. Friday, October 15th, 2021, the course schedule for Spring 2022 and your registration priority date and time will be available.
8. Second Advising appointments for registration will begin **Friday, October 15th, 2021 – Friday, November 12th, 2021.**
9. *Last day to withdraw from class(es)- Wednesday, October 27, 2021*
10. *Thanksgiving Holiday (No classes) – November 24th, 2021 – November 28th, 2021*
11. Final Exam Week: December 3rd, 2021 – December 9th, 2021
12. *Fall Semester Ends:* Thursday, December 9th, 2021. Enjoy your break!!
13. Grades available in Self-Service: Tuesday, December 14th, 2021.

For students: Consulting with your advisor at other times

It is encouraged for students to meet with their advisor minimally twice throughout each semester. These consultations allow students and advisors to converse over academic progress, issues that arise and allow for problem-solving conversations. Students have the option to create a meeting appointment through the Beacon portal or to contact their advisor by phone/email.

II. Four-Year Guarantee

For more information, please refer to https://www.bellarmine.edu/guarantee/

Guaranteed Graduation in 4 years:

Bellarmine guarantees that students will graduate in four years, and promises that if not, the additional year of study will be paid for by Bellarmine University. * Bellarmine makes this guarantee because students will never be blocked from required courses for their major and faculty and advisors will be dedicated to making sure the student stays on track.

To qualify for the guarantee, students must do the following**:

1. Follow the outlined course of study plan for graduation published by the academic department and maintain that program's academic progression and requirements.

2. Successfully complete all required prerequisite courses each year to move forward in declared major.

3. Maintain full-time enrollment for all four years.

4. Not drop or fail a required course for progression.

5. Maintain satisfactory academic progress as defined by the college catalog.

6. Never receive academic or judicial sanctions that would delay graduation.

*Tuition costs paid by the college are defined as the amount owed by the student after subtracting state or federal aid student qualifies to receive.
**The guarantee does not apply to nursing or education majors who do not complete prerequisites and are not admitted to the major for the fall of the sophomore year or double majors.

How this impacts the importance of academic advising:

It is imperative that advisors are experts on the program in which their advisee is enrolled (i.e., prerequisites and required courses), so that the advisor may adequately register the student for those courses in order to stay on track to graduate and complete their degree program within 4 years.

III. Majors With Opportunity for A Minor

AcademicAdvising
STUDENT SUCCESS CENTER

Majors with the Opportunity for a Minor

MAJOR	TOTAL ELECTIVE HOURS	MAJOR	TOTAL ELECTIVE HOURS
Art: Digital Art	21	Finance	12
Art: Painting	21	Foreign Languages & International Studies	42
Art: Photography	21	Health Services (BA)	39
Arts Administration: Art	15	Health Services & Senior Living Leadership	21
Arts Administration: Music	12	Health Services Executive Leadership	15
Arts Administration: Theatre	15	History	39
Biochemistry & Molecular Biology (BA)	15	Math (BA)	27
Biology (BA)	12	Math (BS)	36
Business Administration	24	Music (BA)	30
Chemistry (BA)	24	Philosophy	48
Chemistry (BS)	18	Political Science	39
Communication	42	Psychology – Traditional	42
Criminal Justice	40	Psychology – Clinical & Counseling	30
DAT – Communication	11	Psychology – Human Resources	21
Economics	45	Sociology	42
English	39	Spanish	36
Environmental Studies (BA)	15	Sports Administration	39
Environmental Studies (BS)	15	Theatre	24
Exercise Science – Sports Performance (Traditional)	21	Theology	42
Exercise Science – Health & Wellness (Traditional)	21		

Academic Minors

MINOR	TOTAL HOURS	MINOR	TOTAL HOURS
Accounting	31	Health Care	18
African & African American Diaspora Studies	18	History	24
Anthropology	18	International Studies *(see requirements for details)*	19 min
Art	18	Marketing Communication	21
Art History	18	Mathematics *(see requirements for details)*	20 min
Biochemistry	24	Music	21
Biology	24	Nutrition	18
Business Administration	25	Peace Studies	18
Chemistry	24	Philosophy	18
Communication	18	Physics	18
Computer Science	19	Political Science (18 ho	18
Criminal Justice Studies	18	Psychology	18
Digital Media	18	Refugee & Forced Migration Studies	18
Economics	22	Sociology	18
English	18	Spanish *(18 hours beyond 102 or 111 level)*	18
Environmental Studies	22	Sports Studies	18
Ethics	18	Theatre	20
Exercise Science	18	Theology	18
Film Studies	18	Women's and Gender Studies	18
French *(18 hours beyond 102 or 111 level)*	18	Writing	21
German *(18 hours beyond 102 or 111 level)*	18		

IV. Metroversity Options

For more information, please refer to [Metroversity Information](#)

Bellarmine University is a member of the Kentuckiana Metroversity, a consortium of colleges and universities in Kentucky and southern Indiana.

Kentuckiana Metroversity institutions:

1. [Indiana University Southeast](#)

2. [Jefferson Community and Technical College](#)

3. [Spalding University](#)

4. [Louisville Presbyterian Theological Seminary](#)

5. [University of Louisville](#)

6. [Southern Baptist Theological Seminary](#)

7. [Ivy Tech Community College - Sellersberg](#)

Bellarmine Students Visiting Schools in the Metroversity Consortium:

Students participating in Metroversity can complete the needed form [here](#) or from the Office of the Registrar and follow the procedures as directed. Bellarmine reserves the right to determine acceptability for credit of courses taken at other institutions.

Students may take a maximum of two courses per fall or spring semester at the other participating institutions provided the combined total of the work at Bellarmine and the other colleges constitutes full-time status.

1. 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.

2. The maximum number of credit hours to be taken as a Metroversity student will be determined by the home institution.

Registration for courses at other institutions in the 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 one of the three criteria are met:

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

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 requires only the approval of the Office of the Registrar with the recommendation of the appropriate department chair.

Metroversity Students Visiting Bellarmine

Metroversity students are not allowed to participate in Bellarmine co-curricular programs and activities (Mock trial, special service trips, discipline-specific clubs, etc.), even when they are associated with courses in which students are allowed to enroll. Metroversity students may not enroll in Honors Program and Brown Scholars Program classes, nor earn internship credit through Bellarmine. Metroversity registration for music courses at Bellarmine 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 apply and register as Visiting Students and must pay regular tuition and fees. The $25.00 application fee is waived."

V. General Undergraduate Information

Course Catalog
For more information, please refer to [2021-2022 Course Catalog](#)

Purpose of Course Catalog

The Academic catalog is the official source of the university's academic programs, courses, policies, and procedures. The catalog should be used as a guide in conjunction with planning curriculum and in meeting requirements for graduation.

Academic Majors/Minors
[Undergraduate Academic Programs](#) - Quick way to find all majors, minors and programs offered. Minor options are clearly labeled as "minor only" in the program list. Click a specific program to learn more about the chair or

program director, faculty, mission statement, learning outcomes, degree requirements, and course listings.

Academic Policies

Undergraduate Academic Policies - Find information here about all undergraduate academic policies including:

- Degree Requirements
- General Education Requirements
- Global Language Proficiency Requirement, Bellarmine College of Arts and Sciences
- Majors, Minors, and Undergraduate Certificates
- Academic Petition Policy
- Academic Honesty and Integrity Policy
- Academic Grievance Policy
- Grading Policies
- Class Attendance
- Withdrawal Policies
- Final Examination Policy
- Dean's List
- Classification of Students

- Maximum Course Load
- Credit Hour and Academic Calendar Policy
- Academic Status
- Independent Study and Contract Courses
- Internships
- Kentuckiana Metroversity
- Study at Other Institutions
- Transfer of Credit Policy
- Transfer Student Policies
- Reserve Officers Training Corps (ROTC)
- Cancellation of Classes
- Graduation: Applying to Graduate
- Graduation and Commencement
- Credit Options

1. Important Policies to note:

   a. *Full-time/Part-time*: The minimum full-time credit hour amount is 12 credits. Blow this is part-time.

   b. *Maximum Course Load*: The maximum credit-hour limit for undergraduate students without an overage charge is 19 hours per semester. Additional credits beyond 19 require the approval of the department chair and dean and students are charged additional tuition at the per-credit hour rate plus any associated fees regarding those additional courses.

c. *Academic Good Standing:* Good standing is a 2.0 over above. This typically will allow students to remain out of the path of academic probation or dismissal. A 2.0 is also required minimally to graduate. However, students will want to be mindful of scholarship requirements, or if planning for a pre-professional or graduate program, GPA is vital.

d. *Academic Warning:* the first time their cumulative GPA falls below 2.00, a student will be placed on an academic warning status. This warning is received once.

e. *Academic Probation:* If their cumulative GPA falls below 2.00 *and* if they have been on an academic warning semester in any of their previous semesters of enrollment, a student will be placed on academic probation. Students on probation must participate in an Academic Recovery Program approved by the Dean of Student Success. Students placed on an academic probation are reviewed again at the end of the following semester of enrollment. They will be removed from probation if a 2.00 or above cumulative GPA is attained or continue probation if the GPA is not yet achieved. They will also be required to continue participation in an Academic Recovery Program or possibly be dismissed from the University.

f. *Dismissal:* Students are at cause for dismissal with any of the following:

    i. A cumulative GPA of 1.60 or lower after the first two semesters of enrollment at Bellarmine University, or;

    ii. After two consecutive semesters of academic probation"

g. *Academic Honesty:* Students are bound by showcasing academic honesty. Attributes of dishonesty include: cheating, plagiarism, fabrication, aiding and abetting, submissions of the same work or submitting substantive portions of works previously submitted for credit in other courses; obtaining unfair advantage, and/or obtaining unauthorized access to academic or administrative systems; Academic Honesty Policy

h. *Academic Grievance*: Should a student feel they have been treated unfairly regarding academic circumstances or discriminated against in the classroom, they may pursue the grievance process. Is students are unsure if their circumstance correlates with the grievance policy, they can contact the Dean of Students (or her or his designee) and the Associate Provost (or her or his designee) for guidance. Academic Grievance Procedure

Degree Requirements

To graduate from Bellarmine University with a baccalaureate degree, the following is required:

1. Completion of 120 semester hours

2. a minimum cumulative grade point average of 2.00.

3. Complete a minimum of 24 semester hours in upper-level courses. These 24 hours exclude the General Education Requirements.

4. Complete the minimum course requirements for a major.

5. Complete a minimum of 30 semester hours at Bellarmine University, including at least 12 semester hours in the degree major.

6. Complete the General Education Requirements (43 credit hours). In some cases, the minimum course requirements for a major include courses that also satisfy General Education Requirements

   a. View General Education Requirements here - quick way to find and review general education requirements and options.

Foreign Language Placement

For more information, please refer to Bellarmine's webpage Foreign Language Requirement

The Bellarmine College of Arts and Sciences requires new and transferring undergraduate students to demonstrate proficiency at the basic level (typically 1-2 semesters or minimally the 102 course) pending their language background. Students who did not study a foreign language prior to enrollment, begin at the 101 level and complete up to six hours of credit in a foreign language. Some majors may require more semesters pending the program and degree.

Self-Placement in Foreign Language Courses

(effective Fall 2018)

BELLARMINE UNIVERSITY
Department of Global
Languages and Cultures
www.bellarmine.edu/cas/foreignlanguages/

This information is provided as a guide for Self-placement in Foreign Language Courses

Previous Study of a Foreign Language ⇨ If you have had…	Placement then you should be ready to take this level:
no previous study, OR … 0-1 year of high school foreign language	… 101
… 2-3 years of high school foreign language	… 102
…101 at Bellarmine w/ a grade of **C** or better OR 1 semester of college at another institution	… 102
…102 at Bellarmine w/ a grade of **C** or better OR 4 years of high school foreign language OR 2 semesters of college foreign language at another institution	… 201
201 at Bellarmine w/a grade of **C** or better OR … 3 semesters of college foreign language at another institution	… 202

Note: Native speakers of Spanish, German, and French should enroll in 211 or higher. Heritage speakers should consult the chair for placement.

The course description and placement guidelines that follow should help advisors choose the proper gateway course given the student's background. Keep in mind that if you have taken an IB, AP, CLEP or SAT II test (with or without listening), you should use that score as your guide for selecting a course (see Registrar).

Demonstrating competency in a foreign language will:

1. demonstrate enhanced communication skills through speaking, reading, and writing a second language;

2. examine and reflect upon the history and perspectives of another culture;

3. find commonalities with other cultures, and develop respect and appreciation for the differences between cultures; and

4. demonstrate a deeper understanding of a student's own culture and heritage.

5. In addition, skill with a foreign language can allow students to exchange information, to empathize with others, and to express themselves creatively.

   a. *Languages at the 101/102 level:*101 is an elementary language course level, development of speaking, listening, reading, and writing. There is also a history and cultural component of the Foreign Language-speaking nations. The goals of the 101/102 level are to help students converse with others, express their own ideas in writing, be able to read and understand what others have written.

      The goal is for students to be independent users of the language and trial and error are necessary for language acquisition.

      i.   Prerequisites: None, but students should have a grasp of basic grammar.
           a. Students read 3 stories of about 200 words each and will write 2 short essays in the target language. Native speakers of the language should not be registered in 101/102 courses.

           b. Please note: Student will be reviewed the first week of classes to verify eligibility. Students will be removed from lower level courses with fluent experience.

   b. *Languages at the 201/202 level:* Further development of skills and more complicated elements combined with grammar. Emphasis is placed on basic composition, expanding vocabulary, syntax, and vernacular usage. This also include reading, review, and discussion of prose in the langue acquired. In this second year of language students are preparing for the conversation and composition 211/212 sequence

      The goals of this level are to increase the competency of communication in French, German, Italian, and/or Spanish, i.e. converse with others, express their own ideas in writing, read, and understand what others have written.

Math Placement Policy

Bellarmine is a test optional university. If students have a test score that enhances the review of their application, they may choose to submit their test scores. Each application is reviewed individually.

Advisors will reference the Bellarmine University Guide for Math placement, being mindful of math type, prerequisite, grade achieved, and when applicable ACT/SAT score. It is advised for advisors to converse with the student regarding their math placement, to ensure the student also is comfortable with the math placement and/or recommendation.

- **MATH 101 - Foundations of Mathematics I** - for Elementary and Middle Education majors *only*.

- **MATH 105 - College Algebra** - Taught primarily to develop the skills necessary to succeed in MATH 125 Business Calculus. THIS COURSE DOES NOT FULFILL THE GENERAL EDUCATION REQUIREMENT IN MATHEMATICS.

- **MATH 200 Statistics and Society**—Most students meeting the Bellarmine admission requirement of three years of mathematics will be ready for this course. A student with an exceptionally low ACT Math score (18 or below) or who did not take Algebra II in high school should be advised to take MATH 105 first.

    Advisors should check carefully that MATH 200 meets the requirement for the student's major.

- **MATH 205 Elementary Statistics**—Most students meeting the Bellarmine admission requirement of three years of mathematics will be ready for this course. A student who has an exceptionally low ACT Math score (18 or below) or who did not take Algebra II in high school should be advised to take MATH 105 first. *We recommend that freshmen do NOT take MATH 205 in their first semester.*

- **MATH 116 Precalculus**—A student should have an ACT Math score of 19 or higher, with B's or higher in the high school mathematics courses, which must include Algebra II. A student whose credentials are below this **may** be advised to take MATH 105, even if this is a repeat of a high school course.*

- **MATH 117 Calculus I**—A student should have an ACT Math score of 24 or higher, with B's or higher in the high school Mathematics courses. This must include a Precalculus course (sometimes called Analytic Geometry & Trigonometry). A student whose credentials are below this should take MATH 116, even if this repeats a high school course.

- **MATH 125 Business Calculus**—A student should have an ACT Math score of 21 or higher, with B's or higher in the high school Mathematics courses, *which must include Algebra II within the last five years*. A student with credentials below this or who has been away from mathematics for more than five years should take MATH 105, even if this repeats a high school course.

- **MATH 118 Calculus II**— It will be an unusual student who is ready to take a course more advanced than Calculus I. A student must have Bellarmine credit for MATH 117 before enrolling in Calculus II, which is offered only in the spring. If a student believes he or she can skip MATH 117, encourage this student to contact the chair of the Mathematics Department as soon as possible.

- **MATH 120 Discrete Mathematics** — This is a specialized course for students majoring in Mathematics or Computer Science. These students take MATH 120 in their first semester, *concurrently* with MATH 117. *(That's right, two math courses at once.)* A student should have an ACT Math score of 20 or higher, with B's or higher in the high school mathematics courses, which must include MATH 116 or its equivalent (Precalculus). Please contact the Mathematics Department chair with any questions.

Note: The large majority of Bellarmine students are required to take one or more of these courses based upon the choice of major. Other students may be placed in a course appropriate for their background and proficiency. Please remember the course, **MATH 107 Mathematics for Liberal Arts**, is offered only in the Spring semesters.

*Students who ultimately need to take Math 117 but who do not meet the recommended ACT requirement for Math 116 *but meet the other suggested requirements* **may** be considered for Math 116. It is recommended that these students talk with the Math Department chair so that the right placement is made.

AP/IB/CLEP/Dual Credit
For more information, please refer to Bellarmine's webpage [Earning College Credit](#)

Students can earn college credit for completing courses from regionally accredited institutions. In addition, credit can be accrued through CLEP exams, and military experience as recommended by the American Council on Education. Advanced Placement (AP), International Baccalaureate (IB), and dual college credit completed during high school required official transcripts and score reports for earned credits to be applied on the student record.

