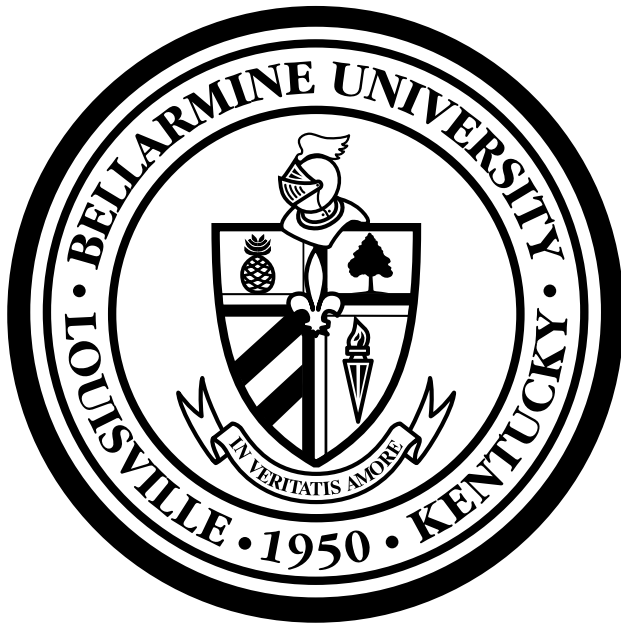


Bellarmino University

2001–2003 Catalog



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www.bellarmino.edu

Family Educational Rights and Privacy Act

At Bellarmine University the educational records of students, the confidential financial statements of parents, and confidential recommendations for employment and student admission are protected by the provisions of the federal Family Educational Rights and Privacy Act. Annually, Bellarmine University informs students of the Family Educational Rights and Privacy Act of 1974, with which Bellarmine is in full compliance. This Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The policy and procedures used by Bellarmine University for compliance with the provisions of the Act are explained in detail in the *Bellarmino University Policy and Procedures Manual* (5.4). This document also provides a directory of the educational records maintained on students by Bellarmine University. A copy of this manual may be examined in the College Library. Questions concerning the Act may be referred to the Registrar's Office. After a student has observed Bellarmine's procedures for challenging the record, he/she has the right to file a complaint with the Family Educational Rights and Privacy Act office of alleged failures of Bellarmine University to comply with the Act.

Non-Discrimination Policy

Bellarmino University, in compliance with the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and Title IX of the Educational Amendment of 1972, has by action of its Board of Trustees established a policy of treating all students and student applicants equally without regard to ethnic and national background, sex, religion, age, or disability. Bellarmine University is an equal opportunity/affirmative action institution.

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

Contents

Academic Calendar • 5

Welcome to Bellarmine University • 9

Greetings from the President	11
The University	12
W. L. Lyons Brown Library	14
Thomas Merton Center	15
Distinguished Visitors to Bellarmine	16
Bellarmino Medal	17
Accreditation and Memberships	17

Admission • 19

Procedures and Requirements	21
Credit Options	25
Tuition and Fees	26

Financial Aid • 31

Academic Information • 39

Degree Requirements	41
General Education Core Requirements	41
Majors and Minors	48
Evening Degree Programs	49
Academic Advising	49
Academic Resource Center (ARC)	50
Waivers and Exception Policy	51
Academic Honesty	51
Grading Policies	52
Class Attendance	53
Withdrawal from a Course	53
Final Examinations	53
Dean's List	54
Classification of Students	54
D and F Repeat	54
Maximum Course Load	54
Academic Status	55
Independent Study and Contract Courses	55
Internships	56
Study at Other Institutions	56
Summer Sessions	56
Kentuckiana Metroversity	57
Study Abroad Opportunities	58
Transfer Students	62
Reserve Officers Training Corps (ROTC)	62
Severe Weather	63
Transcripts	63
Graduation Information	63
Continuing Education	64

Students Affairs • 65

Athletics and Intramural Sports	67
Campus Ministry	68
Career Center	68
Counseling Services	69
Disability Services	69
Food Service	70
Good Standing Non-Academic	70
Health Insurance	70
ID Cards	71
International Student Services	71

4 Contents

Orientation	71
Residence Life	71
Student Activities	72
Student Discipline and Judicial Procedures	73
Student Handbook	73
Student Organizations	74
Volunteerism	75
Wellness and Health Services	75
Programs of Study • 77	
Accounting	79
Art	87
Arts Administration	93
Biology	98
Brown Scholars Leadership Program	105
Business Administration	107
Cardiopulmonary Science (Respiratory Therapy)	112
Chemistry	118
Clinical Laboratory Science (Medical Technology)	124
Communications	129
Computer Science	137
Cytotechnology	146
Economics	150
Education	156
English	167
Foreign Languages	174
Health Care	186
History	188
Honors Program	193
Interdisciplinary Courses	196
Liberal Studies Program	198
Mathematics	199
Music	207
Nursing	218
Philosophy	227
Physical Therapy	232
Physics	240
Political Science	242
Pre-Professional Programs	246
Psychology	249
Sociology/Criminal Justice	256
Theatre	261
Theology	264
Graduate Studies • 271	
Graduate Degree Programs	273
Admission	274
Tuition and Fees	275
Scholarships and Student Aid	279
Academic Information and Policies	280
Student Affairs	283
Master of Business Administration	284
Graduate Programs in Education	290
Graduate Programs in Nursing	303
Master of Science in Physical Therapy	310
University Personnel • 319	
University Administration	321
Faculty	328
Board of Trustees	338
Board of Overseers	339
Index • 341	

Academic Calendar

Fall Semester 2001

April 9–27	Advance Registration (currently enrolled students only)
May 7–August 24	Regular Registration
August 27	Classes Begin
August 27–31	Late Registration and Schedule Changes
August 31	Last day to apply for a degree in December
September 3	Labor Day—Holiday (no classes)
September 11–13	Tuition Due Dates
September 14	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
October 22–23	Mid-Semester Break
November 2	Last day to withdraw from course without Grade (W)
November 21–25	Thanksgiving Holidays (no classes)
November 26	Classes resume
December 10–15	Final Examinations
December 17	Grades due in Registrar's Office

Spring Semester 2002

November 5–20	Advance Registration (currently enrolled students only)
November 26–January 4	Regular Registration
January 7	Classes Begin
January 7–11	Late Registration and Schedule Changes
January 11	Last day to apply for a degree in May
January 21	Martin Luther King, Jr. Day—Holiday (no classes)
January 21	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
January 22–24	Tuition Due Dates
March 4–8	Spring Break (no classes)
March 15	Last day to withdraw from course without Grade (W)
March 27 (after 2:00 pm)	Easter Holidays (no classes)
April 1 (after 2:00 pm)	Classes resume
April 27–May 3	Final Examinations
May 6	Grades due in Registrar's Office
May 6–10	Senior Week
May 11	Baccalaureate Mass
May 11	Commencement

6 Academic Calendar

Summer Sessions 2002

Term I

April 8–May 3

May 6

May 6–7

May 10

May 15

May 15–16

May 23

May 28

3-Week Session

Regular Registration (9:00 AM–5:00 PM)

Classes Begin

Final Registration and Course Changes

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

Last day to withdraw from course without grade (W)

Tuition Due Dates

Final Examinations

Final grades due in Registrar's Office

Term II

April 8–May 24

May 28–29

May 28–29

June 5–7

June 7

June 12

June 26–27

July 1

5-Week Session

Regular Registration

Classes Begin

Final Registration and Course Changes

Tuition Due Dates

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

Last day to withdraw from course without grade (W)

Final Examinations

Final grades due in Registrar's Office

Term III

April 8–June 28

July 1–2

July 1–2

July 4

July 10–12

July 12

July 17

July 31–August 1

August 5

5-Week Session

Regular Registration (9:00 AM–5:00 PM)

Classes Begin

Final Registration and Course Changes

Holiday

Tuition Due Dates

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

Last day to withdraw from course without grade (W)

Final Examinations

Final grades due in Registrar's Office

Term IV

April 8–May 24

May 28–29

May 28–29

June 5–7

June 14

July 3

July 31–August 1

August 5

10-Week Session

Advanced Registration (9:00 AM–5:00 PM)

Classes Begin

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

Tuition Due Dates

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

Last day to withdraw from course without grade (W)

Final Examinations

Final grades due in Registrar's Office

Fall Semester 2002

April 8–19	Advance Registration (currently enrolled students only)
May 6–August 23	Regular Registration
August 26	Classes Begin
August 26–30	Late Registration and Schedule Changes
September 2	Labor Day—Holiday (no classes)
September 17–19	Tuition Due Dates
September 13	Last day to apply for a degree in December
September 13	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
October 21–22	Mid-Semester Break
November 1	Last day to withdraw from course without Grade (W)
November 27–December 1	Thanksgiving Holidays (no classes)
December 2	Classes resume
December 9–14	Final Examinations
December 16	Grades due in Registrar's Office

Spring Semester 2003

November 4–19	Advance Registration (currently enrolled students only)
December 2–January 3	Regular Registration
January 6	Classes Begin
January 6–10	Late Registration and Schedule Changes
January 10	Last day to apply for a degree in May
January 20	Martin Luther King, Jr. Day—Holiday (no classes)
January 29–31	Tuition Due Dates
January 24	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
March 10–14	Spring Break (no classes)
March 21	Last day to withdraw from course without Grade (W)
April 16 (after 2:00 pm)	Easter Holidays (no classes)
April 21 (after 2:00 pm)	Classes resume
April 26–May 2	Final Examinations
May 5	Grades due in Registrar's Office
May 5–9	Senior Week
May 10	Baccalaureate Mass
May 10	Commencement

Summer Sessions 2003

Term I	3-Week Session
April 7–May 2	Regular Registration (9:00 AM–5:00 PM)
May 5	Classes Begin
May 5–6	Final Registration and Course Changes
May 9	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
May 14	Last day to withdraw from course without grade (W)

8 Academic Calendar

May 14–15	Tuition Due Dates
May 22	Final Examinations
May 27	Final grades due in Registrar's Office
Term II	5-Week Session
April 7–May 23	Regular Registration (9:00 AM–5:00 PM)
May 27–28	Classes Begin
May 27–28	Final Registration and Course Changes (9:00 AM–5:00 PM)
June 4–5	Tuition Due Dates
June 6	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
June 11	Last day to withdraw from course without grade (W)
June 25–26	Final Examinations
June 30	Final grades due in Registrar's Office
Term III	5-Week Session
April 7–June 27	Regular Registration (9:00 AM–5:00 PM)
June 30–July 1	Classes Begin
June 30–July 1	Final Registration and Course Changes
July 4	Holiday
July 9–11	Tuition Due Dates
July 11	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail, or Pass/Fail to Letter Grade
July 16	Last day to withdraw from course without grade (WP)
July 30–31	Final Examinations
August 4	Final grades due in Registrar's Office
Term IV	10-Week Session
April 7–May 23	Regular Registration (9:00 AM–5:00 PM)
May 27–28	Classes Begin
May 27–28	Final Registration and Course Changes (9:00 AM–5:00 PM)
June 4–5	Tuition Due Dates
June 13	Last day to change from Audit to Credit, Credit to Audit, Letter Grade to Pass/Fail or Pass/Fail to Letter Grade
July 3	Last day to withdraw from course without grade (W)
July 30–31	Final Examinations
August 4	Final grades due in Registrar's Office



Greetings from the President

Dr. Joseph J. McGowan

Bellarmino University offers a unique array of opportunities to engage and nurture the mind, body and spirit of its students. A strong liberal arts foundation and highly regarded professional programs in business, education, technology, nursing and allied health specialties are complemented by a rich and full campus life, varsity and intramural athletics, travel abroad opportunities, and service activities.

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

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

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

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

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

The University

Mission

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

Vision

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

History

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

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

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

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

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

Bellarmino University is situated on approximately 120 acres of gently rolling terrain that slopes down to Louisville's historic Beargrass Creek. In 1990, construction was completed on Petrik Hall, a six-story residence hall that houses 134 students in comfortable and attractive suites, and, in 1993, Miles Hall was completed providing a new 26,500 square-foot classroom and office building for the Education and Nursing programs. On April 9, 1997, the College dedicated and celebrated the opening of the W. L. Lyons Brown Library. Built at a cost of \$10,000,000, the library stands as a visible symbol of the centrality of teaching and learning at Bellarmine University. The Academic Resource Center, designed to support all students with a variety of programs, including academic advising, tutoring, graduate exam preparation, and foreign language practice, opened in the library in the Fall of 1998.

In 2001, three new major building projects will be completed and dedicated: Our Lady of the Woods Chapel in the wooded area above Newburg Road, a new 200-bed residence hall, Anniversary Hall, and a Campus Center on two floors of Horrigan Hall.

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

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

The University continues to move forward at a rapid pace. In addition to the projects just completed, plans are underway for a new Science Center, Lifetime Wellness and Sports Center, and new track and athletic fields.

Tradition and Character

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

14 Welcome to Bellarmine

vidual as a whole person, service to others, and caring for others.

Authority and responsibility for the affairs of Bellarmine University rest with its Board of Trustees, which is broadly representative of the community that the University serves. Officers and members are elected by the Board membership. The Board presently has 30 members, including the Archbishop of Louisville and representatives of many religious faiths and fields of professional and business leadership. Two faculty members and one student serve as voting members of the Board.

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

W. L. Lyons Brown Library

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

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

Reference Center

Library users identify the articles and books they wish to consult, and increasingly retrieve the actual documents and data they desire from the electronic systems and resources available through the Reference Center on the library segment of the campus network. Access to the library's online catalog, purchased databases, and resources available across the Internet is provided from twelve microcomputers in the Center, as well as remotely through the campus network. A professional librarian staffs the Reference Center throughout the weekly hours of operation.

Instructional Technology Center

The Instructional Technology Center features a computer lab with 18 networked computers, a Help Desk offers both telephone and walk-up service for students, faculty and staff, a video server to distribute media programs across the campus, and two multimedia classrooms. Additional facilities in the Center include a Media Lab with five workstations equipped for individual use of media programs and two Group Viewing Rooms to serve small groups of students who wish to work together with a media program, such as a videotape. The media specialist and her assistants train and assist both students and faculty in the effective use of the available software, systems, and equipment.

Classrooms

Hands-on instruction and active project-based learning are important components in achieving the goal of information literacy for our students. An Online Classroom includes an instructor's workstation and 12 student workstations, enabling 24 students working in pairs to receive hands-

on instruction from librarians and instructors. Equally important, the Classroom permits students subsequently to work on research projects under the guidance of their instructors during scheduled class or lab periods. In addition to the two multimedia classrooms noted above, there are two new business-style classrooms on Level B of the library and eight multimedia classrooms in Horrigan, Miles, and Pasteur Halls.

Study Spaces

Students enjoy varied environments in which to study, including rooms for individuals; group rooms; lounges with carrels and lounge chairs, as well as tables; a spacious reading room; and tables among the book stacks. There is a study lounge that is open 24 hours per day. Study locations offer networked desktop computers or connections to the campus network and Internet for laptop computers. Library users can log on to the campus network and the Internet virtually from anywhere they sit.

The Thomas Merton Center at Bellarmine University

The Thomas Merton Center houses the W. L. Lyons Brown Library's special collections and the University's archives. The Center is named after Thomas Merton, whose personal works and papers comprise the primary special collection in the Center and attract international scholars and visitors to the Bellarmine campus.

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

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

The Thomas Merton Center exists to preserve the Thomas Merton Collection; develop international activities for scholars, students and the general public; and promote the spiritual, contemplative, and humanistic values central to Thomas Merton as reflected in his life and writings. Merton was, as Israel Shenker noted, "a man no less concerned by the sinfulness of the world than by pursuit of what could put it right." The Merton Center thus serves as an international resource for scholarship and inquiry on Merton and his values; contemplative and prayerful living, ecumenism, peaceful international relations, social justice, and spiritual nature of the arts,

personal and corporate inner work, and interdisciplinary approaches to human problems. The Center regularly sponsors courses, lectures, retreats, seminars, elderhostels, and exhibits that promote these themes.

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

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

The Merton Center is located on the second floor of Bellarmine's W. L. Lyons Brown Library. The Center includes areas for study, meeting and quiet reflection offices for staff and a climate-controlled archive room to preserve the Merton Collection and other Bellarmine special collections.

Distinguished Visitors to Bellarmine

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

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

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

The Wyatt Lecture presents statesmen and distinguished lecturers on public affairs and government. Previous Wyatt lecturers include former ambassador Michael J. Mansfield, historian Arthur Schlesinger, Jr., award-winning journalists James “Scotty” Reston and David Gergen, former British Prime Minister Sir Edward Heath, and historian James MacGregor Burns. Kurt Schmoke, mayor of Baltimore, presented the 1999 Wyatt Lecture.

Bellarmino Medal

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



Recipients of the Bellarmine Medal are persons who demonstrate:

- A commitment to principles throughout difficult circumstances
- A high level of personal and professional integrity
- A sensitivity to the sufferings of others
- A dedication to promoting justice, charity, and temperateness

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

Accreditation and Memberships

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

The University holds membership in the following associations:

- AACSB – The International Association for Management Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Colleges of Teacher Education
- American Council on Education
- American Independent and Liberal Arts Colleges of Teacher Education
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards

Association of Independent Kentucky Colleges and Universities
Association of International Administrators
Association of International Educators
Bahamian Field Station
Better Business Bureau
Campus Compact
Commission on Accreditation of Allied Health Education Program
Commission on Collegiate Nursing Education
Committee on Accreditation of Respiratory Care
Cooperative Center for Study Abroad
Council for Exceptional Children
Council of Independent Colleges
Council on International Educational Exchange
Indiana Consortium for International Programs
International Student Exchange Program
Joint Review Committee for Diagnostic Medical Sonography
Kentuckiana Metroversity
Kentucky Academy of Science
Kentucky Association of Colleges of Teacher Education
Kentucky Association of Collegiate Admissions Counselors
Kentucky Association of Collegiate Registrars and Admissions Officers
Kentucky Association for Homes for the Aged
Kentucky Association of Student Financial Aid Administrators
Kentucky Association of Teacher Educators
Kentucky Council for International Education
Kentucky Education Professional Standards Board
Kentucky Institute for International Studies
Louisville Area Chamber of Commerce
National Association of College and University Business Officers
National Association of College Admission Counselors
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Catholic Educational Association
National Council for Accreditation of Teacher Education
National Council for the Social Studies
National Education Association
National League of Nursing
Southern Association of Student Financial Aid Administrators
Southern Association of College Admission Counselors
Southern Association of Collegiate Registrars and Admissions Officers



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

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

Procedures and Requirements

Freshmen Students

Specific requirements for admission include submission of:

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

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

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

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

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

22 Admission

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

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

Transfer Students

Specific requirements for admission include submission of:

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

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

International Students

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

1. A completed International Student Application.
2. A \$25.00 nonrefundable application fee (must be in United States currency).
3. *Certified* copies of official records from all schools or universities attended. Certified copies must be translated into English and must bear the school's official seal.
4. *Official* score report of the Test of English as a Foreign Language (TOEFL). The score must be above 550. (Bellarmine's TOEFL code number is 1056.) Applicants for whom English is a second language may submit entrance examination scores from either the American College Test (ACT) or the Scholastic Assessment Test (SAT I), in lieu of the TOEFL.
5. A financial statement certifying ability to fund the cost of attending Bellarmine University for one academic year. Figures must be expressed in United States currency.