Bellarmine University awards transfer credit for grades "D" or higher in college-level coursework if course content and standard is alike. Remedial, technical, vocational, internship, externship, and other courses not consistent with the liberal arts tradition are not accepted for transfer credit. Military work is evaluated using the same considerations as transfer coursework.

Transfer of credit evaluations are developed by the Registrar's Office in consultation with appropriate academic department chairs when necessary.

Once a course is taken at Bellarmine, students can only repeat the course at Bellarmine. Taking a course repeat at another institution for transfer of a course already taken at Bellarmine would not be accepted transfer credit, and the grade would not be replaced. Visit the [Transfer of Credit Policy](#) page to learn more.

Policy on Transfer Credit 2021

Transfer students with 51 or more transferrable credit hours or an earned associate's degree will have met all Bellarmine University General Education requirements with the exception of the following three requirements:

1. Senior Seminar IDC 401 (3 cr)

2. One Theology or Religious Studies course (3 cr): Introductory level (THEO 200) if not previously completed or upper level (THEO 300- or 400-level) if previous introductory course completed

3. One course in Ethics (3 cr): PHIL 301 or an ethics course in a disciplinary context

Transfer students with less than 51 transferrable credit hours will have their transcripts evaluated for Bellarmine University General Education requirements according to the following guidelines:

Transfer credit policy for transfer students with less than 51 transferrable credits	
BU Gen Ed Req.	**Acceptable Transfer Course**
BU100	Waived for all transfer students
IDC 101	Waived for transfer students with 24 or more transferrable credits
IDC 401	Must be completed at Bellarmine
Engl writing	Any writing/composition course (3 cr)
Engl literature	Any writing/composition or literature course (3 cr)
Hist	Any history course (3 cr)
Math	College-level Algebra or more advanced level mathematics course (Pre-calculus, Calculus, or higher), Mathematics for the Liberal Arts, Foundations of Mathematics, or Statistics (math statistics, quantitative methods, or other statistics in context course.) (3 cr)
Theo 200 Theo elective	Two Theology or Religious Studies courses; one must be an introductory course (6 cr)
Phil 101 Phil 301	Two Philosophy courses; one must be Ethics theory, the other can be any Philosophy course (6 cr)
Nat Science	Any two Natural Science courses with or without lab (6 cr)
Soc Science	Any Social Science course (3 cr)
Fine Arts	Any Fine or Performing Arts Course (3 cr)

International Baccalaureate (IB) Credit Transfer Policy

Bellarmine University IB Policy

Applicable for new exam results and students who started Spring 2021 or later

International Baccalaureate (IB) Policy: Bellarmine University offers academic credit and some placement to students who earn scores of 5, 6, or 7 on the International Baccalaureate exams. Some Bellarmine programs offer credit for scores of 4 on these exams, however some exams are only accepted at the Higher Level (HL), not the Standard Level (SL). This table is a current listing of how credits will transfer. Credit and placement exams not included on this list will be determined on an individual basis after review by the Registrar and appropriate department chair. IB exam scores are recorded on the Bellarmine transcript as earned credits and do not calculate into the Bellarmine GPA. IB scores do not count towards "residency" credits earned at Bellarmine. Credit will not be awarded for both IB and AP exams in the same subject. If you subsequently take a course at Bellarmine for which you received IB credit placement, you will not be awarded credit for that subsequent course; it would be considered a repeat. To request IB scores, visit www.ibo.org.

Exam Name	Level	Minimum Score for BU Credit	Bellarmine Equivalent Course(s)	Number of BU Credits Granted	Fulfills one General Education Requirement
Anthropology	SL	5	ANTH 111	3	Social Sciences
	HL	4	ANTH 111	3	Social Sciences
Biology	SL	5	BIOL 115	3	Natural Sciences
	HL	5	BIOL 115	3	Natural Sciences
Chemistry	SL	5	CHEM 109	3	Natural Sciences
	HL	5	CHEM 109	3	Natural Sciences
Chinese	SL	4	CHIN 101	3	
		5	CHIN 101 and CHIN 102	6	
	HL	4	CHIN 201	3	
		5	CHIN 201 and CHIN 202	6	
Computer Science	HL	4	General Elective Credit	3	
Dance	HL	4	Fine Arts Gen Ed Credit	3	Fine & Performing Arts
Design Technology	HL	4	Communications Elective Credit	3	
Economics	HL	5	ECON 110 and ECON 111	6	Social Sciences
English A1	SL	5	ENGL 101	3	English Composition
	HL	4	ENGL 101	3	English Composition
French B	SL	4	FREN 101	3	
		5	FREN 101 and FREN 102	6	
	HL	4	FREN 201	3	
		5	FREN 201 and FREN 202	6	
German B	SL	4	GERM 101	3	
		5	GERM 101 and GERM 102	6	
	HL	4	GERM 201	3	
		5	GERM 201 and GERM 202	6	
History	SL	5	HIST 116 and HIST 117	6	Western Tradition
	HL	5	HIST 116 and HIST 117	6	Western Tradition
History of Europe	HL	5	HIST 116 and HIST 117	6	Western Tradition
History of the Americas	HL	5	HIST 201 and HIST 202	6	
History of the Islamic World	HL	5	History Elective Credit	6	
Information Technology in a Global Society	SL	4	Communications Elective Credit	3	
	HL	4	Communications Elective Credit	3	
Italian	HL	4	ITAL 201	3	
		5	ITAL 201 and ITAL 202	6	

Japanese B	SL	4	JPN 101	3	
		5	JPN 101 and JPN 102	6	
	HL	4	JPN 201	3	
		5	JPN 201 and JPN 202	6	
Latin	SL	5	LAT 101 and LAT 102	6	
	HL	4	LATN 201	3	
		5	LATN 201 and LATN 202	6	
Mathematics	SL	4 or 5	Meets MATH 117 prereq	N/A	
		6 or 7	MATH 117	4	Mathematics
	HL	4 or 5	MATH 117	4	Mathematics
		6 or 7	MATH 117 and MATH 118	8	Mathematics
Math Studies	SL	5	MATH 107	3	Mathematics
Music	SL	4	MUSC 101	3	
	HL	4	MUSC 101	3	
Physics	SL	5	Physics Gen Ed Credit	3	Natural Sciences
	HL	5	Physics Gen Ed Credit	3	Natural Sciences
Psychology	SL	4	PSYC 103	3	Social Sciences
	HL	4	PSYC 103	3	Social Sciences
Spanish B	SL	4	SPAN 101	3	
		5	SPAN 101 and SPAN 102	6	
	HL	4	SPAN 201	3	
		5	SPAN 201 and SPAN 202	6	
Theatre Arts	SL	4	THEA 101	3	Fine & Performing Arts
	HL	4	THEA 101	3	Fine & Performing Arts
Visual Arts	SL	4	ART 211	3	Fine & Performing Arts
	HL	4	ART 211	3	Fine & Performing Arts
World Religions	SL	4	THEO 200	3	Theology
	HL	4	THEO 200	3	Theology

Credit by Exam

Students can earn a maximum of 30 credits through the external and internal credit possibilities below.

a. External

   i. Advanced Placement (AP) Credit

   ii. International Baccalaureate (IB) Credit

   iii. CLEP Exams

b. Internal

   i. *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. [Download the Challenge Exam Form](#)

Life Experience (Portfolio)

Up to twelve undergraduate credits and six graduate credits may be gained in this category. A portfolio demonstrating learning acquired outside the academic classroom is required for evaluation by Bellarmine faculty. Any necessary supporting documentation should be included. Successful submission 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 during the application process. [Download the Credit by Portfolio Form](#)"

Eminence High School Classes

Eminence High School Classes are dual credit courses that are restricted to Eminence High School students only. Bellarmine University students are restricted from taking these courses.

Auditing a Course

Students auditing a course will not receive a grade or earned credit for the audited class. Auditors can participate but are not required to do assignments or tests. Students may audit to refresh content or skills, or be a part of a course area of interest.

On transcripts an audited course is represented by AU instead of a letter or pass/fail grade. The transcript would also notate 0 credits earned for the audited class. Auditors pay an additional fee of $1000 per audited course. Students should consult with the Student Accounts Office on how an audited class could affected their bill (502-272-864 or bursar@beallarmine.edu).

V. Readmit/Left In Good Standing

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

1. A completed online application form

2. Official copies of transcripts from all schools attended since last admission to Bellarmine

Readmit (Dismissal)

1. A completed online application form

2. Official copies of transcripts from all schools attended since last admission to Bellarmine

3. A meeting with the Dean of Student Success

Readmit Appeal/Dismissed Student

If a student was dismissed, they have the option to complete the appeal process outlined in their dismissal letter, as often this process can sometimes allow a student to return sooner. Aside from the immediate process the student can complete the typical dismissal process which is as follows:

The student will need to sit out for one complete fall or spring semester for their first dismissal. If this is their second dismissal, they will sit out two years. After the appropriate time lapse, the student will need to reapply to Bellarmine, meet with the Dean of Student Success, the Associate Dean of Academic Services, and Associate Dean of Academic Advising. A readmitted student will either meet with a professional advisor to confirm their initial schedule and then will be reassigned to their previous faculty advisor or a new faculty advisor in the appropriate department. Please note, a student that has been dismissed three times is not eligible for return.

VI. Early Entry Programs

Bellarmine has various early entry programs. Please see the following links for more information.

1. Early Entry Programs
2. Pre-Physical Therapy

VII. Registrar Information

Key Academic Calendar Dates

Important dates for each semester can be found on Bellarmine University Academic Calendar

Registration Policies and Procedures

Information for Summer and Fall 2021 registration policies and procedures can be found here.

1. Registration - Students register for summer and fall semester courses at the same time. Students register by class status (freshman, sophomore, etc.) based on cumulative earned credit hours. In-progress credits are not counted.

2. Add/Drop Period - Classes can be added and dropped to the student's schedule through the first five days of the semester without record or charge. Students may also adjust from full-time to part-time status with full tuition refund through the fifth day of class each semester. There is a 50% tuition refund through the sixth week of the semester.

    a. Refunds for alternative class schedules will be prorated. Schedule above does not apply to summer courses.

    b. Students may request to "Late - Add" a course using the Petition to Late Add a Course form here.

3. Tuition due date - Payment due dates are located the academic calendar every semester. If payment is not submitted by the deadline(s) or if a payment method has not been selected, students could be subjected to an interest charge. Questions regarding bills/payment should be directed to the Student Accounts Office at 502-272-8264 or studentaccounts@bellarmine.edu. Billing and refund dates are listed in each semester's academic calendar and online at one.bellarmine.edu.

4. Complete withdrawal from the University:

    a. 100% tuition and fees are refunded prior to the first day of class each semester

    b. 80% tuition is refunded during the first five days of the semester.

    c. 50% tuition refund beginning on the sixth day of the semester through the sixth week of the semester.

    d. 0% tuition refund after the sixth week of the semester.

    e. Refunds for alternative class schedules will be prorated. Schedule above does not apply to summer courses.

Refund and Withdrawal Information

Add/Drop/Withdrawal information from the Registrar's office.

For more information, please refer to Bellarmine's webpage Refund and Withdrawal Information

Should a dire extenuating circumstance occur (social, medical, academic, etc), students have the option to completely withdraw. However, they should consult with Student Accounts and/or Financial Aid to ensure they understand any financial commitment. However, they can have a large impact. Bellarmine University knows it is therefore essential for students and families to obtain accurate and reliable information about academic, financial aid and tuition policies when such a situation occurs.

The official and most current information about policies and procedures can always be found in the Course Catalog. Bellarmine typically recommends that a student experiencing barriers to consult with someone they have built rapport with, not limited to but may include the following: an academic advisor in the Student Success Center or major department, a Financial Aid counselor, staff in the Bursar's Office or Registrar's Office, a Residence Life Coordinator or a trusted mentor from one of the various Student Affairs offices. Every staff person is relatively able to answer questions and assist students to the appropriate resources in times of need.

Quick Links

Below is a list of the basic information students and families should know when exploring a withdrawal:

1. Withdrawal Information from the current Course Catalog

2. Academic Calendar and Refund Information from the current Course Catalog

3. Registration Information, Policies & Procedures for upcoming terms

4. Treatment of Title IV Federal Aid after Withdrawal

SECTION SIX
UNIVERSITY RESOURCES

I. Registrar

Office Hours
Monday - Friday 9 a.m.-4 p.m.
*Beginning June 11, 2021 and ending July 30, 2021, office will be closing at 12 p.m. on Fridays.

Registrar's Office Contact Information:

Campus Location
Horrigan Hall 205

Mailing Address
Bellarmine University
Registrar's Office
2001 Newburg Road
Louisville, KY 40205

Office: 502-272-8133
Fax: 502-272-7734
Toll Free: 800-274-4723 x 8133
E-mail: registrar@bellarmine.edu

II. Deans And Chairs 2021-2022

For more information, please refer to [University Personnel](#)

Deans and Associate Deans by School

- **Bellarmine College of Arts & Science:**
  - Mary Huff, Dean – mhuff@bellarmine.edu
  - Laura Hartford, Associate Dean – lhartford@bellarmine.edu
  - Pam Cartor, Associate Dean – pcartor@bellarmine.edu
- **School of Business:**
  - Natasha Munshi, Dean (effective August 1, 2020) – nmunshi@bellarmine.edu
  - Mike Ryan, Associate Dean – mryan@bellarmine.edu
- **School of Continuing and Professional Studies:**
  - Nancy York, Assistant Provost – nyork@bellarmine.edu
- **School of Education:**
  - Elizabeth Dinkins, Dean – edinkins@bellarmine.edu
  - Kristin Cook, Associate Dean – kcook@bellarmine.edu
- **School of Movement and Rehabilitation Sciences:**
  - Tony Brosky, Dean – tbrosky@bellarmine.edu
- **School of Nursing and Clinical Sciences:**
  - Christy Kane, Interim Dean – ckane@bellarmine.edu
  - Heather Owens, Interim Associate Dean and Chief Nursing Officer – howens@bellarmine.edu

Chairs and Directors by School

- **Bellarmine College of Arts & Science:**
  - Rob Kelley, Chair, Computer Science – 502-272-7458
  - Conor Picken, Chair, English/Theatre – 502-272-7099
  - Kyle Barnett, Chair, Graduate Communication (SU21 & SP22; sabbatical FA21) – 502-272-7270

- o Moira O'Keeffe, Interim Chair, Graduate Communication (FA21 only) – 502-272-7961
- o Tim Glasscock, Chair, Music – 502-272-8449
- o Josh Golding, Chair, Philosophy – 502-272-8472
- o Elizabeth Hinson-Hasty, Chair, Theology (SU21 only) – 502-272-8031
- o Debbie Prince, Chair, Theology (FA21 & SP22) – 502-272-8395
- o Pat Holt, Chair, Chemistry/Physics/Biochemistry & Molecular Biology – 502-272-8220
- o Joy Jacobs-Lawson, Chair, Psychology/Sociology/Criminal Justice/Anthropology – 502-272-7901
- o Justin Klassen, Chair, Integrated Studies – 502-272-8178
- o Paul Kiser, Chair, Biology – 502-272-8113
- o Sarah Martin, Chair, Art and Arts Administration – 502-272-8191
- o Martha Carlson Mazur, Chair, Environmental Studies
- o Anne Raymond, Chair, Math – 502-272-8169
- o Miguel Rincon Perez, Chair, Global Languages and Cultures – 502-272-7989
- o Stacie Shain, Chair, Undergraduate Communication – 502-272-7980
- o Timothy Welliver, Chair, History and Political Science – 502-272-8068
- o Mark Wiegand, Chair, BU – 502-272-8368
- o Shawn Apostel, Director, DAT – 502-272-8116
- o Jon Blandford, Director, Honors Program – 502-272-7404
- o Megan Burnett, Director, Theatre – 502-272-7480
- o Aaron Hoffman, Director, Political Science – 502-272-8170
- o Frank Hutchins, Director, Criminal Justice/Sociology/Anthropology – 502-272-8393
- o Rob Kelley, Director, Data Science – 502-272-7458
- o Amanda Krzysiak, Director, Biochemistry & Molecular Biology –502-272-7755
- o Zack Ross, Director, Arts Administration – 502-272-8431
- o Muhammad Saleem, Director, Physics – 502-272-8436
- o Steven Wilt, Director, Pre-Medical Studies – 502-272-8462
- **School of Business**
  - o Mike Mattei, Chair, Business Administration – 502-272-8441
  - o David Collins, Chair, Accounting – 502-272-8248
  - o Bradley Stevenson, Chair, Economics/Finance – 502-272-8173
- **School of Education**
  - o James Archibald, Chair, Masters in Higher Education Leadership & Social Justice (starts FA21)
  - o Mary Ann Cahill, Chair, Undergraduate Education – 502-272-8339
  - o Jessica Ivy, Chair, Master of Arts in Teaching – 502-272-7809
  - o Amy Lein, Chair, Ph.D. in Social Change/Ed.D. – 502-272-8707
  - o Mike Vetter, Chair, Ph.D. in Leadership in Higher Education –502-272-7987
  - o Rose Marie Young, Chair, Advanced Graduate Programs (MAED, EDS) – 502-272-8447
- **School of Movement and Rehabilitation Sciences**
  - o Dan Bauer, Director, Sports Administration – 502-272-8026
  - o Megan Danzl, Assistant Chair, Physical Therapy – 502-272-7368
  - o Beth Ennis, Chair, Physical Therapy – 502-272-8434
  - o Sara Mahoney, Chair, Exercise Science -502-272-7607
  - o Myra Stockdale, Chair, Master in Athletic Training – 502-272-7614
- **School of Nursing and Clinical Sciences**

- o   Dan Golemboski, Chair, MHS – 502-272-8231
- o   Karen Golemboski, Chair, Medical Laboratory Sciences – 502-272-8387
- o   Pam Power, Chair, Undergraduate Nursing – 502-272-7973
- o   Sarah Pehlke, Chair, Respiratory Therapy – 502-272-7408
- o   Heather Owens, Chair, Graduate Nursing (DNP and MSN) – 502-272-8101
- o   Carol Scherbak, Chair, Radiation Therapy – 502-272-8355
- o   Barb Jackson, Chair PhD in HPE, and Director of Accreditation/Assessment in Nursing – 502-272-7605
- o   Kevin Hansen, Chair, Health and Aging Services Leadership – 502-272-8281
- o   Brenda Davis, Assistant Director, Medical Laboratory Sciences – 502-272-8387
- o   Lori Minton, Director, Accelerated 2nd Degree Track – 502-272-7967
- o   Chris Webb, Director, Family Nurse Practitioner (FNP) – 502-272-8394

Sabbaticals 2021-2022
- ▪   Kyle Barnett, Fall 2021
- ▪   Charles Hatten, Fall 2021
- ▪   Justin Klassen, Spring 2022
- ▪   Hank Rothgerber, Spring 2022
- ▪   Kathryn West, Spring 2022

III.   Student Success Center

For more information, please refer to Bellarmine's webpage [Student Success Center](#)

The Student Success Center provides a variety of helpful avenues to assist student through their academic journey. This allows students to have initiative in their academic experience and engage in academic support.