International student applicants should meet the University's standards for admission and score a minimum of 550 on the TOEFL, or have satisfactory ACT or SAT I scores and meet the University's regular admission standards. Applicants who do not meet these admission standards will be referred to the Undergraduate Admission Committee for review.

Special Students

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

Senior Adults Grants for Education (SAGE)

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

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

Veterans

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

Visiting Students

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

Summer Session

Anniversary Hall, Double occupancy, per week \$100

Meal Plans

Residential Students

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

- Option 1 – Any 16 of 17 meals plus \$250 Flex Dollars per semester \$1190 per semester
- Option 2 – Any 10 of 17 meals plus \$400 Flex Dollars per semester \$1160 per semester
- Option 3 – Any 10 of 17 meals plus \$300 Flex Dollars per semester \$1090 per semester
- Option 4 – Any 10 of 17 meals plus \$250 Flex Dollars per semester \$1060 per semester
- Option 5 – Any 7 of 17 meals plus \$250 Flex Dollars per semester \$960 per semester

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

Commuter Students, Faculty, and Staff

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

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

Flex Dollars

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

Room Damage Deposit

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

Unclassified Students

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

Early Admission Program

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

Auditors

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

Admission to Selected Programs of Study

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

1. Bachelor of Science in Nursing

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

2. Teacher Education Program

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

Credit Options

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

AP Credit

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

ACCESS Credit

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

Examinations

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

Credit for CLEP and Regents Exams

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

Credit for Armed Force Courses (DANTES)

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

Credit for Company-Sponsored Training Programs

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

gible for Bellarmine credit.

Credit for Demonstrated Competency (Challenge Exam)

Enrolled Bellarmine students may petition the Provost to take a comprehensive examination on the material covered in any credit course. A fee, equal to one credit hour, is charged for each course equivalent.

Portfolio

Up to twelve undergraduate credits and six graduate credits may be gained in this category. Bellarmine University recognizes the value of life and work achievement by awarding college credit for knowledge gained through experience. A detailed explanation and documentation of the learning acquired outside the academic classroom are presented in portfolio format for evaluation by Bellarmine faculty. A fee equal to one credit hour of tuition is charged for each course equivalent after a portfolio has been evaluated. A nonrefundable \$35.00 down payment is charged at the point of portfolio application.

Tuition and Fees

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

Tuition Payment

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

Tuition for 2001–2002

Tuition per semester for undergraduate students	
carrying from 12 through 19 credit hours	\$7,495/semester
Tuition per credit hour for undergraduate students	
carrying fewer than 12 hours or for hours exceeding 19 hours	\$350 per credit hour
Tuition deposit (this deposit is applied as a credit toward tuition)	\$100
Audit fee per course (for auditing a course rather than taking	
it for credit). Plus any course fees if applicable	50% of above rate

Course Fees

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

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

Other Fees

Student Activities Fee per semester	85.00
Technology fee	\$200 per semester for full-time \$25.00 per class for part-time
Application fee (on filing first application only)	25.00
Service charge for each approved change of course or section after registration	5.00
Transcript of grades:	
First copy (each request)	5.00
Each additional copy	1.00
Student Insurance for semester (where applicable)	TBA
Residence Hall Activities Fees (Residents only) per semester	10.00
Parking Permit Fee	30.00

Penalties and Fines

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

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

Room and Board

Fall and Spring Semesters

Kennedy/Newman, Double occupancy, per semester	\$1,350
Kennedy/Newman, Single occupancy, per semester	\$2,025
Newman, Triple occupancy, per semester	\$1,010
Petrik, Double occupancy, per semester	\$1,450
Petrik, Single occupancy, per semester	\$2,175
Anniversary Hall, Double occupancy, per semester	\$1,575
Anniversary Hall, Single occupancy, per semester	\$2,360

Room Reservation Deposit

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

Special Payment Plans

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

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

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

Adjustments and Refunds of Tuition

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

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

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

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

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

The Federal Title IV student financial aid programs subject to the federal refund regulations are the Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant Program, Federal Perkins Loan Program, Federal Stafford loans (either subsidized or unsubsidized), and Federal Parents Loans for Undergraduate Students (PLUS loans). The benefits under these programs will be recalculated as prescribed by the U. S. Department of Education regulations

pertaining to the Return of Title IV Funds. Under these regulations, any adjustment is based on the student's withdrawal date as defined in the regulations. This date and the date of withdrawal reflected in the student's academic records will not necessarily be the same. For further information regarding the adjustment to the Title IV student financial aid benefits, if any, received by the respective student should be directed to the Office of the Bursar.

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

Military Service and Serious Illness or Injury

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

Penalties for Delinquent Accounts

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

Personal Liability

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



Financial Aid

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

Satisfactory Progress

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

Quantitative: Undergraduate students, based upon full-time status (minimum of 12 hours per semester), will be required to earn a minimum of 12 hours per semester. Undergraduate students attending part-time will be required to earn a minimum of 6 hours per semester. A maximum of six (6) academic years will be permitted for completion of a baccalaureate degree, or a total of 144 hours attempted. Graduate students, based upon full-time status (9 hours per semester), will be required to earn a minimum of 9 hours per semester. Graduate students attending part-time will be required to earn a minimum of 5 hours per semester. A maximum of three (3) academic years will be permitted for completion of a graduate degree, or a total of 54 hours attempted.

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

Qualitative: Bellarmine University undergraduate students who have earned 60 hours or greater will be required to have a cumulative Grade Point Average (GPA) of 2.0 or better. Graduate students must maintain a cumulative 3.0 GPA in order to retain financial aid.

If a recipient becomes ineligible to receive aid, reinstatement of that aid will occur either when the student successfully meets the above requirements following a subsequent semester, or the Committee for Financial Aid Appeals approves the continuation of aid through an appeal. The Committee for Financial Aid Appeals shall consist of at least one representative from the Office of Financial Aid, Office of the Registrar, faculty, and student body.

“Package” Aid

Students who qualify for financial aid may be eligible for a “package” of financial aid that might include a partial scholarship, a loan, an educational opportunity grant, and/or a part-time job.

Scholarships

To qualify for scholarships, first-year, full-time students must apply and be accepted for admission to Bellarmine University. A separate scholarship application is *not* required. However, all students are strongly encouraged to file the Free Application for Federal Aid (FAFSA) to be considered for all state and federal financial aid programs.

Bellarmino Scholars Program

These full-tuition scholarships are awarded to the most promising and talented high school students and are based upon the following minimum standards: high school grade point average of 3.9 with an exceptionally strong college prep curriculum, top 5% rank, test scores of 30+ ACT or 1300+ SAT, on-campus interviews and writing sample. All awards are offered for Fall/Spring semester enrollment. Awards are renewable for three additional years provided the student remains a full-time student and maintains a 3.5 cumulative grade point average. Bellarmine Scholars participate in the University’s Honors Program and receive a stipend to support a summer study abroad or internship program after the junior year. Qualified applicants applying by the scholarship deadline will be invited to campus for a scholarship competition.

Monsignor Horrigan Scholarships and Knight Scholarships

These partial tuition scholarships are awarded to talented high school students who have demonstrated scholastic achievement levels measured by high school grade point average (usually 3.2 or above), class rank (upper ¼ of class), standardized test scores (ACT 24 or above, or SAT 1100 or above), and college prep curriculum. Qualified applicants applying by the scholarship deadline will be invited to campus for a scholarship competition. All awards are offered for Fall/Spring semester enrollment. Awards are renewable for three additional years provided the student remains a full-time student and maintains a 3.0 cumulative grade point average.

Monsignor Treece Awards

Awards are made to students for academic achievement. Generally students with a 3.2 GPA and an ACT score of 21 or SAT score of 1000 are considered. Students receiving other academic scholarships or recognition grants are not eligible for Monsignor Treece Awards. All awards are offered for Fall/Spring semester enrollment. Awards are renewable for three additional years provided the student remains a full-time student and maintains a 2.0 cumulative grade point average.

McDonough Service Grants and Wyatt Leadership Grants

Awards are made to students for outstanding service or leadership to their school, church, and community, with preference given to the strongest students. Usually a minimum composite ACT score of 21 or SAT score of 1000 is expected. Students receiving an academic scholarship are not eligible for McDonough Service or Wyatt Leadership Grants. All awards are offered for Fall/Spring semester enrollment. Awards are renewable for three additional years provided the student remains a full-time student and maintains a 2.0 cumulative grade point average.

Minority Academic Grants

To assure that minority students are given full access to an education at Bellarmine, the University has committed funds to high academic achievers from minority backgrounds. These partial-tuition scholarships are awarded under criteria similar to the academic awards listed previously. All awards are offered for Fall/Spring semester enrollment. Awards are renewable for three additional years provided the student remains a full-time student and maintains a 2.0 cumulative grade point average.

Art and Music Scholarships

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

Athletic Grants-in-Aid

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

Transfer Student Scholarships and Grants

Scholarships and grants are available to full-time transfer students based upon high school and college grade point average and strength of the student's high school/college curriculum. A separate scholarship application is *not* required. However, all transfer students are strongly encouraged to file the Free Application for Federal Student Aid (FAFSA) to be considered for all state and federal financial aid programs. Awards are renewable provided the student remains a full-time student and maintains a 3.0 cumulative grade point average.

Institutional Scholarships and Grants

Nolen C. Allen Scholarship
 Alumni Chapter Scholarships
 Elise Amshoff Scholarship
 Jayne and Art BecVar Endowed Nursing Scholarship
 Bellarmine University Accel Nursing Program Scholarship
 Bellarmine Women's Council Scholarships
 Bell South Special Education
 Rev. Joseph Bowling Scholarship
 J. Graham Brown Scholars
 Clayton Scholars
 Mary Agnes Dugan Clayton Scholarship
 Coy Family Endowed Fund
 Dr. John Daly Endowed Chemistry Scholarship
 English-Speaking Union Scholarship
 Dr. Jonas L. Fields Minority Grant
 John Finnegan Accounting Scholarship
 Robert J. Fitzpatrick Endowed Accounting Scholarship

36 Financial Aid

Barbara and Otto Goethals Education Scholarship
Grant '54
Elizabeth Norton Hagan Scholarship (Literature)
Paul Christopher Hardin Endowed Music Scholarship Grant
Mary Beth Heine-Wade Scholarship
Patricia B. Hoeck Scholarship
Maurice D.S. Johnson Endowed Business Leadership Award
The Kalmey Family Endowed Scholarship
Morton Kasdan Scholarship Fund
JFK/John XXIII Scholarships
Fred C. and Florence Koster Scholarship
Roland McDonough Scholarship
Morrison Family Trust
Robert Munson Scholarship Fund
Nelson County Alumni Association Scholarship
Genevieve Norton Scholarship (Art)
Norton Healthcare, Community Trust Fund Endowed Nursing Scholarship
Charles and Helen O'Malley Scholarship
Vicki B. Owsley Scholarship
Bennie Sue Peterson Endowed Nursing Scholarship
Helen and Gene Petrik Scholarship
Philip Morris Education
Taylor Drug Company Nursing Scholarship
Mother Teresa Scholarship
Helen and Dan Ulmer Scholarship
UPS/JCPS Project Teach
Vermont American/Patsy Nugent Scholarship
Ella Norton Walsh Scholarship (History)
Art Walters Minority Scholarships
WHAS Education Grants
H.K. & Carolyn A. Williams Scholarship

Additional Forms of Aid

Federal Pell Grants

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

Kentucky Tuition Grants

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

State Student Incentive Grant: College Access Program

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

Kentucky Educational Excellence Scholarship

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

Federal Supplemental Educational Opportunity Grants

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

Federal Work-Study Program

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

Federal Carl D. Perkins Loans

These loans are available to both entering and currently enrolled undergraduate students who demonstrate financial need. Applications must be received by the Director of Financial Aid by the following dates: May 1 for loans for the fall and spring semesters; December 1 for the spring semester, only in rare cases. The principal features of this loan are:

1. Loans to cover tuition, residence fees, and other college-related expenses;
2. No interest on principal while student is enrolled at least half-time;
3. Interest—5% per annum beginning 9 months after graduation, leaving school, or dropping below half-time student status;
4. Cancellation of the loan in case of death or permanent disability.

Federal Stafford Loans

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

Other College Loans

Alumni Loan

George L. Bagby Loan

Joseph C. Hofgesang Loan

Student Government Loan

Thomas Kalmer Memorial Loan (pre-medical)

Charles E. Schell Foundation Loan Fund

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



Academic Information

Degree Requirements

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

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

General Education Core Requirements

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

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

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

1. **A Philosophical Foundation.** Students will develop the ability to articulate, critique, and support judgments about the ultimate meaning of being, truth, goodness, and beauty and to incorporate those judgments in their lives and actions.

Students should be able to demonstrate a philosophical foundation by:

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

2. **A Theological Foundation.** Students will encounter Christian faith as an honest intellectual venture through an understanding of Jewish and Christian scriptures and of significant terms, texts, movements, and personalities in theological history; they will come to appreciate moral and justice questions as integral to faith; and they will explore the variety of spiritual experiences available in their own and world cultures.

Students should be able to demonstrate a theological foundation by:

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

3. **Scientific Knowledge.** Students will develop an understanding of the foundations and processes of scientific discovery crucial to our knowledge of the universe and will investigate the ways in which science, mathematics, and technology are applied to human needs and to the development of society.

Students should be able to demonstrate scientific knowledge by:

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

4. **Historical and Social Consciousness.** Students will come to understand themselves as individual and social beings by analyzing the political, economic, and geographic variables that influence the world's historical evolution, and will demonstrate knowledge of and respect for the world's diversity of cultures, traditions, and peoples.

Students should be able to demonstrate historical and social consciousness by:

- a) Appreciating cultural, racial, ethnic, and religious diversity.
- b) Understanding Western culture through the study of past and present civilizations.
- c) Recognizing the strengths and weaknesses of major social, political, and economic systems.

- d) Understanding world events in a historical, social, political, economic, and geographic context.
 - e) Drawing upon the social sciences as a framework for understanding individual and group behavior.
 - f) Being able to interpret social, political, and economic data.
 - g) Drawing upon knowledge, values, and logic to make informed social, political, and economic decisions.
5. **Artistic and Literary Comprehension.** Students will develop aesthetic understanding by interpreting texts and art forms and by learning to critique their artistic and aesthetic contribution, and , through this experience of the fine arts and literature, come to recognize what diverse cultures have as common values.
Students should be able to demonstrate artistic and literary comprehension by:
- a) Appreciating how the arts and literature interpret, explore, reflect, challenge, and shape social values.
 - b) Participating in creative experiences.
 - c) Recognizing that the arts and literature require discipline and commitment.
 - d) Developing and articulating responses to aesthetic experiences.
 - e) Appreciating the value of the creative imagination and their own creative powers.
6. **Quantitative Literacy.** Students will learn to employ mathematical tools in quantitative problem solving and explore how the framework and methods of mathematics allow us to construct both concrete and abstract models of our universe.
Students should be able to demonstrate quantitative literacy by:
- a) Understanding the impact and persuasiveness of numeric and symbolic concepts.
 - b) Employing quantitative analysis as a method of problem solving.
 - c) Applying graphical, mathematical, statistical, and symbolic models.
 - d) Appreciating mathematics both as a creative endeavor and as a practical tool.
7. **Thinking Skills.** Students will learn to describe and employ higher-order cognitive skills, to think critically and creatively, and to solve problems by applying such thinking to both fresh and familiar situations.
Students should be able to demonstrate thinking skills by:
- a) Recognizing the strengths and weaknesses of particular models of inquiry.
 - b) Using inductive and deductive modes of reasoning.
 - c) Employing analytic, logical, evaluative, and integrative thinking in processing information and drawing conclusions.
 - d) Making and evaluating decisions based on appropriate criteria and projected consequences.
 - e) Generating new images, concepts, possibilities, and interpretations and connecting apparently disparate ideas.
 - f) Analyzing their thinking processes, including how their experiences, feelings, ideas, and intuition affect thinking.
8. **Communication Skills.** Students will learn to write and speak clearly and thoughtfully and to read and listen with insight.
Students should be able to demonstrate communication skills by:
- a) Writing and speaking with clarity, grace, and thoughtfulness.
 - b) Reading and listening with understanding and insight.
 - c) Understanding and communicating in a second language.

- d) Using logic, persuasion, and consensus-building skills in interpersonal, group, and public settings.
- e) Understanding that their perception of reality is shaped by communication.

9. **A Commitment to the Pursuit of Virtue.** Students will be encouraged to pursue the virtuous life by learning to make informed moral choices, to respect the dignity of all persons, to confront intolerance in all its forms, and to become community leaders committed to personal, civic, and ecological betterment.

Students should be able to demonstrate a commitment to the pursuit of virtue by:

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

10. **Comprehensive Integration.** Students will develop the ability to discern interconnections and interdependencies among various realms of being, forms of knowing, and modes of acting and to grasp reality as a multidimensional whole.

Students should be able to demonstrate comprehensive integration by:

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

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

Hrs	Requirement	Course Options
1 hr	Freshman Focus	Idc. 100 Freshman Focus
3 hrs	Freshman Seminar	Idc. 101 Freshman Seminar Hon. 150 Freshman Honors Seminar (Honors students only)
3 hrs	English Composition	Eng. 101 Expository Writing
3 hrs	Literature	Eng. 200 Reading Literature Eng. 201 The World of Texts Eng. 207 American Literature Survey I Eng. 208 American Literature Survey II Eng. 209 British Literature Survey I Eng. 210 British Literature Survey II
3 hrs	Western Tradition	Hist. 116 Western World I (1450 – 1870) Hist. 117 Western World II (1870 – present)
3 hrs	Fine & Performing Arts	Art 201 Art History I Art 202 Art History II Art 242 Beginning Ceramics Art 250 Photography Music 200 Music Literature Music: Ensembles Music: Private Lessons Thea. 110 Acting I Thea. 202 Introduction to Theatre Thea. 310 Theatre History I Thea. 311 Theatre History II <i>For Art and Music majors, the General Education requirement in Fine & Performing Arts must be taken outside the major department.</i>
3 hrs	Mathematics	Math. 101 Foundations of Mathematics I Math. 105 College Algebra Math. 107 Mathematics for Liberal Arts Math. 116 Elementary Functions and Coordinate Geometry Math. 117 Calculus I Math. 125 Business Calculus Math. 205 Elementary Statistics
6 hrs	Natural Sciences	Biol. 108 Human Anatomy and Physiology I Biol. 109 Human Anatomy and Physiology II Biol. 111 Environmental Science Biol. 112 Botany Biol. 113 Microbial World Biol. 114 Human Biology: Health and Disease Biol. 115 Introduction to Life Science