Student Success Center (SSC) Contact Information:
Phone: 502-272-7400
E-mail: studentsuccess@bellarmine.edu

Half Semester Courses

Half semester courses are offered, typically during the middle to end of the semester. This can be beneficial to a student needed to tag on a last-minute general education or elective course for credit, or to rebuild credit if a student dropped a full-semester class during the withdrawal/"W" period. SSC Advising Center professional advisors or Academic Support for Student Athletes have the required access to register students interested in a half-semester class. It is important students know that half-semester courses are more accelerated, or may meet for longer time-blocks, and will want to be sure to consult with their advisor before adding in the course. The add/drop period for half-semester courses is significantly shorter as well.

Tutoring Center

The Tutoring Center in the Student Success Center help students in a peer-relational way to understand and interpret course material and course content as well as developing academic skills. FREE peer tutoring is provided by the Bellarmine Tutoring Center to all Bellarmine undergraduate students for most general and programmatic 100- and 200-level courses. Students can schedule an appointment to have individual tutoring or small group sessions. Engaging in tutoring services in conjunction with professor office hours can be helpful to increase a student's success and feel more competent in the course they are participating in.

Tutoring Center Contact Information:
Dr. Dominique Clayton
Director of Academic Services
dclayton@bellarmine.edu
502-272-8453

Testing Center

The purpose of the Testing Center is to allow students to have an accessible and secure environment meeting their individual needs to maintain success. The Bellarmine University Testing Center condones the NCTA Professional Standards and Guidelines.

Testing Center Contact Information:
Office location: B08A of the Student Success Center on the B-Level of the Brown Library
E-mail: studentsuccess@bellarmine.edu
Phone: 502-272-7401

Pioneer Scholars

The Pioneer Scholars Program connect college-experienced Peer mentors with first-generation students, in hopes to assist with the social and academic acclimation necessary to be successful in college transitions. Pioneer Scholars meets every Tuesday throughout the first year.

Writing Center

The Writing Center provides individual and small-group sessions, workshops on academic, creative, and professional writing concerns. Class room presentations are upon request. The Writing Center can be useful to encourage students to utilize the additional support for various writing formats and assignments. Students will be able to enhance their writing and editing skills to a higher degree after participating.

Writing Center Contact Information:
Dr. Dominique Clayton
Director of Academic Services
dclayton@bellarmine.edu
502-272-8453

Learning Communities

Learning Communities, are cohorts of students that share a common theme/interest and sometimes major. The cohort participates in co-curricular activities surrounding their commonalities to enhance their academic experience.

Learning Communities Contact Information:
Primary E-mail: learningcommunities@bellarmine.edu

Chelsea McKendree
Assistant Director of Academic Enrichment
cmckendree@bellarmine.edu

Kim Kerns
Assistant Dean of Academic Enrichment
kkerns@bellarmine.edu
502-272-8073

1. Current Learning Communities:

    a. Compassio Learning Community (CLC) - focused on the four pillars of the CLC: compassion, civic engagement, civility, and community. Students in this community are interested in current societal issues of injustice and intolerance and participate in dialogue and activities of how it can improve.

    b. Eureka Learning Community (EULC) - based upon the theme "Explore and Discover." The EULC strives to develop the academic experience connecting primarily STEM majors/interests and assist in developing academic and career readiness in this area.

    c. Explore Learning Community (EXPLC) - intended for first-year students who are undecided in their major and/or career path. This community, centered around calling and purpose, will have specialized curricular and co-curricular activities designed to support and empower students in their exploration of vocation and career pathways.

d. Galileo Learning Community (GLC) - for first-year students interested in pre-professional programs typically in the health/medicinal field. The GLC challenges students to consider the elements of "Mind, Body and Spirit" as they explore the many facets of becoming a healthcare provider.

e. Terra Learning Community (TLC) - focuses on the theme: "Sustainability: from words to action." The community is designed for students that have a strong interest in the issues of sustainability and/or majoring in environmental disciplines.

f. Valor Learning Community (VLC) - intended for first year and transfer Active Duty, Guard, Reserves, and Veteran students. The focus of this community will be the successful transition of military-affiliated students to college life and to Bellarmine University.

IV. Student Affairs

For more information, please refer to Bellarmine webpages Student Life Directory and Division of Student Affairs

The Division of Student Affairs at Bellarmine is here to help students succeed academically, socially, emotionally, and spiritually, whether it's through residence life, athletics, campus ministry, intramurals, counseling, or even finding an internship or a job. Student Affairs also works with Academic Affairs to offer co-curricular opportunities that promote intellectual, cultural, and social growth.

Office of Student Affairs Contact Information:
Phone number: 502-272-8150
Location: Horrigan Hall

Office of Student Affairs Personnel

Dr. Helen Grace Ryan
Vice President for Student Affairs
502-272-8304
hryan@bellarmine.edu

Patrick Englert
Associate Vice President for Student Affairs
502-272-8323
penglert@bellarmine.edu

Jen Alessandro
Senior Administrative Assistant
502-272-8304
Jalessandro001@bellarmine.edu

Office of the Dean of Students
For more information, please refer to Bellarmine's webpage Office of the Dean of Students

> The Dean of Students Office supports the general welfare of students from holistic points (such as personal or academic circumstances) while advocating for students' rights and promoting ethical behavior. The Dean of Students Office facilitates Campus Recreation and Intramurals; Care Team; Counseling and Accessibility Resources Center; Food Services; Health Services; Graduate Students; Knights Pantry; Residence Life; and Student Conduct System.

> *Dean of Students Office Contact Information*:
> Phone number: 502-272-8150
> The Dean of Students' office is in the Student Affairs wing of Centro/Treece hall, CNTH - 225C, 225K, and 225L.

> Dr. Leslie Maxie
> Associate Dean of Students
> lmaxie@bellarmine.edu

> Natasha Begin
> Assistant Dean of Students & Deputy Title IX Coordinator
> 202-272-7150
> nbegin@bellarmine.edu

> Emily Kessinger
> Sexual Assault Prevention Coordinator
> ekessinger@bellarmine.edu

The Care Team
For more information, please refer to Bellarmine's webpage Care Team

> The mission of the Bellarmine University Care Team is to promote and advocate for student safety, cognitive and emotional circumstances, and well-being. The Care Team is a group of campus professionals who relay the needs and plans of action for students of concern.

Sexual Discrimination and Misconduct
Bellarmine University's Full Sexual Discrimination and Misconduct Policy can be found here, including information on mandated reporting (p. 14).

1. Mandated Reporting

a. Bellarmine University employees are mandated to report actual or alleged discrimination or harassment to the appropriate school officials immediately. Exceptions are limited.

    i. Please see pages 14-15 of the Bellarmine University Sexual Discrimination and Misconduct Policy PDF linked above for full description of mandated reporting.

    ii. To report a complaint involving discrimination, including harassment and sexual misconduct, please contact your supervisor or the Title IX Coordinator.

V. Career Development

For more information, please refer to [Career Development Center](#) and [Student Life Directory](#)

The Career Development Center at Bellarmine University provides services to students and alumni to assist in a variety of ways with career readiness, exploration, preparation (resume, curriculum vita, cover letter), while offering networking and other preparatory events for academic interests (internship, shadowing, and other experiences), professional etiquette and career pathway.

[Handshake](#)

Handshake can be utilized as a search engine for internships, jobs, as well as a tool for students to set up appointments with a career advisor. Students using Handshake can also see upcoming events and have access to career web resources.

BU199 , BU299, and BU 250 Course Descriptions:

1. BU199 - Major & Career Pathways - a 1-credit, 7-week course designed to guide students through a process of self-discovery and discernment to explore majors and career opportunities that align with their values, interests, personality, and skills. There will be a 3-week online section of BU199 offered during Summer Session III.

2. BU299 - Internship Preparation & Success - a 1-credit, 7-week, online course designed to empower students in their internship and job search and prepare them for professional expectations of the workplace. There will be a 3-week online section of BU199 offered during Summer Session III. BU299 is also a pre-requisite to receive the Summer Internship Scholarship.

3. BU250 – Community-Based Learning Practicum – 1 credit course that connects your community engagement experience with a complimentary

course exploring social and community issues to anchor your experience in an academic discipline and ensure deep and rich learning. A community-based learning practicum provides students the opportunity to put theory into practice and see academic concepts in action, to understand ethical issues and encounter problem-solving in complex situations, to recognize community needs and assets, and to build skills and competencies to be an active citizen in one's community. The BU250 course also provides students an opportunity for critical self-reflection, interaction with people and communities from different backgrounds, and exploration of pathways to meaningful work.

The Summer Internship Scholarship

Supported by a career advisor, participates will receive free tuition for a three-credit summer internship course for students who have completed BU299 or a designated equivalent course (i.e. PSYC299, CJS299, ENGL299, and BUSA444). These is a $350 internship supervision fee not covered by the scholarship. Students can connect with Financial Aid to see other options toward the fee or student accounts regarding payment information.

Career & Development Center Contact Information
Office location: ground floor of Centro-McGowan Hall
Hours: Monday - Friday, 8:30 a.m. - 5 p.m.
Phone: 502-272-8151
E-mail: careerdev@bellarmine.edu

VI. Residence Life
For more information, please refer to Bellarmine's webpage [Residence Life](#)

The Office of Residence Life provides a unique living-learning residential experience to enhance the student's independence and comradery during their campus stay. It is also encouraged for student to build their social and academic skills by participating in residence hall events or consider a leadership related role.

Each resident is asked to contribute to their residence community as a means to engage in the areas of connection, academics, diversity, civility, and well-being.

Office of Residence Life Contact information
E-mail: reslife@bellarmine.edu
Phone: 502-272-7272

VII. Office Of Financial Aid
For more information, please refer to Bellarmine's webpage [Financial Aid Staff](#)

The Office of Financial Aid assists students an families with various support options and processes related to financial support and funding during their Bellarmine stay including, but not limited to, FAFSA filing, internal and external scholarships, and Satisfactory Academic Progress policies and appeals.

Bellarmine University Financial Aid Contact information:
Office Location: Horrigan Hall - Room 213
Office Hours: Monday - Friday, 8 a.m. - 5 p.m.

Phone: 800-274-4723
Local: 502-272-7300
Fax: 502-272-8486
E-mail: finaid@bellarmine.edu

VIII. Accessibility Resource Center

For more information, please refer to Bellarmine's webpages [Accessibility Resource Center](#) and [Student Life Directory](#)

The Accessibility Resource Center is in Centro McGowan Hall, CNMH-076.

The Accessibility Resource Center strives to advocate for and provide accommodations to students with cognitive, learning, health, or physical differences. This will ensure learning materials and the overall experience is accessible and individualized to meet the student needs.

Accessibility categories (as listed on the Accommodation Application):

- Attention Deficit/Hyperactivity

- ASD Related

- Chronic Health

- Concussions/ Traumatic Brain Injury

- Communication

- Hearing

- Learning

- Mobility

- Psychological

- Temporary

- Visual

- Neurological

[Accommodation Application form](#)

Bellarmine University Accessibility Resource Contact Information:

Ronda Purdy
Director of the Accessibility Resource Center
502-272-8489
rpurdy@bellarmine.edu

IX. Admissions Office

For more information, please refer to [Undergraduate Admissions](#)

Bellarmine is a test optional university; however, students can submit scores if they feel it will enhance their admissions application. Bellarmine considers multiple variables in the application process including but not limited to grades, content of courses, rigor, activities, organizational roles, employment, honors and awards, and recommendations.

When applying prospective students should be mindful of deadlines, pending scholarship, enrollment timeline, and other programs. Full details and dates are available on the [Application Deadlines](#)

Admissions Office Contact Information:
Mailing Address:
2001 Newburg Rd
Louisville, KY 402045

Phone: 502-272-8000
E-mail: admissions@bellarmine.edu

X. Office Of Health Services

For more information, please refer to Bellarmine's webpage [Health Services](#)

Office of Health Services Contact Information:
Location: 1st floor of Newman Hall, room 121.

Phone: 502-272-8313
Fax: 502-272-8048
E-mail: healthservices@bellarmine.edu

XI. Counseling Center

For more information, please refer to Bellarmine's webpages [Counseling Center](#) and [Faculty and Staff Resources](#)

Bellarmine University Counseling Center Contact Information:
Hours: Monday-Friday 8 a.m. – 5 p.m.
Allen Hall, Room 403
Phone: 502-272-8480

Services include:

- Mental health screening

- Therapist Assisted Online Treatment (TAO)

- Online workshops

- Let's Talk

- Phone consultation & support

- Crisis intervention

- Initial needs assessment

- Telehealth

- Referral

Faculty and Professional Staff Counseling Resources

How to Refer a Distressed Student:

"The following behavioral indicators may help in identifying a student who is distressed and might benefit from counseling services:

1. *Marked Changes in Academic Performance or Behavior*

   a. Poor performance or preparation (particularly if previous performance has been good)

   b. Excessive absences or tardiness

   c. Avoiding participation

d. Excessive anxiety when called upon, giving a speech, or taking a test

e. Exaggerated or inappropriate emotional response to an event or situation

2. *Unusual Behavior or Appearance*

a. Depressed or lethargic mood (head down, avoidance of eye contact)

b. Hyperactivity or very rapid speech

c. Swollen or red eyes

d. Change in personal hygiene or dress

e. Disheveled appearance

f. Dramatic weight loss or gain

g. Strange or bizarre behavior indicating loss of contact with reality

3. *Talking About Suicide, Homicide or Death*

a. Overt references to suicide or off-handed remarks about suicide (even if said jokingly)

b. Feelings of hopelessness or helplessness

c. Isolation from friends or family

d. Homicidal threats or off-handed threatening remarks

4. *Alcohol or Drug Abuse*

a. Coming to class or meetings intoxicated

b. Missing classes due to hangover

c. Engaging in high-risk or violent behavior while intoxicated

5. *Stating a Need for Help*

a. Students may directly tell you about their feelings of stress, confusion, sadness, hopelessness, anxiety, etc. They may look to you for answers or direction.

How to Make a Referral for Psychological Counseling

1. Do not attempt to make a referral when a student is at the peak of emotion. Simply stay with the student and wait until he/she/they has/have calmed down enough to listen and respond to your suggestions.

2. Let the student know that you believe that he/she would benefit from meeting with a professional counselor.

3. Inform the student that the services are strictly confidential, are provided by experienced and credentialed professionals, and are a benefit of being a student at the university (i.e. are free to the student).

4. Don't force the issue if the student is defensive or resistant to your suggestion. Simply restate your position and explore any misconceptions about counseling. People are often hesitant to seek counseling, particularly if they perceive a stigma associated with counseling. Let the student know that speaking with a counselor does not imply that he/she is 'weak' or 'crazy'.

5. If the student is receptive, you can suggest that he or she schedule an appointment. A student may arrange an appointment by calling our main number (502-272-8480). Typically, a counselor will conduct a brief triage assessment and arrange an appointment. The student must be the person to arrange the appointment.

6. It is sometimes helpful to offer to accompany the individual to the first session, particularly if the student is distraught, but this should be the student's decision.

7. If you are ever uncertain how to handle a situation, please call. We will be happy to consult with you.

Emergency Situations

Emergency situations (highly distraught, in jeopardy of harming self or others) are always highest priority and will always be accommodated. In emergency situations, please contact our main number and let us know that there is an emergency. If you are unable to reach someone directly (e.g., line is busy, after normal office hours), you can contact Campus Safety (502-272-7777) and a counselor will be contacted.

Comments About Confidentiality

Mental health professionals are bound legally for patient/client confidentiality. This means information cannot be disclosed to faculty or staff if a student is receiving counseling services. However, here are two situations in which information could be disclosed:

1. If the student's physical safety is at risk or the physical safety of others is at risk;

2. If the student provides written permission to communicate with faculty, staff, etc.

3. If you would like feedback regarding the student, express that wish to the counselor and he/she will ask the student for permission to communicate with you."

QPR Training

QPR (Question, Persuade, Refer) provides faculty and staff the tools to be proactive in suicide or crisis prevention. To arrange a 90-minute QPR Training for your department or group, contact the Counseling Center 502-272-8480.

XII. Academic Affairs

For more information, please refer to Bellarmine's webpages [Academic Affairs](#) and [Academic Affairs Team](#)

Office of Academic Affairs provides a variety of supports for Bellarmine University community members. Areas of services cover, but are not limited to academic grievance, academic honesty, accreditation, faculty development awards, the Faculty Development Center, and the Office of the Registrar.

Academic Affairs Team Members:

Paul Gore, Provost
Jim Breslin, Assistant Provost
Anne Bucalos, Vice Provost
Ann Olsen, Registrar
Kristin Wallitsch, Dean, Student Success
Mark Wiegand, Associate Provost and Dean of College of Health Professions
Nancy York, Assistant Provost

XIII. Campus Activities

For more information, please refer to Bellarmine's webpage [Student Activities Center (SAC)](#)

The SAC creates transformative student experiences for the Bellarmine and Louisville communities through activities and engagement. Activities are often student driven, empowering learners to pursue light leadership roles and involvement to deliver a robust campus experience.

Use [Engage](#) to learn information on events, organizations, and new articles.

XIV. Campus Ministry

For more information, please refer to Bellarmine's webpages [Campus Ministry](#) and [Student Life Directory](#)

Campus Ministry plans and executes programs that support the spiritual development of students, staff, and faculty hear at Bellarmine University:

1. To promote the Catholic identity of the University

2. To foster ecumenical and interfaith experiences

3. To encourage students of all faiths to gather regularly with those who share their faith

4. To be a visible presence of ministry"

Campus Ministries Staff & Contact Information*:*
The Office of Campus Ministry is located in CNHH 016. Phones: 502-272-8051 and 502-272-8148. E-mail: campusministry@bellarmine.edu

XV. Campus Bookstore

For more information, please refer to: [Bellarmine Bookstore Home](#)

Bellarmine University Bookstore Contact Information:
Campus Bookstore hours (Summer 2021):
Monday-Thursday 8 a.m. - 5 p.m.
Friday 8 a.m. - 12 p.m.
Saturday-Sunday Closed

Address:
Bellarmine University Bookstore
2001 Newburg Rd
Louisville, KY US 40205-1863

Phone: 502-272-8111

Fax: 502-272-8483
E-mail: bellarmine@bkstr.com

XVI. Office Of Student Accounts

For more information, please refer to Bellarmine's webpage [Office of Student Accounts](#)

The Office of Student Accounts provides information and service regarding individual student billing and tuition accounts. This office provides general customer service and education in the realm of tuition and fees and payment options.

Office of Student Accounts Contact information:

Hours of operation: Monday through Friday 9 a.m. - 4 p.m.
Location: Horrigan Hall, 2nd Floor

Mailing Address:
Bellarmine University
Office of Student Accounts
2001 Newburg Road
Louisville, KY 40205

Phone: 502-272-8264
Fax: 502-272-8595
E-mail: studentaccounts@bellarmine.edu

XVII. Office Of Identity & Inclusion (OII)

For more information, please refer to Bellarmine's webpage [The Dr. Patricia Carver Office of Identity and Inclusion (OII)](#)

OII Mission

The Office of Identity and Inclusion educates and implements opportunity for decisions and discussions surrounding topics of diversity equity and inclusion in the campus community and correlates how these pieces affect our students, faculty, and staff persons of color/differences in the society. OII engages the Bellarmine community in participation of Identity Exploration, Cultural Humility, and Social Justice, as well providing services or connection to services within campus partners. OII strives to create a sense of belonging and positive change within the student body while also preparing them for how to implement this framework as they embark on their academic journey.

Office of Identity and Inclusion Contact Information:

Joseph Frazier (he/him)
Director of Identity & Inclusion
502.272.7304
jfrazier2@bellarmine.edu

Emily Dixon (she/her)
Assistant Director, Identity & Inclusion
502.272.8303
edixon@bellarmine.edu

Grace Michels (she/her)
Americorps VISTA
502.272.8302
gmichels@bellarmine.edu

Resources

- Cultural

  Humility

- Identity

  Exploration

- Social Justice

- Support

- Merici's Mentors

- Knights of Color

- Diversity Peer

  Educator

  Program

- Black History

  Month Events

  (pdf)

- Pronouns &

  Names

- Report Bias

XVIII. Study Abroad And International Programs (SAIP)

For more information, please refer to Bellarmine's webpage Study Abroad & International Programs

Study Abroad and International Programs is a part of the Academic Enrichment Office of the Student Success Center. This office provides individualized support to students and/or faculty participating in international academic experiences.

These international and intercultural experience assist to enhance the general academic requirements, offering new prospective and additional cultural frameworks for students to utilize after graduation.

Study Abroad and International Programs (SAIP) Contact information:
Mary Grandinetti, Director of Study Abroad and International Programs
Office location: Library, B11
Phone: 502-272-8630
E-mail: mgrandinetti@bellarmine.edu

XIX. Office Of Military & Veteran Services

For more information, please refer to Bellarmine's webpage Office of Military & Veteran Services

The Office of Military & Veteran Services provides additional and related support to military-affiliated students, alumni, faculty, and staff. This office strives to advocate for the needs of this population through advising, programming, policy development, other services, also bringing attention to this non-traditional population as well.

Office Of Military & Veteran Services Contact Information:

Phone: 502-272-7027
Location: Second floor of the W.L. Lyons Brown Library (BL209)

Services Provided:

1. Designated Military and Veteran student lounge with private study area, open during library hours

2. Boots to Books Program: borrow used books from our department donated by other military students

3. Programs and Events throughout the year created specifically for Bellarmine's Military and Veteran students

4. Students can book a meeting with a staff member of the Office of Military and Veteran Services or reserve the private study room, via this link.

ROTC

Army & Air Force ROTC programs are offered at Bellarmine in conjunction with Metroversity. ROTC is an elective course students can incorporate with their required college classes. The course is designed to prepare students with the foundational needs to be successful in any related or other environment relying

on cognitive or leadership approaches. ROTC can help provide tuition assistance and other financial incentives.

Top Programs Military and Veteran Students Pursue

- Accelerated Nursing
- Nursing

- Master of Business Administration

- Exercise Science

- Doctorate of Physical Therapy

- Radiation Therapy

- Master of Heath Science in Respiratory Therapy

Additional Resources

- Student Resources
- News and Events
- Benefits and Tuition
- Veteran and Military Application Process

- Veteran and Military FAQs
- Veteran and Military Student Policies
- Veterans Fund
- Virtual Memorial Wall

SECTION SEVEN
TECHNOLOGY

I. Colleague User Interface (The UI)

Colleague UI is Bellarmine's Student Information System (SIS). In regard to advising support, this tool is used to be able to perform certain functionality such as placing and removing holds. Below are some functions performed by professional advisors for their advisees. All other UI functionality connected to advisor use is performed by the Registrar's Office.

1. Utilize PERC to place and remove holds.
2. SPRO can show general student information: name, address, etc.

3. Utilize SRWS to override prerequisites if you have knowledge detailing the student has credit for the prerequisite course.

II. Colleague Reporting and Operating Analytics (CROA) Reports

These reports can be used to pull data that advisors can see to run reports that show important student information (low enrolled, students by major, grades, etc.).

Commonly Used CROA Reports

1. Low Enrolled Sections ([how to](#))

2. Enrollment Tracking

3. Students Not Enrolled

4. Ongoing Enrollment

5. Confirmed Students

III. How To Schedule A Meeting in Beacon
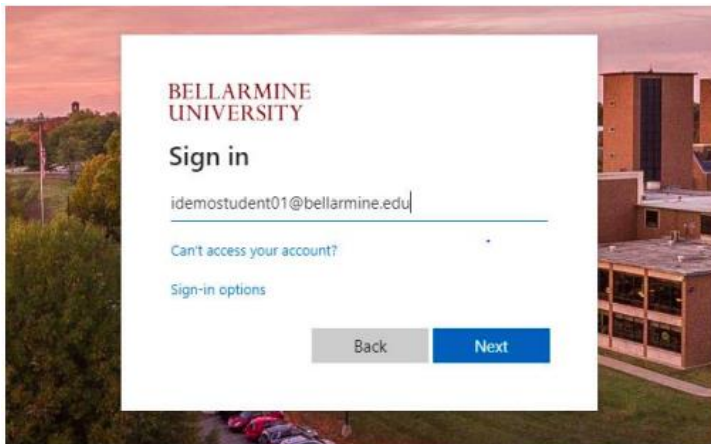
Step 1: **Sign in**: User logs in with Bellarmine Credentials. Bookmark the [Beacon Link](#) or you can use your One.Bellarmine dashboard to get to the Beacon Sign In page. **Note, if you have any access issues, please see the last portion of this guide.

one.bellarmine.edu

≡ Menu

One Bellarmine ▸ Student Dashboard
Dashboard

Self-Service Registration, Fin Aid, Grades, etc	Moodle Learning Management
Microsoft Teams Collaboration Platform	Kaltura Video Creation
OneDrive Cloud Storage	Outlook Bellarmine Email
Office 365 Productivity Suite	SharePoint Share Information

Quick Access to Your **Official Schedule**

(Remember that your official schedule lists your section meeting times and location. You can always find your schedule in the Student Planning section of Self-Service.)

Academic Resources

Student Success Center	Library Resources
Advising Appointment	Academic Calendar
Tutoring Appointment	Review Your Grades
	Program Eval (Degree Audit)

Student   COVID-19 Resources

Ima Demostudent 1251343

Connect with your Success Team

Leslie Maxie — Director of Housing...
Laura Weinstein — Academic Advisor
Nia Estes — Residence Life Coor...
Lindsey Gilmore — Asst. Director, Resi...
Natalie Cousin — Assistant Director, ... (Schedule Meeting)
Natasha Begin — Care Team Coordin...

Shelby Bosi — Academic Advisor
Joy Jacobs-Laws... — Assistant Professor ...
Elaine Surdyke — Residence Life Coor...
Amy Siegel — Senior Academic A...
Lindsay Gargotto — Director, Military & ...
Andrew Schroe... — Director of Academ...

Step 2: **Who Do I Want to Meet With?**: From your Student Report page (your profile page), choose a member of your Success Team to schedule a meeting with. Hover your mouse over any member of your student success team and the person will highlight "green" with the words "Schedule Meeting." In this example, we have selected "Natalie Cousin."

My Success Network   ×

Natalie Cousin

Assistant Director, Academic Support Services
Stdt Athletes, Ofc of Strategic Initiatives

Office Location
Brown Library Room 105

Phone
Campus: (502) 272-8217

Campus Email
ncousin@bellarmine.edu

Schedule Meeting   **+**

Close

Step 3: **Scheduling** with My Academic Advisor or Other Member of the Student Success Network: After selecting your Academic Advisor or other member of the Student Success Network, you will see their contact information display in a small window. Keep

the contact window open to create a meeting. When creating a meeting with your chosen network member, click the "+" sign in the Schedule Meeting bar.
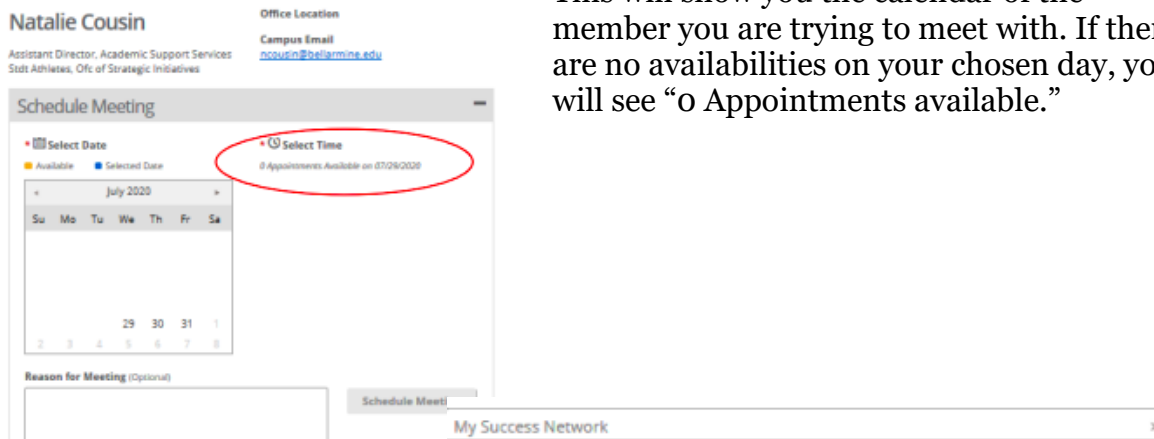
This will show you the calendar of the member you are trying to meet with. If there are no availabilities on your chosen day, you will see "0 Appointments available."

Step 4: Pick Your Day/Time: The dates available will typically show up in gold. The date you select will turn blue and to the right-hand side will display available time slots for that day. Here I have selected the 10am to 10:30 am slot.

If there is anything you would like your Academic Advisor or other member of the Student Success Network of your meeting to know, such as the topic that you would like to review, or the item or question you are needing assistance with, you can type in this information in the "reason for meeting" area. Then click, "Schedule Meeting."
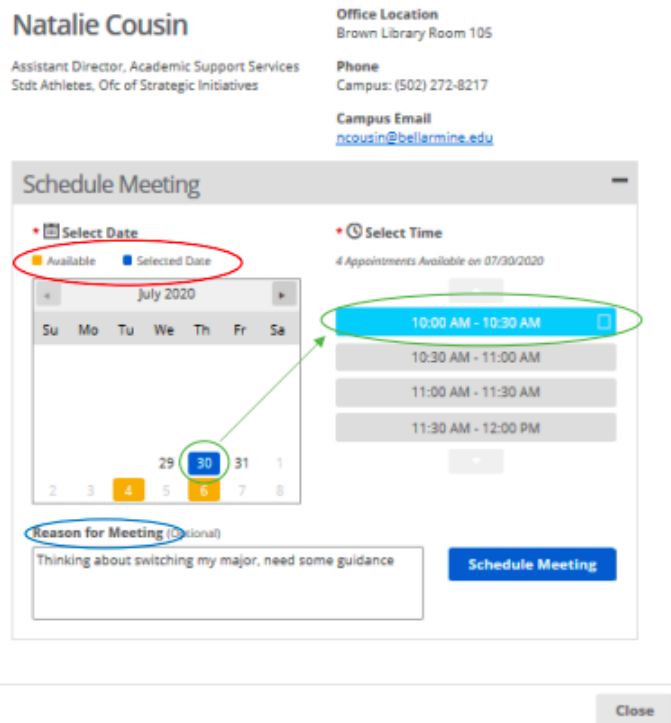
NOTE: Students must schedule an appointment no later than a 24 hour time frame. Meaning if you are trying to schedule in less than 24 hours between the time of creating your appointment and your appointment time slot, you will not be able to.

Step 5: Meeting Created:
Congratulations! You have successfully created your meeting. You should see a similar confirmation box with your meeting details. This signifies your request has been sent. This does not mean is has been approved.

Step 6: Meeting Notifications: There are various notifications that can be received after creating a meeting. An e-mail will be sent to the person you have requested a meeting with. They will approve or deny the meeting.
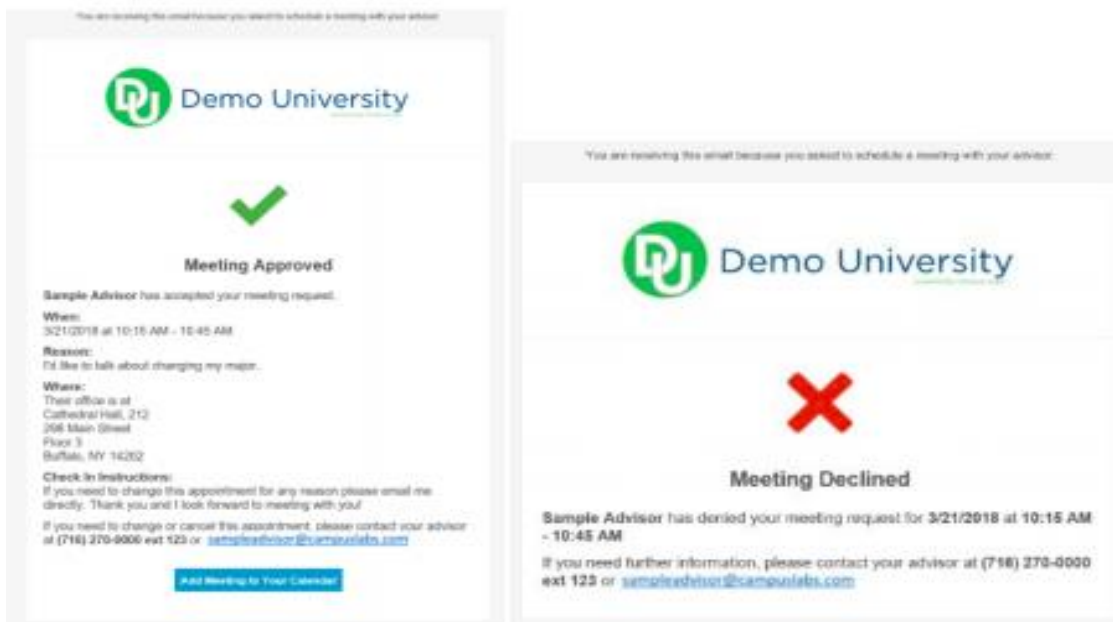
Once they have you will receive an e-mail letting you know the meeting status. The e-mail will be sent from notifications@beacon.mail.campuslabs.com with the subject of either "Meeting Approved" or "Meeting Denied"

If the meeting is approved, you will receive an e-mail with the meeting details.