Hrs	Requirement	Course Options
		Biol. 116 Evolution, Ecology, and Behavior Biol. 117 Modern Genetics and Cloning Biol. 130 Principles of Biology Biol. 131 Plant and Animal Diversity Chem. 109 Liberal Arts Chemistry Chem. 110 Environmental Topics in Chemistry Chem. 111 Health & Household Chemistry Chem. 116 Introductory Chemistry I: Structure Phys. 105 Introduction to Astronomy Phys. 106 Exploration of the Universe Phys. 110 Electrical Principles Phys. 111 Electronic Circuits Phys. 205 General College Physics I
3 hrs	Social Sciences	Econ. 111 Principles of Economics I Econ. 112 Principles of Economics II P.S. 101 American National Government P.S. 102 State and Local Government P.S. 203 Early Political Theory P.S. 204 Modern Political Theory P.S. 260 Scope and Methods of Political Science P.S. 303 American Political Parties and Interest Groups P.S. 308 Comparative Political Systems P.S. 323 International Political Problems P.S. 324 Contemporary Political Problems P.S. 325 International Relations Psy. 101 Psychology and Effective Behavior Psy. 102 General Psychology Psy. 208 Personality: Theories and Research Psy. 209 Current Issues in Psychology Psy. 215 Human Sexuality Psy. 218 Life-Span Development Psy. 230 Psychology of Learning Soc. 101 Introduction to Sociology Soc. 201 Contemporary American Social Problems Soc. 210 Criminal Justice Soc. 235 Social Inequality Soc. 331 Corrections <i>For Business Economics, Economics, Political Science, Psychology, and Sociology majors, the General Education requirement in the Social Sciences must be taken outside the major department.</i>

Hrs	Requirement	Course Options
6 hrs	Philosophy	Phil. 160 Introduction to Philosophy Phil. 301 Ethics
6 hrs	Theology	Theo. 200 Ultimate Questions <i>and one course selected from the following list:</i> Theo. 300 Catholicism Theo. 301 The Hebrew Scriptures Theo. 302 New Testament: Gospels Theo. 304 New Testament: Epistles Theo. 305 The Quest for God Theo. 306 The Christ Theo. 307 World Religions Theo. 310 History of Christianity Theo. 315 Saints and Sacred Places Theo. 321 Monastic Spirituality Theo. 401 History of Judaic Thought I Theo. 402 History of Judaic Thought II Theo. 403 Foundations of Protestant Theology Theo. 408 The Church in Renewal Theo. 409 Faith and Imagination Theo. 415 American Religious Experience Theo. 420 Christian Ethics Theo. 421 Christian Classics Theo. 426 Spirituality of Sacraments Theo. 441 Special Issues in Theology
3 hrs	U.S. Experience	Idc. 200 or 300 U.S. Experience
3 hrs	Transcultural	Idc. 201 or 301 Transcultural Experience <i>The U.S. and Transcultural Experience courses are offered at both the 200 and 300-level. Students are required to take the two courses at these separate levels. For example, completion of a 200-level U.S. Experience course means that the student must take his or her Transcultural Experience course at the 301-level, and vice versa. Since the Experience courses are designed to work as a sequence, it is essential to complete the 200-level course before moving on to the 300-level one.</i>
3 hrs	Senior Seminar	Idc. 401 Senior Seminar

Majors and Minors

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

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

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

Majors

Bachelor of Arts (BA)

Accounting
Art: Painting
Art: Sculpture
Arts Administration: Art
Arts Administration: Music
Arts Administration: Theatre
Biology
Business Administration
Chemistry
Communications
Computer Science
Economics
Education
 Early Elementary, P–5
 Middle Grades, 5–9
 Specializations in English,
 Mathematics, Science, Social
 Studies, Special Education
 High School, 8–12
 Specialization in Art,
 Biology, Chemistry, English,
 Mathematics, Music, Social Studies
 Learning and Behavior Disorders
 Early Elementary, P–5
 Middle School, 5–9
English
Foreign Languages and International Studies
History

Liberal Studies
Mathematics
Music: Instrumental
Music: Jazz
Music: Sacred Music
Music: Technology
Music: Vocal
Philosophy
Political Science
Psychology
Psychology: Human Resource
Psychology: Human Services
Sociology
Sociology: Criminal Justice
Theology
Theology: Pastoral Ministries

Bachelor of Science (BS)

Computer Engineering
Computer Information Systems
Mathematics: Actuarial Science
Nursing

Bachelor of Health Science

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

Minors

Accounting	History
Art	Mathematics
Biology	Music
Business Administration	Philosophy
Chemistry	Physics
Communications	Political Science
Computer Science	Psychology
Economics	Sociology
English	Spanish
French	Theatre
German	Theology
Health Care	

Evening Degree Programs

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

Accounting	Dr. David Collins, 502/452-8248
Business Administration	Dr. Michael Mattei, 502/452-8487
Communications	Dr. Gail R. Henson, 502/452-8223
Computer Information Systems	Dr. Muzaffar Ali, 502/452-8410
Liberal Studies	Mr. Robert Pfaadt, 502/452-8267
Nursing (BSN)	Ms. Barbara P. Harrison, 502/452-8414
Psychology	Dr. Don R. Osborn, 502/452-8438
Psychology: Human Resource Emphasis	Dr. Don R. Osborn, 502/452-8438
Psychology: Human Services Emphasis	Dr. Don R. Osborn, 502/452-8438

Academic Advising

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

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

Transfer and part-time students should consult the department chair in their major or contact the Director of the Academic Resource Center for assistance in obtaining an academic advisor.

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

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

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

Academic Resource Center (ARC)

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

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

ARC also provides various academic support services including tutoring, organized small group study sessions for many 100 and 200-level courses, peer editing, and speech practice sessions. ARC assists students with assignments involving written and oral communications. In addition, ARC frequently provides small workshops on special topics related to success in college, such as study skills, essay writing, stress and time management. For any students who wish to use them, ARC offers textbooks on tape.

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

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

Waiver and Exception Policy

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

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

Academic Honesty

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

1. All cases of detected academic dishonesty will be reported by faculty to the Provost.
2. Plagiarism or cheating in any academic work will result in a recorded grade of "F" for that work.
3. A second such offense during the course of a student's academic career at Bellarmine University will result in an "F" for the course in which the academic dishonesty has occurred. In addition, students who have committed a second offense of academic dishonesty during their academic career at Bellarmine will be placed on academic probation for a minimum of one semester.
4. A third incidence of academic dishonesty during a student's academic career at Bellarmine will result in immediate academic dismissal from the University.

Grading Policies

Grading System

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

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

Incomplete Grades

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

Pass/Fail Option

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

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

To receive a Pass grade, a student must earn the equivalent of a C or better for the course. No quality points are assigned to a Pass grade, which is entered on the student’s record as hours

earned but not as hours attempted. A student whose performance in the course falls below the level of a C will receive a Fail grade.

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

Semester Grade Reports

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

Class Attendance

Each student is expected to attend all classes for which he or she is enrolled. The attendance policy for each course is determined by the instructor. The policy is made known to the class at the beginning of each semester. It is the student's responsibility to know the policy on attendance for each course in which he or she is enrolled. A detailed statement regarding attendance and punctuality may be found in the Student Handbook.

Withdrawal from a Course

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

Final Examinations

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

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

1. No student shall be required to take more than two legitimately scheduled final examinations in one day. A student having three legitimately scheduled final examinations on one day may request adjustment of his or her exam schedule by following the procedures published each semester in the Class Schedule. For information and assistance, contact the Registrar.

54 Academic Information

2. In a circumstance other than that of three or more examinations scheduled in one day (with the agreement of the instructor, and for reasons of a serious nature supported by evidence) a student may request postponement of an examination. A postponed examination must be taken prior to the published date for submission of grades.
3. Any single or group final examination given earlier than the scheduled date and time for the respective semester requires the written approval of the department chair and dean.

Dean's List

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

Classification of Students

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

D and F Repeat

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

Maximum Course Load

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

Academic Status

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

Good Standing

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

Probation

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

Cumulative index falls below 2.00.

Semester index falls below 1.60.

Assigned two "F's" in any semester.

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

Dismissal

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

At the end of 2 semesters—1.40

At the end of 3 semesters—1.50

At the end of 4 semesters—1.60

At the end of 5 semesters—1.80

At the end of 6 semesters—2.00

All appeals of academic dismissal should be made to the Provost.

Readmission

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

Independent Study and Contract Courses

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

Internships

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

Study at Other Institutions

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

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

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

Summer Sessions

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

Kentuckiana Metroversity

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

1. Metroversity students may take a maximum of two courses per semester at the other participating institutions provided the combined total of the work at Bellarmine and the other college constitutes full-time status.
2. These courses will be treated as part of the student's normal load at his/her home institution and tuition is paid accordingly. Specific course fees declared by the host institution are paid by the student.
3. The maximum number of credit hours to be taken as a Metroversity student will be determined by the home institution.
4. Students who wish to take courses under this program must obtain the Metroversity form from the Registrar's Office and follow the procedure as directed. Bellarmine reserves the right to determine acceptability for credit of courses taken at other institutions.

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

General Education course requirements and major course requirements for a degree at Bellarmine may not be satisfied through Kentuckiana Metroversity registration unless:

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

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

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

Study Abroad Opportunities

www.bellarmine.edu/studyabroad

Gabriele W. Bosley, MA, Director, International Programs
 Pasteur Hall 110, Phone 502/452-8476, gbosley@bellarmine.edu

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

Academic Year Programs

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

1. **International Student Exchange Program (ISEP):** In 1993, Bellarmine University joined the International Student Exchange Program, a consortium of 210 universities and colleges in over 40 countries around the globe. Through the institution's membership in ISEP, a Bellarmine student has the opportunity to study at any of the affiliated universities with credit transferred back to Bellarmine. International study sites are available for students of French, German, Italian, Portuguese, Russian, and Spanish. For students without foreign language proficiency, study is available at English-speaking universities in Australia, Europe, Africa, and Asia. The cost of a semester or academic year abroad is the same as a semester spent on the Bellarmine campus, plus the cost of the airline ticket and approximately \$400.00 in ISEP placement/administrative fees. Scholarships are available on a competitive basis for study at most sites. Brochures are available in October in the International Programs office and in the University's library. See also www.isep.org.
2. **Kansai Gaidai University, Osaka, Japan:** Through a bilateral exchange agreement with Kansai Gaidai University near Osaka, Japan, Bellarmine students have an opportunity to live either on campus or with a Japanese family for one or two semesters while furthering their Japanese language proficiency and pursuing content studies taught in English on Asian history, culture, religion, politics, business, management, marketing, international law; Asian thought, theatre, and studio art; and more. Students are encouraged to have studied one or two semesters of Japanese before applying to this program. The cost will be the same as studying a semester in residence at Bellarmine University. Scholarships of up to \$10,000 are available through the Japanese government on a competitive basis. Brochures are available in October in the International Programs office and in the University library. See also www.kansai-gaidai-u.ac.jp.
3. **Eberhard-Karls-Universität Tübingen, Germany:** Through a bilateral exchange agreement with Eberhard-Karls-Universität (founded 1477), a university of 25,000 students in

picturesque medieval Tübingen, a city of 75,000 near the Black Forest region in South West Germany, Bellarmine students have the opportunity to study for one to two semesters at one of Germany's most renowned universities which counts among its alumni and professors some of the greatest German philosophers, theologians, poets, writers, and scientists, including Nobel laureates. In 1995, the city of Tübingen was voted Germany's city with the highest quality of life. Credits earned at the University of Tübingen are transferred as Bellarmine University credit. Tuition is the same as study on campus at Bellarmine. Room and board is paid directly to the University of Tübingen and comparable to the cost at Bellarmine. Scholarships are available through the International Programs office. Check with Professor Bosley for details. See also www.uni-tuebingen.de.