If the meeting is denied, you will receive an e-mail with the person's information so that you can reach out to them to understand why the meeting was denied or you can log back into Beacon and request a new time.

Step 7: **Meeting Approved**: If your meeting was approved, the day of your appointment you will receive a reminder e-mail with the details of your meeting.

You are receiving this email because you asked to schedule a meeting with your advisor.

Demo University

Meeting Reminder

You have a meeting today with **Sample Advisor**.

When:
10:15 AM - 10:45 AM

Where:
Cathedral Hall , 212
298 Main Street
Floor 3

Buffalo, NY 14202

Check In Instructions:
If you need to change this appointment for any reason please email me directly. Thank you and I look forward to meeting with you!

If you need to change or cancel this appointment, please contact your advisor

Step 8: **Meeting Cancelled**: Sometimes things come up that may interfere with the meeting you have created. The person you had made the meeting with may need to cancel the meeting after it has been approved. If a cancellation happens you will receive an e-mail with the reason for the cancellation.

You are receiving this email because you asked to schedule a meeting with your advisor.

Meeting Cancelled

Sample Advisor has cancelled your meeting for 3/21/2018 at 10:15 AM - 10:45 AM

Reason:

This meeting time will no longer work. Please schedule another time.

Thank you.

If you need further information, please contact your advisor at **(716) 270-0000 ext 123** or sampleadvisor@campuslabs.com

Step 9: **How do I Cancel a Meeting Myself** (the student)?: If a student would like to initiate a meeting cancellation themselves for a meeting they have created and scheduled, they would want to contact their meeting Academic Advisor or other member of the Student Success Network by e-mail or phone to make them aware of the cancellation request and your reasoning for cancellation. The Academic Advisor or other member of the Student success Network can make them the cancellation on your behalf.

**User Access Issues with Beacon platform: If you have trouble accessing the platform please see the below steps.

1. [Clear your cookies and cache* within your preferred browser](). Once you've cleared your cookies and cache, please close the browser and then reopen in. *If you do not want to clear your cookies and cache, please [open a New Private Browsing window]() (in Firefox) or [open an Incognito window in Chrome]().

2. Navigate to bellarmine.campuslabs.com/beacon and sign in with your campus username and password.

3. If you are unable to login after following the steps above, I would recommend trying a different browser (Google Chrome or Mozilla Firefox are the preferred browsers).

VIII. Registration in ONE.Bellarmine
PDF [Registration Step-by-Step Guide]()

1. Go to one.bellarmine.edu and login with your username (your BU email address) and network password to get to your ONE Bellarmine Student Dashboard. On the left side of your Student Dashboard, click the SelfService button to get to the Self-Service Homepage; then choose Student Planning.
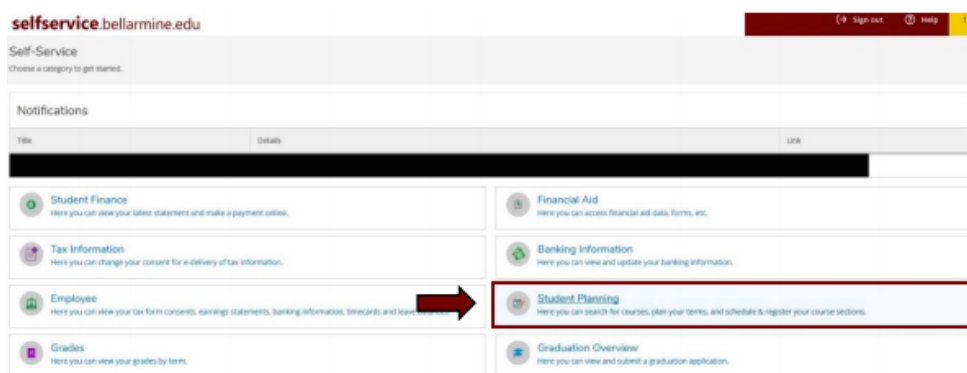
2. Under "Plan your Degree & Register for Classes", click on Go to Plan & Schedule.
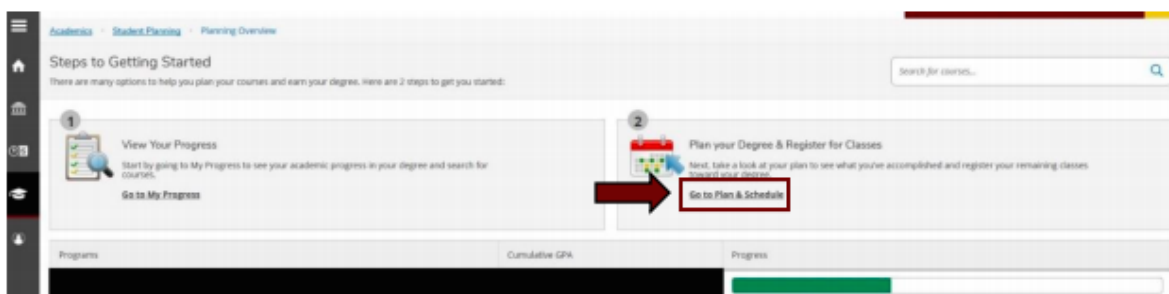
3. Change the term by using the arrows next to the current term and the future term should appear. Go to the menu path at on the left of the page and click Student Planning. Then select My Progress from the drop down list.
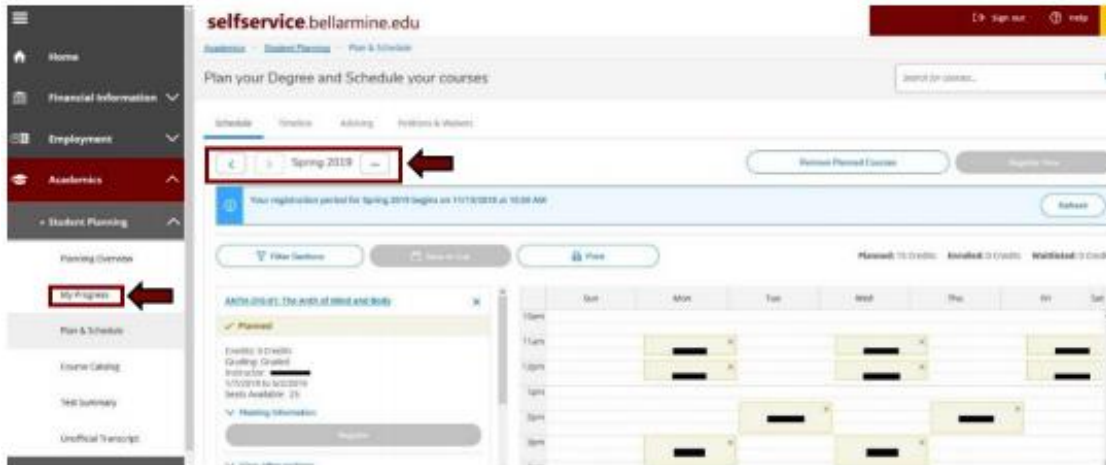
4. Scroll down your progress page to find the courses you wish to register for in the upcoming term. Click the course number you wish to register for and you will be taken to the Course Catalog screen.
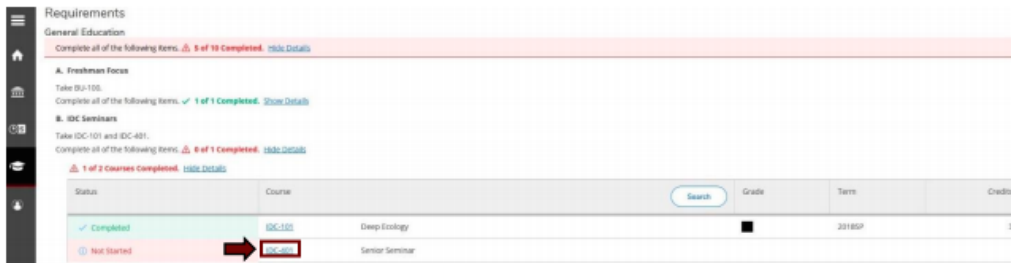
5. Click the "View Available Sections for" bar, choose Add Section to Schedule, read the section details, then click Add Section to add it to your plan for the term. Click Back to My Progress in the upper left to continue making additional course selections.
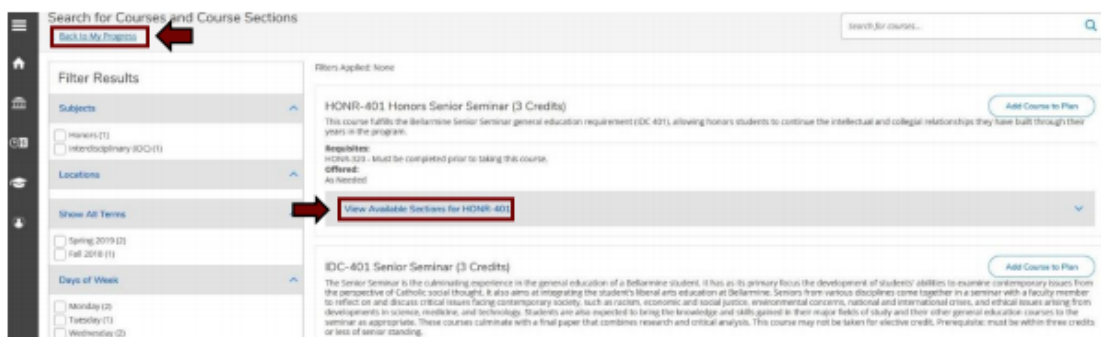
6. Once you have selected all your sections, click Student Planning on the left page, choose Plan and Schedule, then arrow back to the term you are planning. When your scheduled registration time opens, turn your planned courses into registered courses by clicking the Register button under the section to register for just that course, or the Register Now button in the upper right to register for all sections on your scheduled plan. Note: for lecture/lab combinations you must use the Register Now button in order to avoid concurrent requisite errors.
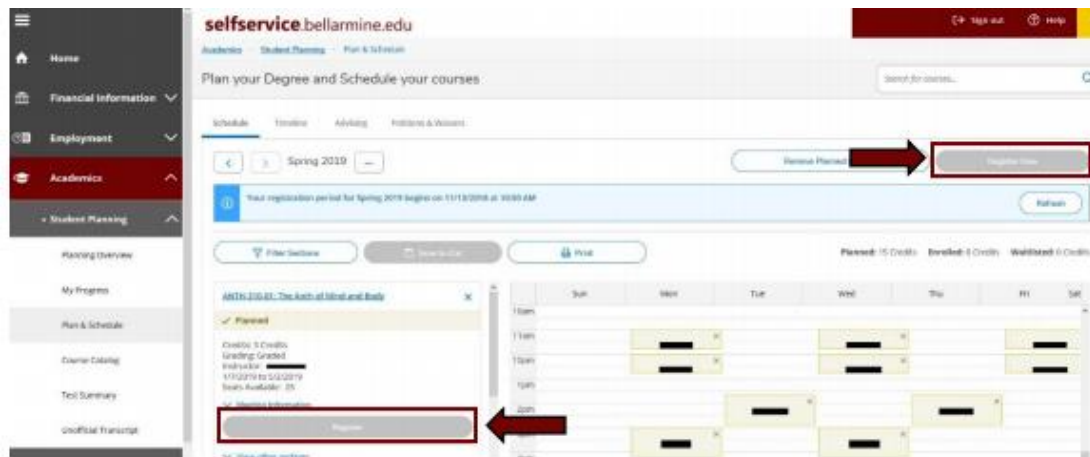
IX. 'How To' Guides

PDF Step-by-step guides for faculty and staff advisors. All links below come from Bellarmine's webpage here.

1. How to Submit Attendance

2. How to Enter Midterm Grades

3. How to Enter Final Grades

4. How to Submit a Grade Change

5. How to Obtain a List of Your Advisees

6. How to Run a Report of Your Advisee's Course Plan

7. How to Obtain Your Class Roster

8. How to Email an Attachment to Your Class

9. How to Run a Report of Low-Enrolled Sections

10. How to Run the Graduation Candidates Report

11. How to Run Reports of Declared Majors, Minors, etc.

12. How to Run the Class Schedule Proofing Report

13. How to Run the Pre-Professional Student Report

X. Colleague/UI Override

To override the prerequisite, go to SRWS. Go to the first blank link and click on the detail button (looks like a piece of paper if using the most recent UI) on the far left:

1. You can choose to enter a waiver based on the course or section by changing the **Crs/Sec with Requisites**. Generally speaking, we would use Course (CRS) – that way a student could register into any section of a course within a term.

2. You would then need to enter a "**Waiver Term**" – this limits what term the requisite waiver applies (if overriding for a specific section, this will be done automatically when you choose the section).

3. Either a **Reason** code or a **Comment** needs to be entered as well.

4. Finally, you must indicate whether you are waiving just pre-requisites and co-requisites (**Waive Previous and Previous-or-Concurrent)**, all requisites including ONLY concurrent (**Waive All Requisites)**, or you can just waive certain requisites by entering Yes in the waive column next to each requisite:

    a. **Remember if you are entering a waiver for a course that MUST be taken with the concurrent class (classes with labs), then enter Y for Waive Previous and Previous-or-Concurrent.**
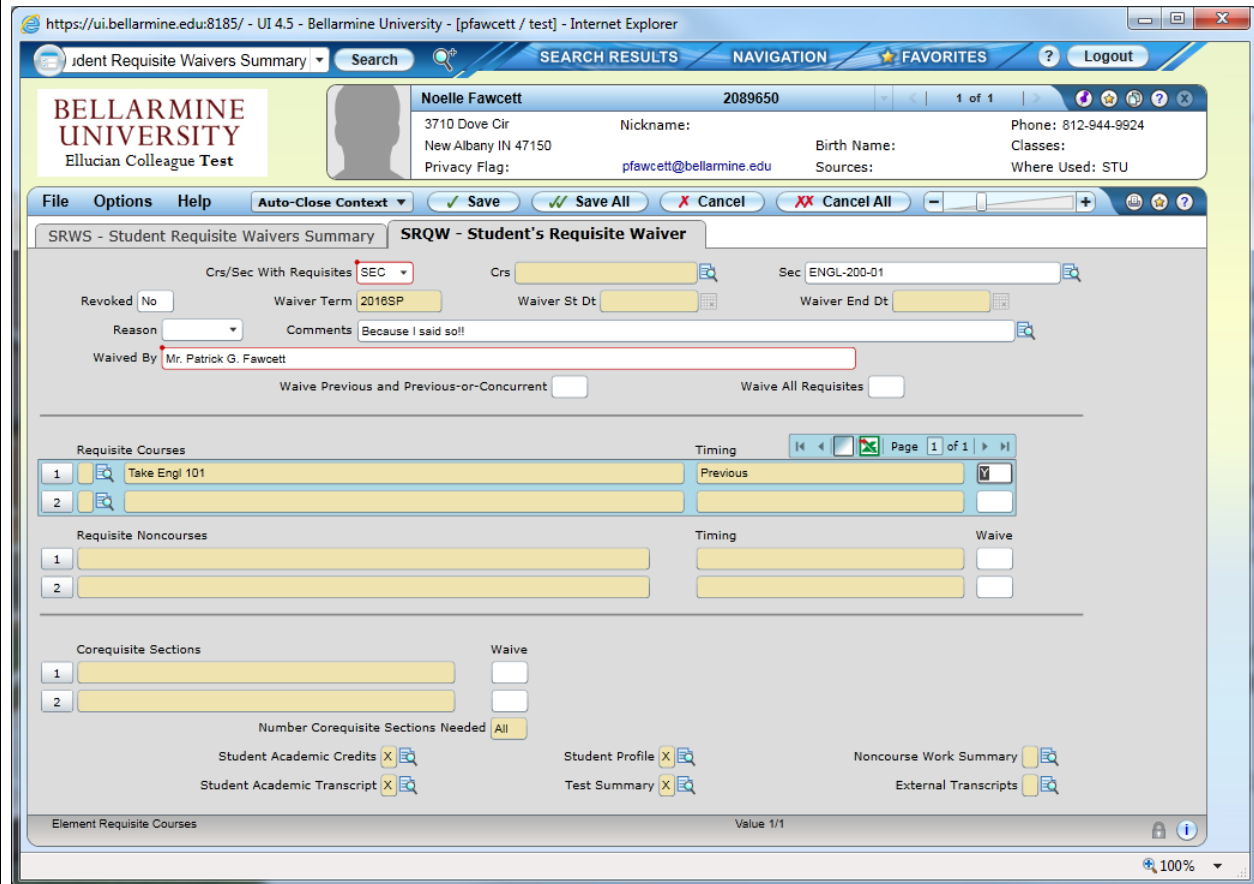
SAVE!! The student should now be able to register themselves.
Make sure to document approvals via document imaging (authorization forms/e-mailed approvals)!