4. **Université Paul Valéry, Montpellier, France:** Through a bilateral exchange agreement with the Université Paul Valéry in Louisville's sister city, Montpellier on the Mediterranean Sea, a Bellarmine student can study at Montpellier III under the ISEP exchange, and under the bilateral agreement. The student will also qualify for an internship at Montpellier City Hall or area businesses arranged with the assistance of the Montpellier Mayor's office during or upon completion of studies at the University of Montpellier. Tuition, room and board is basically the same as study on the Bellarmine campus. Scholarships are available through the International Programs office. Check with the Professor Bosley for details. See also www.univ-montp3.fr.
5. **Université Haute Bretagne, Rennes, France.** Through a bilateral exchange agreement with Université Haute Bretagne in Rennes, France, Bellarmine students have the opportunity to study in the strongest "French as a Foreign Language" department in France and in other equally strong departments in the School of Arts and Letters. The university began in the Medieval Period with the creation of the Breton University. The school's present status comes from the 1968 reform when the university split into two entities: Rennes I and Rennes II, with a total student population of 47,000, five thousand of whom are doctoral students. Rennes, the capital of Brittany, is a lively city of 300,000 inhabitants, 60,000 of whom are students. Its central location allows easy access to the beaches and places of interest on the north coast as well as on the Atlantic coast. For more information contact the International Programs office or www.uhb.fr.
6. **Universidad San Francisco de Quito, Ecuador.** Through a bilateral exchange agreement with Universidad San Francisco de Quito, located in one of Louisville's sister cities, Bellarmine students have the opportunity to study for one or two semesters at one of the most dynamic educational institutions in Latin America. USFQ is an institution of 2200 students, offering 39 undergraduate majors and 6 masters programs. This liberal arts university has many valuable resources, such as professors from the best universities in the world, the most modern library and computer services in Ecuador, and one of the most beautiful campuses in Latin America. In addition to academic studies, the university also offers great service learning opportunities. For more information contact the International Programs office or www.usfq.edu.ec.
7. **Curtin University, Perth, Australia.** Through a bilateral agreement with Curtin University which is located in a city of 1.2 million in Western Australia, near the Indian Ocean, Bellarmine students have access to study in a variety of academic areas in an English speaking setting. Curtin University has a well known Nursing program, and the Business School ranks among the top three in Australia. Tuition is the same as study on campus at Bellarmine. Room and board expenses differ from those at Bellarmine. Check with Professor Bosley for details. See also www.curtin.edu.au.

8. National University, Yokohama, Japan:

Study at YNU is open to Bellarmine students through a bilateral exchange agreement between BU and YNU and conducted in both English and Japanese in a variety of academic areas. YNU was founded in 1949 and consists of four undergraduate schools (Education and Human Services, Economics, Business Administration, Engineering,) and three graduate schools (Education, Engineering Social Sciences), serving over 10,000 students in the port city of Yokohama, Japan's largest international trading city, about 18 miles south of Tokyo.

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

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

Financial Aid/Scholarships. Most forms of financial aid are applicable to the ISEP and bilateral exchange programs. Study abroad scholarships of up to \$4,000 are available to Bellarmine students on a competitive basis from a variety of sources.

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

Application Procedures. At least one year prior to the intended study abroad, a student interested in studying abroad should contact Professor Bosley, Director of International Programs. In consultation with the student and the student's academic advisor, Professor Bosley will assist the student in the study site selection process as well as in the design of the program of studies and general preparation for the entire experience. Computer access to all partner universities is available on the World Wide Web. Actual university catalogs will be provided upon acceptance to a particular site. By December 1 of the year preceding the exchange, the student must submit an official study abroad application to Bellarmine University for consideration of study in the fall semester of the following year. By January 10 of the year in which the study abroad takes place, the student must pay all application and placement fees. At the beginning of each semester of study, the student will pay Bellarmine University a \$150 administration fee plus the regular tuition, room, and board. A student from a foreign country will make a similar arrangement with his or her home institution.

Summer and Winter Break Programs

1. **Kentucky Institute for International Studies (KIIS).** Study abroad is available in four to six week summer programs in Austria, Brazil, China, Costa Rica, Ecuador, France, Germany, Greece, Italy, Japan, Mexico, Puerto Rico, and Spain through Bellarmine's membership in the Kentucky Institute for International Studies, a consortium of colleges and universities. A student can earn up to six hours of transfer credit in most academic areas, with emphasis on providing opportunities for foreign language and culture study. Program

costs range from around \$2000 in Mexico to around \$3800 at the European and Asian sites. Costs represent air fare, room and board, and up to six hours of transfer credit. Applications and brochures are available in October in the International Programs office and in the University library. See also www.kiis.org.

2. **Center for Cooperative Study Abroad (CCSA).** Study in England, Scotland, Ireland, New Zealand, Barbados, Australia, and Africa is available through Bellarmine's membership in the Cooperative Center for Study Abroad (CCSA) during the summer and winter breaks, with courses representing a variety of academic areas, including business, marketing, management, health care, social sciences, and the liberal arts. Program costs range from \$2500 to \$4000, plus 50% of the cost of Bellarmine tuition in summer and winter programs. All credits and grades are transferable to Bellarmine. Applications and brochures are available in October in the International Programs office and in the University library. See also www.nku.edu/~ccsa.
3. **Council on International Educational Exchange (CIEE).** Founded in 1947, CIEE is a consortium of 170 colleges and universities, including Bellarmine, providing summer and semester study, internships, field projects, intensive language study, and a variety of courses in the liberal arts, business and economic development, as well as social and natural sciences at its international study centers, as well as over 600 volunteer opportunities for Service Learning around the globe. Summer study is available in Brazil, Chile, China, Costa Rica, Dominican Republic, France, Spain, Thailand, and Tunisia and in academic areas not served by KIIS or CCSA. Semester study and/or academic year study is available mostly in countries throughout the world not served by ISEP. Credits earned abroad is evaluated on an individual basis. Program costs vary greatly. For details, please contact Professor Bosley. See also www.ciee.org.
4. **Tropical Biology Field Study in the Bahamas.** Bellarmine offers a two-credit organized field-studies course (Biol. 226), in which students study the diverse habitats (coral reefs, tidal pools, mangrove swamps, turtle grass beds, rocky shores, sandy beaches, inland lakes, and terrestrial zones) on and around the topical island of San Salvador in the Bahamas. Prerequisites: Biol. 225 and consent of instructor. For more information contact Professor Bennett, Pasteur Hall 156, 502/452-8198.
5. **Living and Teaching in China through "World Teach."** Through this program, students majoring in Education and English have the opportunity to teach English to Chinese high school students in Shanghai for two months during the summer. For more information, contact Professor Cunningham, Norton Art Building 206, 502/452-8222.
6. **Living and Teaching in Japan through "JET" (Japan Exchange and Teaching):** The Japan Exchange and Teaching Program is an international exchange opportunity sponsored by the Government of Japan, through which college graduates and young professionals share their native language and culture with Japanese youth. The JET participant's contract is for one year (up to three years) in Japan, either as a Coordinator for International Relations (CIR), or as an Assistant Language Teacher (ALT) of English.

Other Opportunities

In addition to the opportunities listed above, other study abroad opportunities are available through the American Institute for Foreign Study (AIFS) and a myriad of other programs, although transfer of credit and financial aid cannot be guaranteed with nonaffiliated programs. Current information about such opportunities is posted on the bulletin board outside the International Program Office, Pasteur Hall 110, and on the Study Abroad Board in the Student Center.

Transfer Students

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

Transfer of Credits from Other Institutions

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

Bachelor Degree Requirements

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

Articulation Agreements

Bellarmino University has formal transfer-student articulation agreements with Jefferson Community College, Elizabethtown Community College, St. Catharine College, and Ivy Tech at Sellersburg (Indiana). The purpose of these partnerships is to facilitate the transfer of associate degree-bearing graduates to matriculation at Bellarmine. Students at Jefferson Community College, Elizabethtown Community College, St. Catharine College, or Ivy Tech's ADN program who are interested in learning more about Bellarmine and the transfer admission process may obtain a Transfer Guide booklet and accompanying worksheets from their faculty advisor or the institution's transfer counselor. Prospective students may contact the Office of the Registrar at Bellarmine for further information.

Reserve Officers Training Corps (ROTC)

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

1. *Four-Year Program.* Incurs no military obligation the first two years. Students attend one-hour classes while receiving an indoctrination to the Air Force or Army. Upon successful completion of course work and a four-week summer camp, the qualified applicant may compete for the Advanced Two-Year Program.
2. *Advanced Two-Year Program.* Students attend three-hour classes while learning leadership and management skills as part of their officer training. All cadets in the Advanced Two-Year Program receive \$1,000 in non-taxable pay per year.