XI.   Advising Review Process

Slate is accessible through any internet browser (Chrome is the recommended portal). You will need to visit the following website to access the Slate platform: application.bellarmine.edu/manage

You will use your One.bellarmine account information to access the slate platform.

Accessing your Students

4. Once you are logged in, you will see the icons that are below. You will click the Queries/Report icon, which is highlighted in the red box below.

5. Once you have accessed the Queries icon you will want to click "include shared queries" on the right side of the screen, highlighted in the red box below.
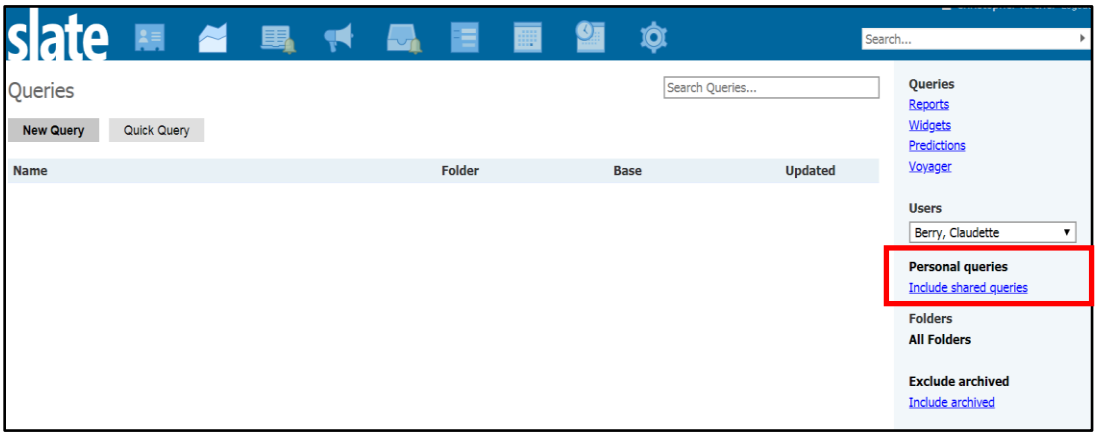
6. Once you select "include shared queries" a number of folders will appear. You will click the "SSC" Folder.

Folders
All Folders
Applicaiton Processing
Application Materials
Campus Visits
Captain Clean Up
Collegis
Counselor Lists
David Kline
Department Lists
Event Queries
Exchange
Graduate
Honors Scholarship
Interactions
Manual Entry
Marketing
Registrar
Reports
School of Education
Shared
SSC
System
Templates

7. Once you have access the "SSC" Folder, you will want to find your query. You all will have access to the comprehensive report. We also created the "Athletics Assigned" for those that were not able to identify their sport in the first implementation of the form.

New Query	Quick Query			
Name		**Folder**	**Base**	**Updated**
Athletics Assign		SSC / FY Advising Form	Applications	04/03/2019
Bosi - Advisees		SSC / FY Advising Form	Form: 2019 Advising Form	04/03/2019
Comprehensive Advising Form		SSC / FY Advising Form	Form: 2019 Advising Form	04/03/2019
Cousin - Advisees		SSC / FY Advising Form	Form: 2019 Advising Form	04/03/2019
King - Advisees		SSC / FY Advising Form	Form: 2019 Advising Form	04/03/2019
Siegel - Advisees		SSC / FY Advising Form	Form: 2019 Advising Form	04/03/2019

8. Once selected, click "Run Query"

9. The query will run and generate a list of students that need to be advised.
10. Select the student by clicking their name, their advising form will appear once clicked. You can also click the export button to generate an excel document.

11. Once you have completed their advising you will want to access their record by clicking on "Lookup Record"

12. Click on the "Details" tab
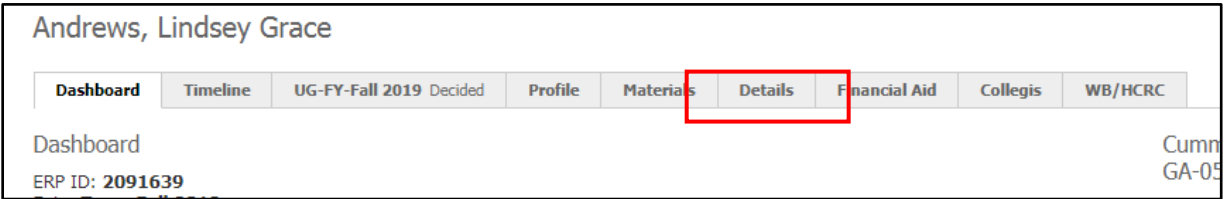
13. Scroll to the bottom of the page and select "Edit"
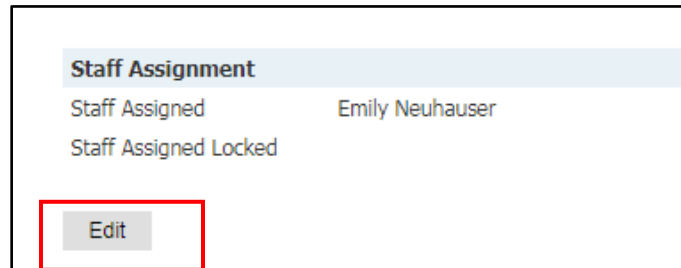
14. Find the drop down box labeled "Advising Complete," third from the tip, and click yes. This will remove them from your query, but they will be on the comprehensive advising form list.

XII. Guide To TCE Process In ONBASE

Log in to OnBase – https://onbasewapprd.bellarmine.edu/AppNet/
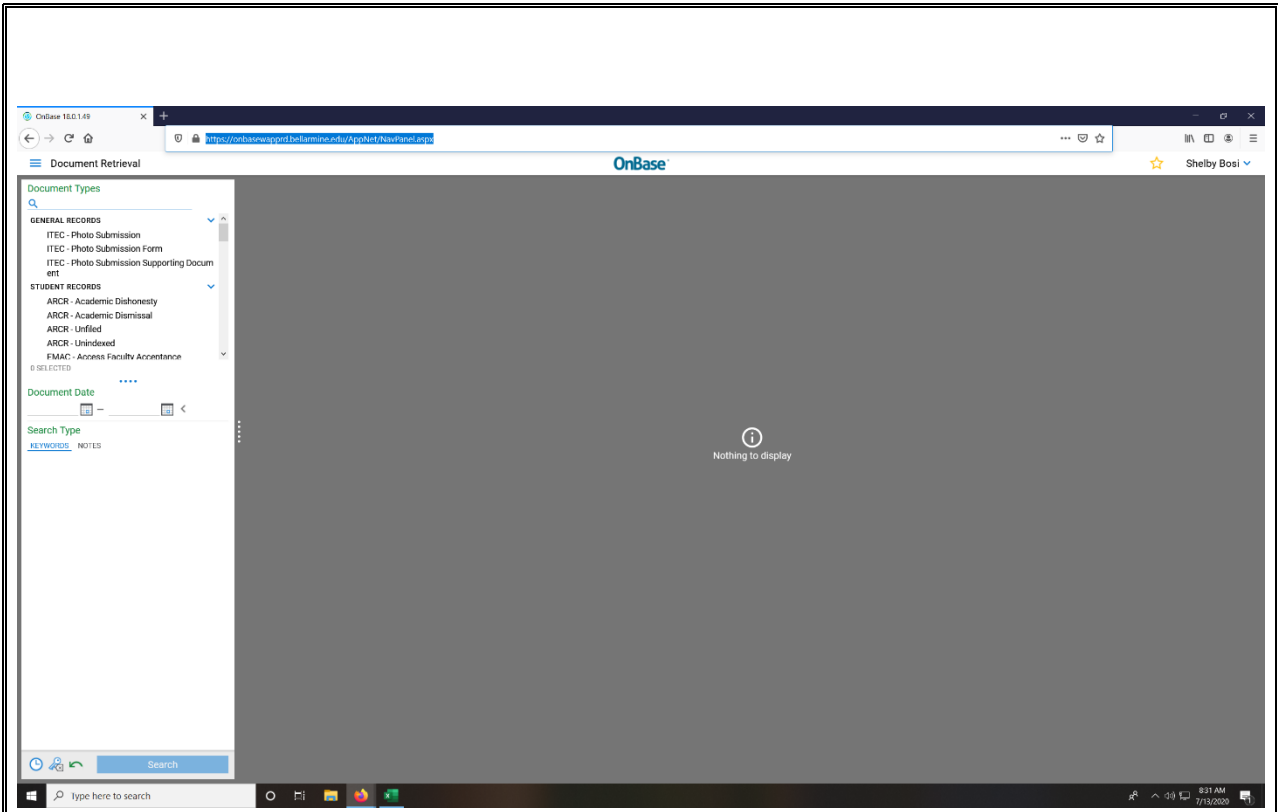
Click on the hamburger menu in the top right corner that says Main Menu next to Document Retrieval.
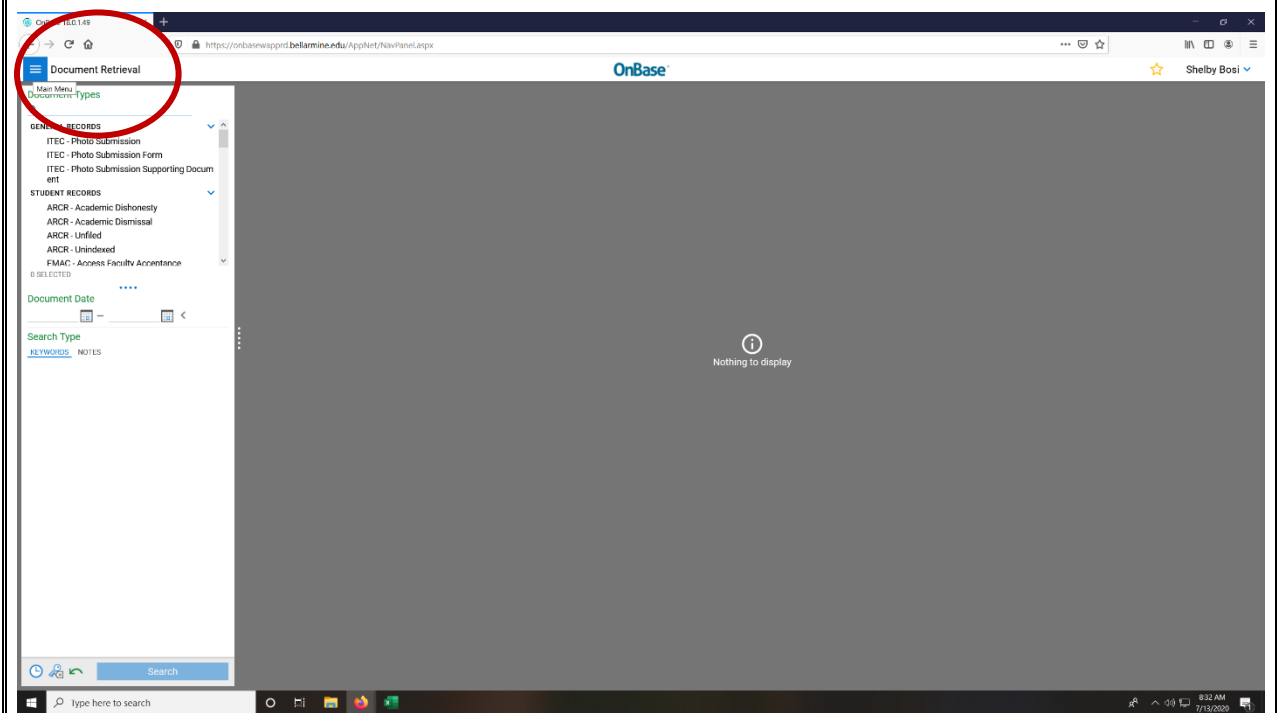
Click on Open Workflow. This will bring up a pop-up window.
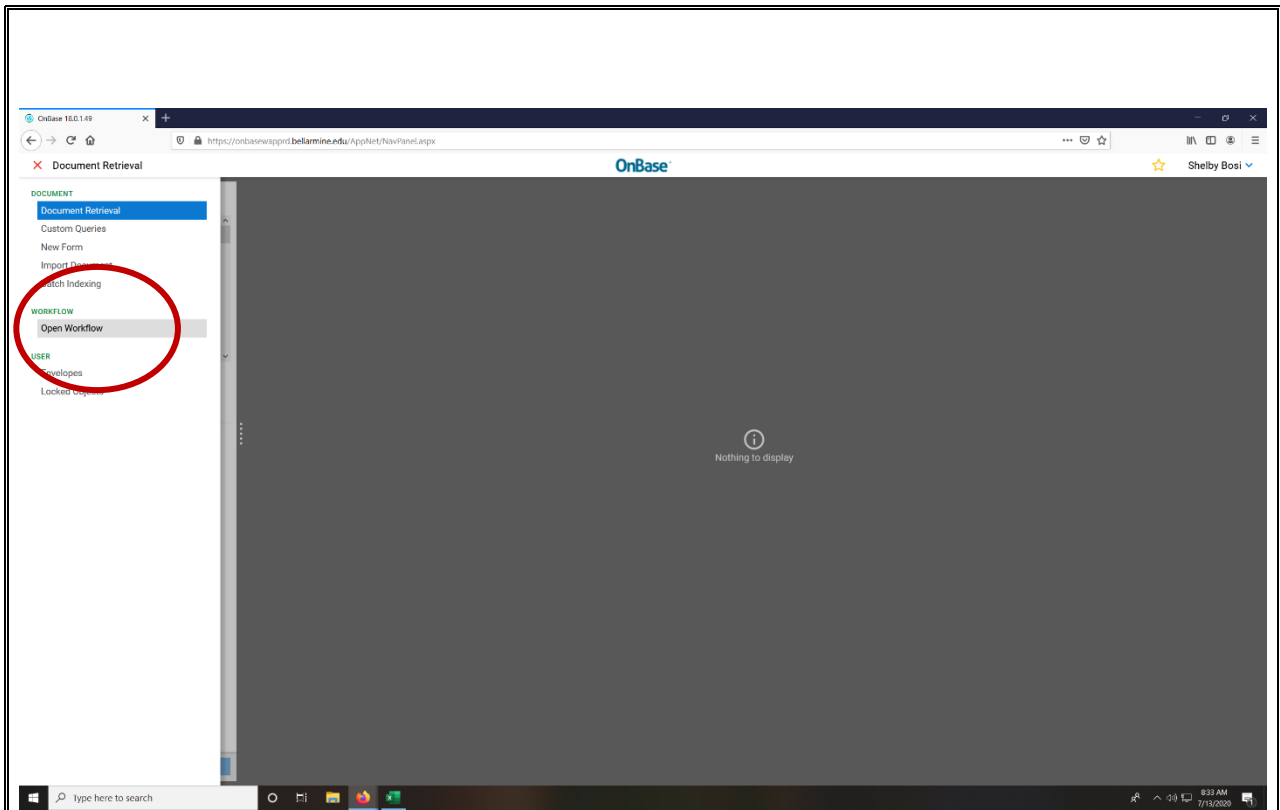
You will work within the workflow in the pop-up window.
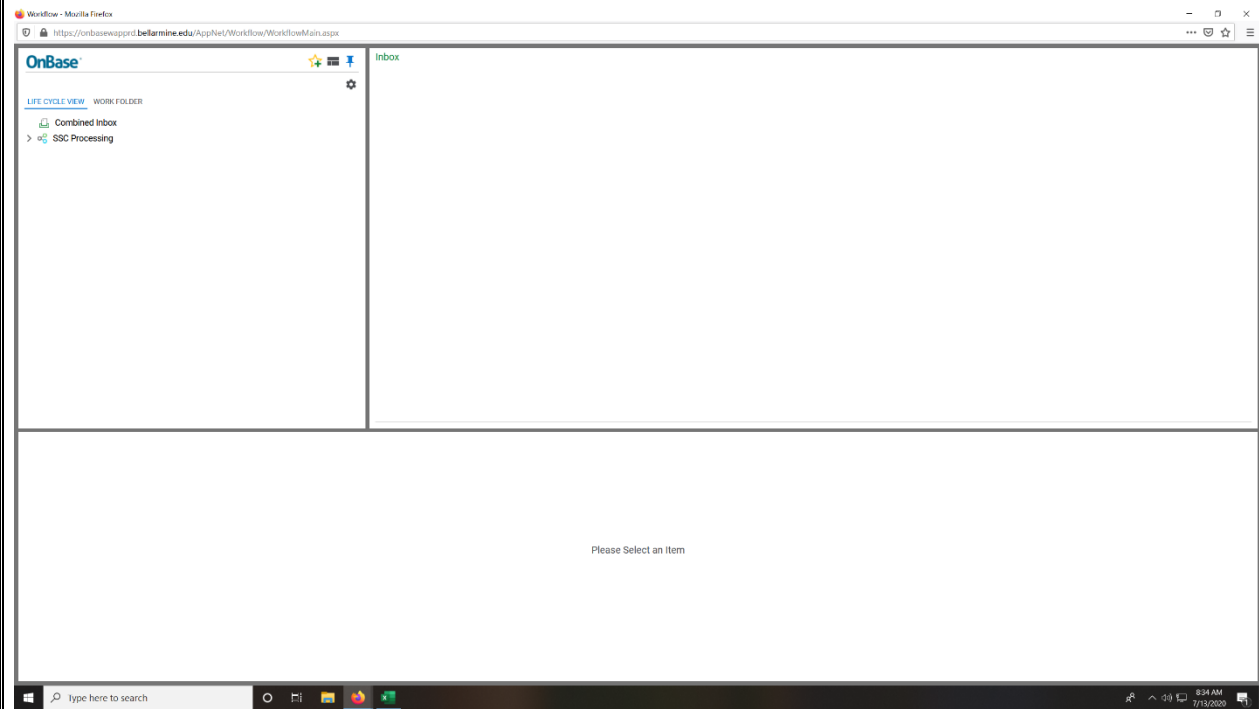
Open the workflow by clicking on the arrow next to SSC Processing and then clicking on SSC Approval.
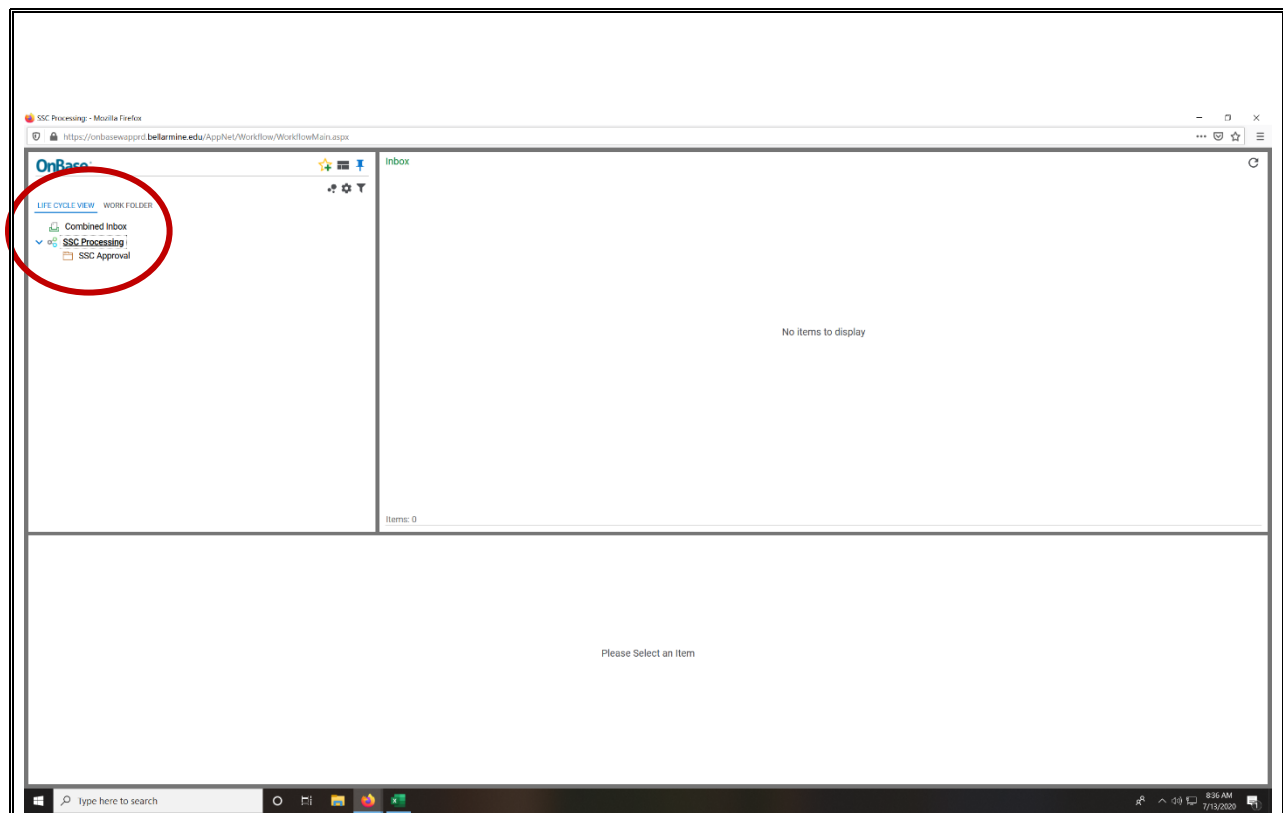
Once you have opened the SSC Approval folder, you will see a list of Transfer Credit Equivalencies that are ready for review.
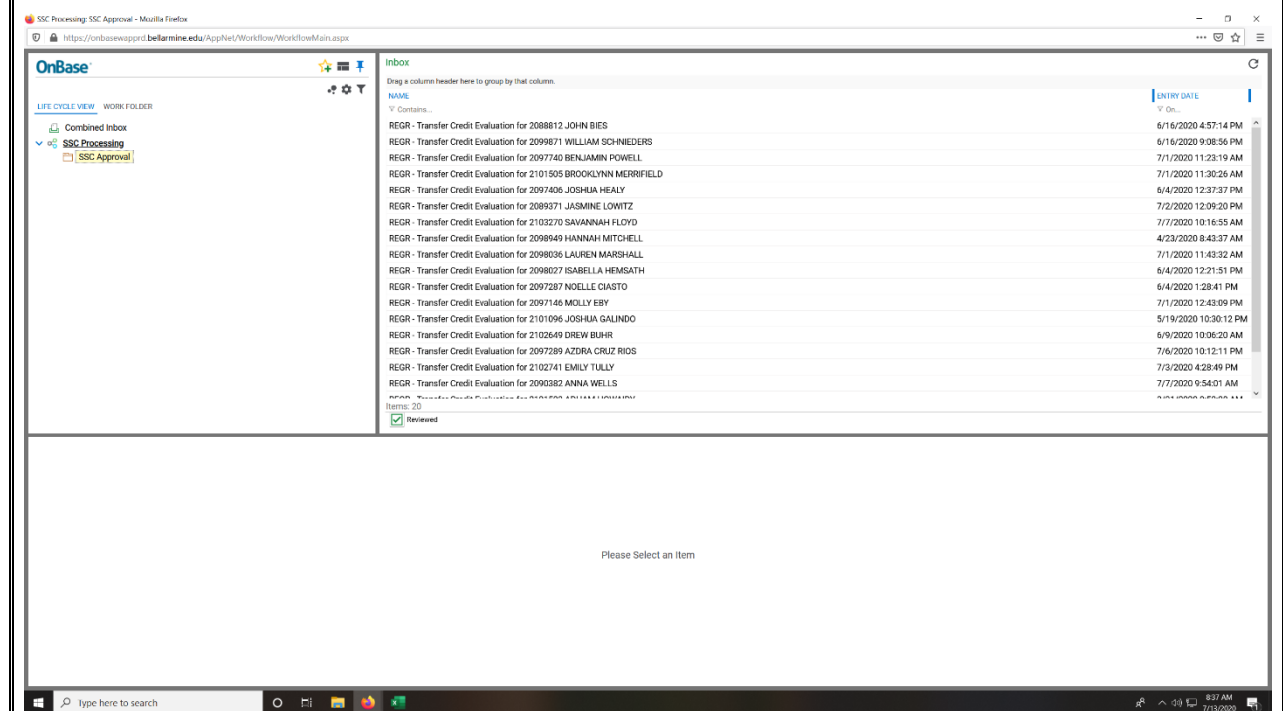
To review a file, click on the name and the evaluation will show in the bottom section of the screen. You can adjust this view by zooming in or changing the size of your sections by sliding those dividers. You can also see this in Self-Service on the timeline by

scrolling back as far as you can using the term arrows. You will need to review the student's schedule to make sure they are not registered in any classes that they have credit for. ONLY EVALUATE YOUR STUDENTS, this may require further look up at times.
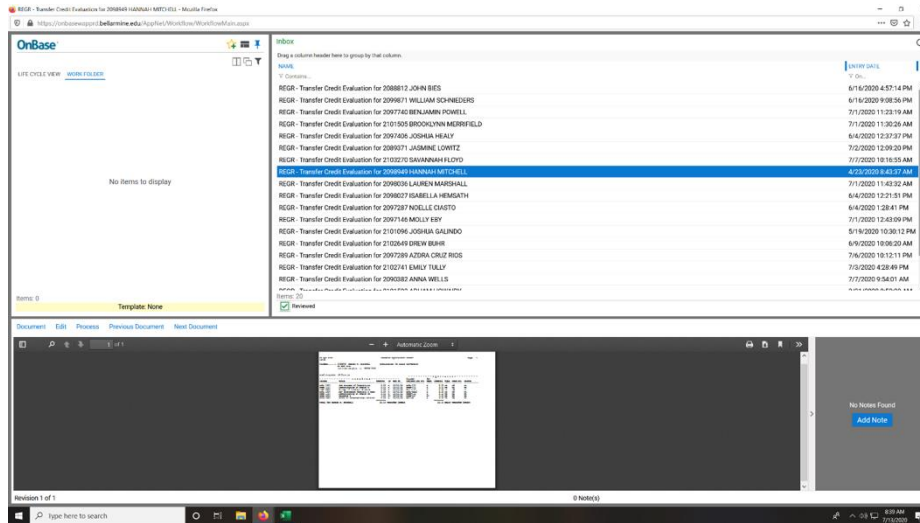
If a student has multiple transcripts, that will be denoted in the page counter by saying 1 of 2 or 1 of 3. You will need to look at each page.
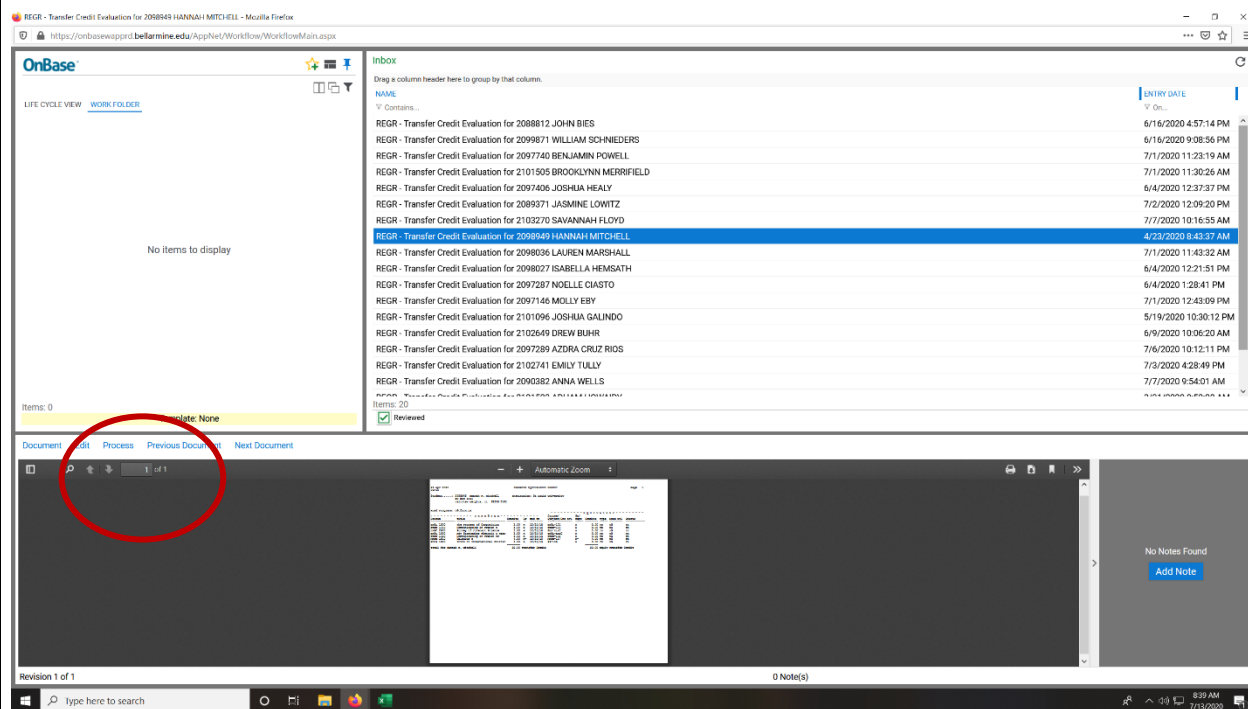
Once you have evaluated the transcript evaluation, update the shared spreadsheet to reflect that there was a successful evaluation by highlighting the ID in green. Students who have had some but not all of their transcripts evaluated are labeled in yellow. Please

make note of which transcript has been evaluated. This will help us with communication to students about what transcripts are still needed.

To close the loop in OnBase, you will have the file open and then click on the Reviewed button. This will make the file disappear from the workflow, so only do this once you are completely finished.
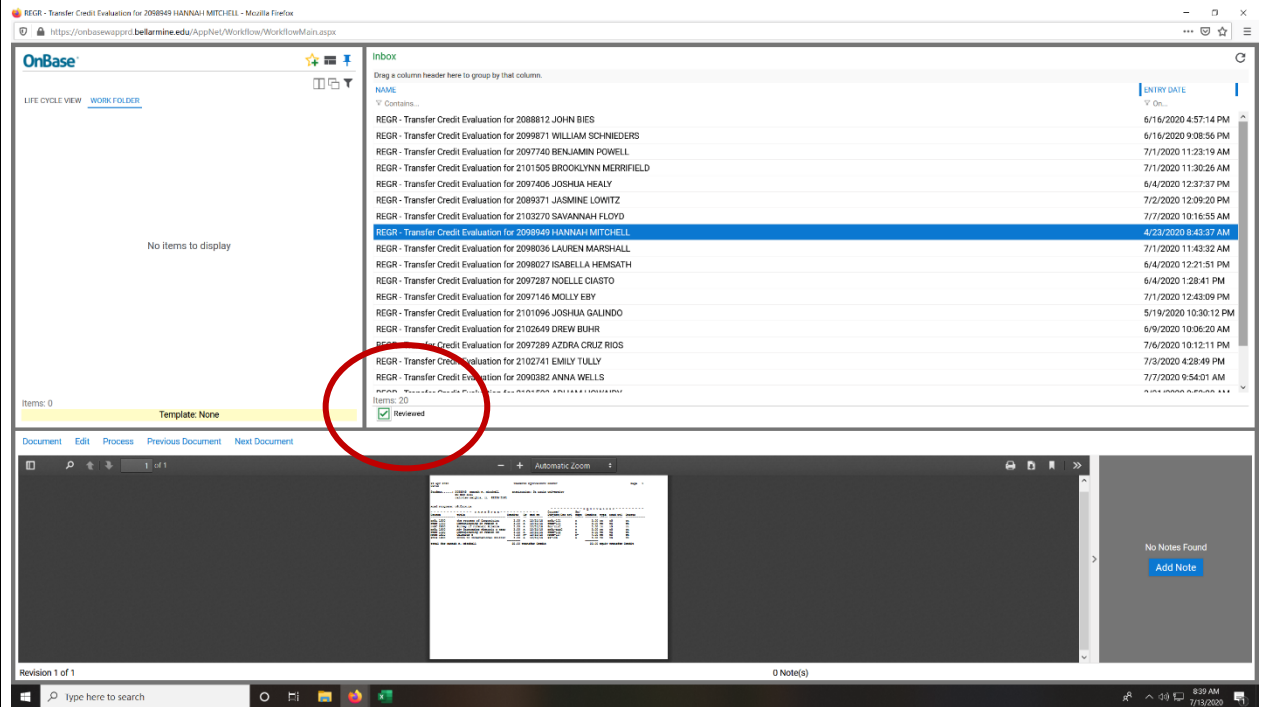
SECTION EIGHT
ASSESSMENT OF ADVISING WORK

I.   Case Study Examples

Case Study 1: Lena - Career Development/Major Exploration Case Study

Lena is a first - generation college student who is very excited about attending college. Her first meeting with an academic advisor is at New Student Orientation. At orientation, she exhibits a lot of enthusiasm about enrolling; she is looking forward to living away from her family and is confident that because she was a good student in high school she will be successful in college. At the orientation advising session, the advisor notes that Lena indicated a major in business on her application for admission. Her admission record also shows that she had a 3.1 cumulative grade point average in high school and a composite ACT score of 27. She was involved in high school activities, including serving as class treasurer.

The academic advisor starts the orientation advising session by inquiring about Lena's choice of a business major. Lena indicates that she liked being class treasurer, is good with money, and wants a major that will ensure she can get a good job after graduation. She is not aware that she needs to choose a field of study within business (e.g., marketing, accounting, management). The advisor recommends that Lena take 15 credits with 9 credits of general education courses (freshman writing, college algebra, and psychology) and 6 credits of introductory business courses. The advisor also recommends Lena get involved in the undergraduate business student association during her first semester on campus as a way to connect with other students who are interested in the same field of study.

When Lena comes in to be advised regarding courses for the following term, she tells the advisor that she is doing well in her general education courses and is currently earning a grade of D in the introductory course in business. In discussing the low grade in the business course, Lena indicates that she finds the financial concepts confusing. She does, however, talk a lot about her psychology course and how interesting she finds the material. She has volunteered to participate in a research study being conducted by a psychology faculty member and wants to take another psychology course in the spring to meet her requirements in the social sciences.

The advisor suggests that Lena explore other majors besides business. Lena is offended by the suggestion, thinking that the advisor is telling her that she cannot succeed in business. Lena is most concerned about getting a job after graduation and implies that she feels great pressure from her parents to major in business, since it is a "practical" degree that will allow her to earn

a good salary. The more the advisor talks about exploring options, the more Lena insists that is just one part of the business course that is dragging her grade down and that business is indeed the major for her. After much discussion, Lena agrees that she is much more excited about what she is learning in psychology than business but she is unsure that she likes it enough to become a psychology major. Besides, she cannot possibly tell her parents that she wants to be a psychology major because, "You just can't get a job with a major in psychology."