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

Severe Weather

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

Transcripts

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

Graduation Information

Review of Transcript

Prior to registering for their final semester, students who have completed 90 semester hours must make an appointment with the Registrar to review their transcripts in order to assure that they will have met all degree requirements by their anticipated date of graduation.

Application for Degree

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

Participation in the Commencement Ceremony

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

Graduation with Honors

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

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

A transfer student must have earned a minimum of 60 semester hours at Bellarmine University

and meet the current standards regarding honors in order to be a candidate for graduation with honors at Commencement. Grades received both in courses transferred to Bellarmine and in courses completed at Bellarmine will be used in determining the student's GPA for the recognition of honors.

Academic Awards for Graduating Seniors

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

Continuing and Professional Education

Non-Credit Courses

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

Certificate Programs

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

- Human Resource Management
- Healthcare Management
- Nonprofit Leadership

For more information, call 502/452-8166.

Elderhostel

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

Veritas Society

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

The seal of Bellarmine University is circular, featuring a central shield with a cross and a figure. The text "BELLARMINE UNIVERSITY" is at the top and "LOUISVILLE • 1950 • KENTUCKY" is at the bottom.

Student Affairs

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

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

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

Athletics and Intramural Sports

The University believes that athletics are an important facet in the development of a total educational program. Students are encouraged to participate in some form of athletic activity. For specific information on Intramural, Club Sports, and recreational programs, contact the Athletic Office in Knights Hall.

Full-time students enrolled in 12 or more semester hours are eligible to represent Bellarmine in varsity and club sports. Full-time students may use the Campus Tennis Club facilities by paying for court time. Students enrolled in three or more semester hours may participate in all other athletic programs and use athletic facilities. Students are encouraged to play golf free of charge at the nine-hole campus golf course.

Bellarmino's intramural activities include programs in basketball, golf, tennis, ultimate frisbee, flag football, indoor and outdoor volleyball, and bowling. The University is a member of the National Collegiate Athletic Association and conducts its varsity athletic program according to the standards set forth by the Association. Bellarmine has also aligned its men's and women's programs with the Great Lakes Valley Conference. The women's intercollegiate programs are also affiliated with the Kentucky Women's Intercollegiate Conference and participate in a number of KWIC Tournaments.

Intercollegiate Competition

Varsity Sports	Baseball—M	Partial Tuition Grants
	Basketball—M	Full NCAA Financial Aid
	Basketball—W	Full NCAA Financial Aid
	Cross-Country—M/W	Partial Tuition Grants
	Field Hockey—W	Partial Tuition Grants
	Golf—M/W	Partial Tuition Grants
	Soccer—M/W	Partial Tuition Grants
	Softball—W	Partial Tuition Grants
	Tennis—M/W	Partial Tuition Grants
	Track & Field—M/W	Partial Tuition Grants
	Volleyball—W	Partial Tuition Grants

Campus Ministry

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

As a Catholic university, Bellarmine offers a Campus Ministry that embodies the life-quickenning vision and mandate of the Gospel of Christ as it has developed in the Catholic community. The movements of the Spirit in scripture, sacrament, and service are encouraged as components of growth. The spirit of Vatican II encourages interfaith dialogue and cooperative action. All religious traditions are welcomed as sources of mutual learning and inspiration.

Campus Ministry at Bellarmine identifies its own mission and goals with those stated in the document *Empowered by the Spirit*, published by the National Conference of Catholic Bishops. This document articulates six ongoing goals of a vibrant Campus Ministry:

1. Formation of a faith community through study, worship, and service;
2. Deepening of the insights and implications of faith;
3. Formation of conscience;
4. Education and action for justice;
5. Facilitation of personal and community development;
6. Development of leaders for church and society.

Career Center and Internships

The purpose of the Career Center is to work with all students throughout their college years to ease the transition from college student to professional. Students, particularly freshmen and sophomores, are encouraged to seek assistance in career planning. Sophomores, juniors, and seniors are urged to register for assistance in internships, career planning, and job placement.

Career planning services offered to students and alumni include self-assessment, interest tests, and a computerized guidance system, as well as individualized career counseling sessions. Opportunities to meet directly with professionals in a wide variety of fields are provided through

information interviews arranged through the office. A library of books and resources about career development, graduate school information and occupational information is available in the Career Resources Center. Workshops are held to assist students in career preparation. These workshops include resume writing, interview techniques, and job search strategies. Mock interviews are conducted with students to evaluate their skills.

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

Eligible seniors, alumni, and graduate students have the opportunity to participate in the on-campus recruitment program where local and national corporate representatives visit and interview on campus. Students may access employment and internship information through bulletin boards, Public Folders on Microsoft Outlook and Bellarmine's website, which are updated regularly.

Counseling Services

Students seek personal counseling for many reasons: a personal crisis, interpersonal relationship problems, family problems, depression, stress, alcohol/drug problems, eating disorders, etc. Recognizing the impact that personal concerns can have on academic performance, Bellarmine provides personal counseling services to its students. Dr. Myrna Boland, a clinical psychologist, is the director of the Counseling Center. She and four other professionals are available to all students enrolled in classes at Bellarmine. All information is confidential. The Counseling Center is located in the Student Affairs office suite of the Brown Activities Building. Students may call 502/452-8151 to schedule an appointment.

Disability Services

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

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

1. Contact the Disability Services Coordinator. Students are encouraged to contact the Coordinator upon acceptance to Bellarmine.
2. Provide official documentation regarding the disability (prepared by a licensed physician, psychologist, learning disability specialist, speech/language specialist, or comparable

professional). All files and information are kept confidential.

3. Meet with the Disability Services Coordinator to identify the appropriate academic accommodations, and to review the University's policies and procedures regarding disability support services.

Questions, official documentation, and requests for a copy of the College's material regarding disability support services may be addressed to: Dr. Ruth Garvey Nix, Disability Services Coordinator, 2001 Newburg Road, Louisville, KY 40205. Tel. (502) 452-8153.

Food Service and Catering

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

Koster Commons offers the all-you-care-to-eat Board Plan for residential students. This food service option is also available to cash-paying customers for a flat rate per meal. Koster Commons is located in the Brown Activities Center. Food Service is not available for residential students during the Thanksgiving break, semester break, and spring break. All residential students are required to purchase a meal plan. Please refer to the Meal Plans section of this Catalog or the Food Service office (452-8325) for more details.

The Campus Center Café is located in Horrigan Hall and offers breakfast, lunch, and dinner on a cash or Flex Dollar basis. Weekend evening meals are served from this location for residential students, using their Flex Dollars.

Sally's Cart offers lunch items on a cash or Flex Dollar basis. Sally's is located in front of the library during the warmer months, and then it moves to an indoor location in colder months.

The Snack Shack is a convenience store type facility, located in Koster Commons. The Snack Shack offers a wide variety of snack items that can be purchased with Flex Dollars or cash.

Fly By Knight Delivery is the on-campus program through which residential students can order pizza and other snack items at night, using their Flex Dollars or cash.

Catering is available for departments and student organizations, as well as for external clients. The on-campus catering services must be used for any food purchase for which University or student organization accounts will be used. Contact the Catering office at 452-8324 for further information.

Good Standing – Non-Academic

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

Health Insurance

Bellarmine requires all full-time undergraduate students to carry health insurance. The University, in conjunction with an insurance company, offers health insurance for eligible students. If a student has health insurance coverage from another source, it is necessary to contact the Office

of Student Affairs and provide proof of the insurance. Information regarding the health insurance plans may be obtained in the Office of Student Affairs.

ID Cards

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

International Student Services

The Assistant Dean of Students, located in the Office of Student Affairs on the second floor of the Brown Activities Center, provides services for international students. The primary goal is to assist international students attending Bellarmine to adjust to the changing lifestyle in order to achieve their educational goals and gain meaningful living experience in the United States. A wide range of services are available: immigration information and the processing of related paperwork; administration of international group health insurance plan; counseling on personal, financial, academic, and cross-cultural communication matters; and promotion of social events.

Orientation

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

Residence Life

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

All out-of-town, full-time first-year and second-year students under the age of 21 are required to live in the residence halls. All in-town, full-time first-year and second-year students under the age of 21 are required to live either with a parent/legal guardian or in the residence halls. Students who violate or ignore this regulation will be assessed a \$600 fine for each semester they do not abide by the residency policy and will be subject to suspension from the University. The Director of Residence Life or his/her designee handles violations in an official hearing.

For reasons of student development and the desire for each student to become involved and

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

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

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

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

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

Students with Disabilities

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

Student Activities

Attending college means meeting new people, developing new skills, and exploring new opportunities. Classroom activities are only one aspect of a university experience. Through involvement in individual organizations, students have valuable learning experiences, make useful pro-

fessional contacts, and have opportunities for social enrichment. Other benefits of belonging to student organizations are consultations with advisors and access to university facilities, publicity resources, and student organization space and equipment. Activities are planned by departments, student organizations, and the Bellarmine Activities Council (BAC). BAC is a student-run organization that provides programs and events to entertain, educate, and enlighten students at Bellarmine. BAC is funded by part of the student activities fee, as allocated by the Student Government Association.