Questions to consider:

1. What information in the case study provides insight into how Lena made her career decision?

2. What factors are influencing Lena's major and career decision?

3. What questions can you ask Lena to help gather more information about Lena's career decision and facilitate further career advising?

4. Should you be encouraging Lena to explore other options at this point? Why or why not?

5. What actions might the advisor recommend Lena take to help facilitate her career decision making?

*Adapted from Handbook of Career Advising, Appendix C, by Hughey, Nelson, Damminger, and McCalla-Wriggins, 2009

Case Study 2: Maria - At-risk Student Case Study

Maria is a 19-year-old Latina, first-generation university student in her second year of study at a large predominately white suburban state university. She is "normal" in intelligence but reports that she dislikes school. She is undecided about her major except for the fact that she is not interested in "anything related to math or science." Her current grade point average is 2.2 on a 4.0 scale. In her last visit to her advisor, Dave, a white male, she shared that she routinely hands in her class assignments late, if at all. Maria is not involved in any university-related activities but does work 20 hours per week at the fast food restaurant across the street from her residence hall. She associates with a group of students who also have little involvement in school-related activities and tend to not take studying that seriously. Some of her friends have been in trouble with the police for drug-related activities.

Maria regularly meets with her advisor. Dave has taken an interest in Maria's college success after meeting with her and her parents during New Student Orientation. The entire family was very respectful and Maria's parents expressed their belief that a college education was important so that Maria could have a good paying job to help provide for her own family someday. Maria appeared to

respect her parents and agreed with them that a college degree would be good for her future. However, Maria is typically not enthusiastic when she meets with Dave. She schedules her meetings with him just before she is eligible to enroll. Dave believes Maria's only reason for meeting with him is to have her advising flag lifted so that she can enroll. Maria's father recently called Dave encouraging him to help Maria select a major. Dave assures Maria's father that they will discuss her major options at their next visit. Without disclosing Maria's grades or details of previous advising conversations, Dave asks Maria's father what he feels Maria's interests and strengths might be. Dave believes this might help open a real dialogue with Maria about her major options and how her choice of a major and experience on campus can all impact her future success as well. Dave begins to plan for his upcoming meeting with Maria.

1. What does the information given tell you about the issues for the student and the type of help he or she might need?

2. What are possible issues that need to be addressed by the student?

3. What resources would you recommend for the student?

4. What additional information would be helpful to know?

5. What are key considerations that would guide your advising with the student?

6. Should a referral be considered? If so, provide a recommendation and a rationale for the recommendation?

7. What institutional policies might need to be explained to the student?

*Adapted from Kansas State University's Master's in Academic Advising Blog http://academicadvising.wordpress.com/final-project/academic-advising-case-studies/ (Links to an external site)

II. Reflective Advising Questions

How do you want to serve? Questions

This activity can be used as a quick reflection to get students to think about how they want to serve. The goal is to get students to think about how they want to serve others.

1. What am I here to contribute?

2. What problem am I here to solve?

3. What am I committed to create?

4. What is my ultimate concern?

5. What need(s) can I fulfill for others?

6. How can I best serve others?

7. What is my life's task?

8. What is the gift that I have been given to share with the world?

9. What is it that only I can do to help others?

10. What's the difference I want to make?

11. What was I put on this earth to do?

The book, "The Coaching Habit: Say Less, Ask More and Change the Way You Lead Forever" by Michael Bungay

Stanier posits that there are seven essential questions which can be asked to start deep, effective conversations:

1. What's on your mind?

2. And what else?

3. What's the real challenge here for you?

4. What do you want?

5. How can I help?

6. If you're saying yes to this, what are you saying no to?

7. What was most useful for you?

III. Advising Philosophy Reflection Document
View full NACADA PDF file here.

Next Steps for Training Development

Habley's Training Classification focuses on three components of training:

C **Conceptual** – Defining and understanding the purpose of advising and how it fits within the institutional and advising mission and goals. A key area of growth in conceptual component is having a clear definition of advising. This can be personal and institutional. One way to best understand and apply this is through a personal advising philosophy.

Advising Philosophy

Awareness of one's own personal philosophy of academic advising provides a solid foundation for advising practice and enables the advisor to examine and improve their relationships with and the outcomes for students.

In 2-3 sentences, develop your advising philosophy, including the following considerations:
- Your conception of advising
- A description of how you advise
- The rationale for why you utilize this philosophy

_____

_____

_____

_____

_____

I **Informational** – Focusing on what advisors need to know, this may include policies, procedures, curriculum, campus resources, technology and advising tools, etc. A key area of growth in informational component is understanding institutional structures and functions, students' needs, and self-awareness. One mechanism for continuing to improve self-training within the informational component is through self-assessment of competencies.

	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Discussing college policies					
Discussing degree or major/academic requirements					
Discussing change or major considerations					
Discussing course selection for upcoming term					
Discussing personal values					
Discussing study abroad/ special academic programs					
Discussing transfer credit and policies					
Discussing career options/ alternative careers					

	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Discussing probation and dismissal policies					
Referring students to campus resources					
Discussing study skills or study tips					
Discussing internships/ cooperative educational opportunities					
Talking about or setting personal goals					
Evaluating students' academic progress					
Developing relationships with students					
Discussing and recommending extracurricular opportunities					
Discussing the purpose of a college education					
Discussing time management					

How confident are you in working with the following student groups?	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Adult learners					
First-year students					
Second year students					
Student athletes					
Students with disabilities					
Transfer students					
Veterans, military students and family members					
First generation students					
International students					
LGBTQ students					
Students from ethnic minority groups					

R **Relational** –Personal awareness, communication skills, interpersonal skills, cultural skills, referral skills, and handling difficult situations, among others, as areas for advisors to demonstrate and develop. The following brief self-assessment can help you think about what relational skills you have and areas you may want to seek to develop further.

Ability to...	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Demonstrate active attending behavior					
Listen to and understand nonverbal behavior					
Listen to what students say verbally, noticing their experiences, behaviors, and feelings					
Understand student's point of view					
Response with accurate empathy					
Ask open-ended questions					

Ability to...	Extremely Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Extremely Confident
Establish a collaborative relationship with students					
Ability to summarize conversations with students					
Understand and facilitated decision making					
Explore/ understand my personal attitudes and beliefs and how they impact my work with students					
Understand and have awareness of own biases and prejudices					
Broach cultural issues with students and discuss issues of diversity					

Reflection

Academic Advising & Student Advocacy

- How have you helped to foster student development?"
- What is your approach to facilitating student goal setting?
- How do you help or encourage the development of life skills?
- How do you work toward developing a relationship with students?
- How does student development theory impact your relationship development and goals in meeting with students?
- How have you created or do you plan to create connections with diverse students?
- How have you incorporated culturally appropriate and inclusive work practices?

Professional Development & Service

- How have you challenged yourself professionally?
- What situations have challenged or impacted your professional practice?
- How do you best solicit and receive feedback on performance?
- What activities have you sought or participated in to enhance your professional development and experience?
- How are you challenged by peers, supervisors, and students? How do you seek out or address these challenges?
- How are you impacted by the greater university environment? How are you involved within your institution?

Accomplishments, Challenges & Goals

- What accomplishments are you most proud of and why?
- What have been your biggest challenges or barriers?
- What goals do you have in the future?
- How do your goals fit in with your advising philosophy?

Next Steps for Training Development

Goal I have for this semester:

_____

_____

_____

_____

_____

_____

_____

_____

Goal I have for this academic year:

_____

_____

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_____

_____

_____

_____

_____

Two things I need from my supervisor to help me achieve my goals:

1)_____

_____

_____

_____

2)_____

_____

_____

_____

This training development document focuses on conceptual, informational, and relational aspects of advising philosophy as well as an opportunity for reflection and goal-setting.

SECTION NINE
SSC ADVISING CENTER

I. Professional Advisor Assignments

Fall 2021/Spring 2022 SSC Professional Advisor Assignments
*Double majors by university catalog (i.e., Secondary Education: English; Design, Arts, and Technology (DAT): Communication) would be assigned to the Education and DAT advisor respectively.
*DAT double majors would be assigned to Laura Weinstein *Education double majors would be assigned to Shelby Bosi-Linton

New majors italicized.

Shelby Bosi-Linton	Amy Siegel

- Criminal Justice (1st and 2nd year)
- Education (All Areas) (1st and 2nd year)
- Exercise Science (1st and 2nd year)
- Health Services
- Psychology
- Sociology
- Sports Administration
- Undeclared (split between all advisors)

- Pre-Medical Laboratory Sciences
- Nursing (1st and 2nd year)
- Radiation Therapy
- Respiratory Therapy
- Undeclared (split between all advisors)

Allysse Stokes

- Actuarial Science
- Biology
- Biochemistry/Molecular Biology
  (1st and 2nd year)
- Chemistry
- Computer Engineering/Science
- *Data Science*
- Environmental Science/Studies
- Mathematics
- *Neuroscience*
- Physics
- Undeclared (split between all advisors)

Laura Weinstein

- Accounting
- Art/Art Administration
- Business
- Communication (1st and 2nd year)
- Design, Arts, and Technology
- *Degree Completion – Integrated Studies:*
  - *Organizational Studies*
  - *Information Technology*
- *Integrated Studies*
- Economics/Finance
- English
- Foreign Language and International Studies
- History
- Music/Music Technology
- Philosophy
- Political Science
- Spanish
- Theatre
- Theology
- Undeclared (split between all advisors)

All Student Athletes see Academic Support for Student Athletes for more information.	Current Student Athlete Advisors: Andrew Schroeder & Natalie Cousin

II. SSC Professional Advisor New Hire Checklist

Complete within first two weeks of start.

- Meet with Associate Dean to review expectations and position description
- Review resources and information in Advising Handbook
- Tour the SSC Office, office files, supplies, and equipment
- Get office keys, staff ID card, and set up Bellarmine username and password
- Set up e-mail signature and Outlook calendar including sharing calendar with supervisor
- If desired, purchase a parking permit
- Schedule new Employee orientation with Human Resources
- Tour the advising center building and surrounding offices
- Discuss overview of department functions and services offered to students, history of the office, and institutional hierarchy with member of SSC staff
- Complete Bellarmine's policy pertaining to mandatory reporting and sexual misconduct with Human Resources
- Complete FERPA modules with HR and shadow any appointments that show student records
- Review the academic calendar and department advising calendar with a SSC staff member to understand timing for advising processes (times holds are placed, e-mail timelines, etc.)
- (Optional) Complete a campus tour with the Admission's Office
- Visit common university departments with SSC staff member (see training calendar)
- Meet with SSC advisor to learn about degree and general education requirements
- Meet with SSC advisor to learn about SSC academic standing procedures
- Shadow SSC advisors (see training calendar)
- Role play advising scenarios based on sample students with SSC advisors
- Review and complete advising case studies

FREQUENTLY ASKED QUESTIONS

1.How do students withdraw from classes?

  a. <u>Academic Calendar</u> will be helpful to note when students need to withdraw for add/drop (no record, no charge), and when students need to withdraw with a "W"(record, charge, no effect on GPA).

  b. Most students now can add/drop/withdraw from courses via Self-Service in One Bellarmine (no form required). First-year and transfer students who are new to Bellarmine this semester cannot change courses online and must do so with their Student Success Advisor.

  c. Students may add and drop courses during the designated add/drop period. After the add/drop period, students may withdraw from courses (grade of W on transcript) by the published withdraw deadline.

  d. If you are attempting to withdrawal from all of your courses, you must submit the Withdrawal Form, located at the bottom of the Forms Page on the Registrar's Office website.

  e. If you are attempting to add a closed course or enroll in a course in which you have not met the required prerequisite and/or restriction, you must complete the Authorization form, and submit it to registrar@bellarmine.edu, along with emailed approvals from the required instructor and department chair.

  f. Most non-degree students are not able make registration changes via Self-Service and should contact the Registrar's Office at registrar@bellarmine.edu if assistance is needed.

2.What is my role in the Academic Petition process?

  a. Petitions are used for a variety of reasons including but not limited to an exception to an academic policy (exceptions: adding a class after the add deadline, requesting a degree substitution, and seeking prior approval for transfer credit have their own forms; use this form for all other petition requests).

  b. Guide the student through the various parts of the petition (request/rationale) and ensure they know the proper contact points for sections requiring signatures/support.

  c. Your primary role is to decide whether or not you can support the petition and if so provide reasoning.

3. If a student drops below 12 hours, do they lose their scholarship?

    a. Typically, if registered for 12 credit hours minimally after the census date (add/drop), students do not immediately lose their scholarship as they will have been technically enrolled and charged for the course. However students should be mindful to maintain full-time enrollment the following semesters. A student should *always* consult with financial aid if they would like confirmation about scholarship status.

4. When does a student transition for a faculty advisor?

    a. Certain majors are kept within SSC advising and pending circumstance or major, students could be with an SSC advisor for more than one year. Pending the major or circumstance the student will transition to a faculty advisor after the time-frame for that particular major (1-2 years). Undeclared/Exploratory and transfer students can differ.

        i. Transfer students stay with an SSC advisor in most cases for one year upon entry.

        ii. Most majors are only advised by an SSC advisor for one year. Certain majors are kept with SSC advisors for two years. These majors are: *Criminal Justice, Exercise Science, Education, Nursing, Biochemistry Molecular Biology, and Communications*

        iii. Undeclared students can range pending when they eventually declare a major. Minimally they stay one year with an SSC advisor but *could* be two or more years.

        iv. Example: If a student was ready to transition to a faculty advisor after their first year (based on major), but then was academically dismissed, appealed, and came back in, they would come back in with SSC support and services with their initial academic advisor

5. How do students acquire authorizations for a closed course/conflicting class/not meeting a prerequisite or status to take a course?

    a. Proper Protocol is to have students utilize an <u>Authorization Form</u> (enroll in a closed course, override prerequisite, restriction or time conflict). Registrar's can also accept email approval so long as minimally the Dept. Chair is included (course conflicts require both instructors unless the Chair can approve both courses from a single department)

6. How can students transfer credit previously achieved after enrollment?

a. During their time in admissions and with the SSC we encourage students to get all of their transcripts for dual credit, transfer credit or AP/IB credit. Sometimes there is a lag for whatever the reason. In any case affiliated college/university transcripts typically go to admissions@bellarmine.edu Students have to send AP scores from https://apscore.collegeboard.org/scores/ and IB scores from ibo.org to registrar@bellarmine.edu or minimally the Admissions Office.

b. Transfer of Credit Policy

c. Transfer Credit Equivalency Guides

7.Taking Summer courses elsewhere (as a visiting student)

Students who live further away and are unable to commute to Bellarmine, or find it financially more feasible and are interested in summer courses, can take summer courses with a more local institution and transfer them in.

a. Cannot be a previous course with a Bellarmine grade received.

b. Requires completion of Prior Approval of Transfer Credit form

c. Students would need to secure the course description from the institution they plan to take the course at and include the course description with the form (attached). The Advisor will sign and return to you, then the student will return the paperwork to the Registrar (registrar@bellarmine.edu). The registrar will approve the form or let the student know if further approval from the Chair is needed.

d. Students also must send their transcripts here from the other institution once their grades are posted to officially get the credit for the transferred course here at BU.

e. Students typically complete the form beforehand so that way there is assurance of the credit transferring, and then once they return they will simply request their official transcript from the other school to go to the admissions office (admissions@bellarmine.edu) and then the form can continue to the registrar's office (registrar@bellarmine.edu) for evaluation.

8.Can a student repeat a course elsewhere?

a. Students who withdraw from a course with a "W" can repeat a course elsewhere. Students who have received a grade at Bellarmine cannot repeat a course elsewhere- this includes readmit students who may have left for a period, taken courses elsewhere and then return.

9.How does a substitution request take place?
   a. Must complete the Course Substitution Request form
   b. The form can be used to substitute a score for a course (when appropriate and approved by the chair over the student's degree

   c. Can be used to approve a course to substitute in for a specific general education area

10.What if a student wants to change their major and are currently assigned to a faculty advisor in a different major department?

   a. Student must complete necessary information on the Change of Major/Minor/Advisor Form and sign and date

   b. The student must consult with the appropriate Chairperson for the new major to have them sign off and thus assign a new faculty advisor for the student

   c. Send the form to the registrar

11.Process to Late-Add?
   a. Complete Late-Add a Course form

   b. Late-Add forms are not guaranteed for approval, but the student has a greater chance the closer to the initial add/drop cut-off. Students should be aware they will be catching up in work they may have missed.

12.Process to Late-Drop?

   a. There is not a Late-Drop form. Students would have to complete an Academic Petition Form (used to request an exception policy not covered by another form.

   b. Faculty advisors can guide students through some of the signee contacts

13.My student wants to designate a pre-professional area (pre-vet, pre-med, etc). How do they do that?

   a. Pre-Professional Designation Request (clicking link will re-direct user to One.Bellarmine.edu)

14.My student wants to take more than 19 credit hours in a semester-Process?
   a. Complete the Credit Overload Form
   b. Department Chair and Acaedmic Dean among other signees are required.

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*Some parts of this handbook are adapted from sample advising handbooks designed at Savannah State University and Western Oregon University, a sample advising syllabus designed at Grinnell and Beloit University, and NACADA handbooks and webpages.