Student Discipline and Judicial Procedures

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

Student Handbook

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

Student Organizations

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

Governance

Bellarmino Activities Council
 Campus Ministry Council
 Captain's Council
 University Committees
 Inter-Club Council
 Residence Hall Council
 Student Government Association
 Volunteer Council

Academic-Related Organizations

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

Psychology Club

Student Council for Exceptional Children

Leadership and Other Involvement Opportunities

Admissions Ambassadors
 Alpha Delta Gamma, men's national fraternity
 Bellarmine International Club
 Campus Crusade for Christ
 Christian Disciples of Truth
 College Democrats
 College Republicans
 Council for Exceptional Children
 Delta Sigma Pi, co-ed business fraternity
 Fellowship of Christian Athletes
 The Grail (Coffee House)
 Orientation Staff
 Outdoor Adventure Club
 Phi Mu, women's national fraternity
 Residence Hall Admission Hosts
 Resident Assistants
 SADD/BACCHUS
 (alcohol education/awareness)
 Students for Social Justice
 Tae Kwon Do
 Umoja (multicultural student organization)
 Umoja Praize (Christian gospel ensemble)

Honor Societies

Delta Epsilon Sigma,
national scholastic honor society
Omicron Delta Epsilon,
international economics society
Omicron Delta Kappa,
national scholastic leadership
and service society
Phi Sigma Tau, international
philosophy honor society
Psi Chi, psychology honor society
Sigma Theta Tau, national
nursing honor society

Spirit Organizations

Cheerleaders
Dance Team
Pep Band
Pep Club
Knight Mascot

Volunteerism and Service Learning

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

Wellness and Health Services

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

Accounting

David T. Collins, PhD, CPA, Department Chair

Office: Horrigan Hall 012-D, Phone: 502/452-8248, E-mail: dcollins@bellarmine.edu

Keith Richardson, PhD, CPA, Freshman, Transfer, & Accounting Certificate Student Advisor

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

Alan B. Deck, PhD, CPA, CMA; Bettye Desselle, MBA, CPA; Keith Richardson, PhD, CPA;

Richard Schrader, PhD, CPA; Patricia M. Selvy, PhD, CPA

Bellarmine University's Accounting programs offer students close personal contact with faculty in a supportive entrepreneurial learning environment. Graduates will be prepared for professional accounting careers with CPA firms, corporations, and government agencies. Notable features of the accounting programs include rigorous, cross-functional, value-based courses with a strong liberal arts foundation; and a professional curriculum based on life-long learning to meet changing global, technological, social, and economic conditions.

Accounting Degree Programs

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

1. Students may major in accounting and, also, major or minor in another field of study (i.e.: actuarial science, economics, communications, international studies, psychology, music – any of Bellarmine's forty majors or twenty-two minors). The total number of hours earned by the student may exceed 150 (126 hours for the accounting major plus the second major or minor hours).
2. Students may pursue a five-year, 162-hour, joint degree program leading to an undergraduate degree in accounting and a Masters of Business Administration (MBA) degree. Students who elect this option will receive a baccalaureate degree at the end of four years and an MBA degree at the end of the fifth year. The MBA program meets on alternate weekends allowing students to begin their professional careers after their fourth academic year.
3. Students who are interested in careers in accounting information technology and systems may complete the 126-hour accounting program and the joint Bellarmine University and Carnegie Technology Education Certificate. The certificate is a thirty credit on-line computer and classroom program. The technology courses are taken concurrently with undergraduate accounting coursework.
4. Students may complete the 150-hour requirement by pursuing a graduate degree or Law degree at another university.

5. Students may complete an additional twenty-four credits, beyond the 126-hour accounting program, in any courses they wish to take at Bellarmine or at another university.

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

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

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

Accounting Association, Internships, and Career Opportunities

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

Accounting Scholarships and High School Student Scholarship Courses

In addition to regular sources of financial aid offered to students attending Bellarmine University, the accounting department has a number of monetary scholarships available to accounting students. A high school student scholarship program provides the opportunity for outstanding high school students to take Accounting 101 and Economics 111 during their senior year in high school or the summer before entering Bellarmine.

Requirements for a Major in Accounting, 36 hours of Accounting

Basic courses: Acct. 101, 102, 211, 212, 313, 315, 317, 417, 424, and nine hours* selected from Acct. 318, 404, 414, 416, 418, 426, 428. Required related courses: B.A. 103, 203, 301, 305, 315, 346 (or Econ. 410), and a three-hour business* or economics elective; Econ. 111, 112, 405; Comm. 205; Math. 125 or 117, 205; Psc. 102. *Students planning to take the CPA examination will take the following electives: Acct. 318, Acct. 414, Acct. 418, B.A. 403.

Requirements for a Major in Accounting, 36 hours of Accounting, and: a Second Bellarmine University Major or Minor; the Joint Bellarmine University and Carnegie Technology Education Certificate; or a Graduate Degree or Law Degree at Another University

Basic courses: Acct. 101, 102, 211, 212, 313, 315, 317, 318, 414, 417, 418, 424. Required related courses: B.A. 103, 203, 301, 305, 315, 346 (or Econ. 410), 403; Econ. 111, 112, 405; Comm. 205; Math. 125 or 117, 205; Psc. 102.

Requirements for a Major in Accounting, 36 hours, and MBA, Five-Year Program

Basic courses: Acct. 101, 102, 211, 212, 313, 315, 317, 318, 414, 417, 418, 424. Required related courses: B.A. 103, 203, 346 (or Econ. 410), 403; Econ. 111, 112; Comm. 205; Math. 125 or 117, 205; Psys. 102. Students who meet admission requirements are admitted to the MBA program at the beginning of their fourth academic year. The MBA courses are taken nine credits per semester on an every-other-weekend schedule. The first twelve credits of the MBA program satisfy twelve credits of the undergraduate accounting degree. The five-year program also includes an international experience during the summer between the fourth and fifth academic year. The nine hours of MBA electives, that are included in the forty-eight hour MBA program, may be taken in accounting subjects. A Bachelor of Arts in Accounting degree is conferred at the end of four years. An MBA degree is conferred at the end of five years.

Requirements for a Post-Graduate Advanced Accounting Certificate, 27-33 hours of Accounting (Undergraduate Business and Non-business Degrees)

A bachelor's degree from an accredited college or university and the completion of the following courses: Acct. 101, 102, 211, 212, 313, 315, 317, 318, 414, 418; B.A. 203, 403, and three hours selected from other *accounting or business administration courses*. Previous accounting coursework may be substituted for Acct. 101, 102, and previous business coursework may be substituted for B.A. 203, 403, and the business elective. A minimum of twenty-four of the accounting hours must be earned at Bellarmine University. *The accounting certificate may be completed in one to two years, depending on previous coursework.* To sit for the CPA examination in Kentucky, total accounting hours must equal 27, total business hours 39, and total college hours 150.

Requirements for a Minor in Accounting, 18 hours of Accounting

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

Accounting
Four-Year Program for Bachelor of Arts Degree
Suggested Schedule

Freshman Year

Accounting 101	3	Accounting 102	3
Gen Ed English 101	3	Business Administration 103	3
Gen Ed History 116 or 117	3	Economics 111	3
Gen Ed Mathematics 125 or 117	4	Gen Ed Natural Science	3
Gen Ed Natural Science	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1		
	17		15

Sophomore Year

Accounting 315	3	Accounting 211	3
Economics 112	3	Business Administration 203	3
Gen Ed English 200	3	Communications 205	3
Gen Ed Philosophy 160	3	Mathematics 205	4
Gen Ed Psychology 102	3	Gen Ed IDC 200 or 201	3
	15		16

Junior Year

Accounting 212	3	Accounting 313	3
Accounting 317	3	Acct. Elective* (Acct. 318**)	3
Accounting 417	3	Business Ad. 346 (or Econ. 410)	3
Bus. or Econ. Elective (B.A. 403**) ..	3	Gen Ed Fine or Performing Arts	3
Economics 405	3	Gen Ed Theology 200	3
	15	Gen Ed IDC 300 or 301	3
			18

Senior Year

Accounting Elective* (Acct. 414**) ..	3	Accounting 424	3
Accounting Elective* (Acct. 418**) ..	3	Accounting 499	0
Business Administration 301	3	Gen Ed Philosophy 301	3
Business Administration 305	3	Gen Ed Theology Elective	3
Business Administration 315	3	Non-Business Elective***	3
	15	Gen Ed Senior Seminar (IDC 401) ..	3
			15

* Available accounting electives are: Acct. 318, 404, 414, 416, 418, 426, 428.

** Electives for students planning to take the CPA examination (after 24 additional credit hours).

*** Free elective may be taken in any area of interest, except accounting and business administration.

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

Accounting
Five-Year Program for Bachelor of Arts and MBA Degree
With Full-Time Internship - Suggested Schedule

Freshman Year	
Accounting 101	3
Gen Ed English 101	3
Gen Ed History 116 or 117	3
Gen Ed Mathematics 125 or 117	4
Gen Ed Natural Science	3
Freshman Focus (IDC 100)	1
	17
Accounting 102	3
Business Administration 103	3
Economics 111	3
Gen Ed Natural Science	3
Gen Ed Philosophy 160	3
Gen Ed Freshman Sem (IDC 101) ..	3
	18

Summer

Accounting 211	3
Gen Ed Psychology 102	3
	6

Sophomore Year

Accounting 212	3
Accounting 317	3
Economics 112	3
Gen Ed English 200	3
Gen Ed Theology 200	3
Gen Ed IDC 200 or 201	3
	18
Accounting 313	3
Business Administration 203	3
Business Ad. 346 (or Econ. 410)	3
Communications 205	3
Mathematics 205	4
Gen Ed Fine or Performing Arts	3
	19

Summer

Accounting 318	3
Accounting 414	3
Business Administration 403	3
	9

Junior Year

Accounting 315	3
Accounting 417	3
Gen Ed Philosophy 301	3
Non-Business Elective *	3
Gen Ed IDC 300 or 301	3
.....	15
FULL-TIME INTERNSHIP	

Senior Year

Accounting 418	3
Gen Ed Theology Elective	3
MBA 700	0
MBA 701	3
MBA 702	3
MBA 703	3
	15
Accounting 424	3
Accounting 499	0
Gen Ed Senior Seminar (IDC 401) ..	3
MBA 704	3
MBA 705	3
MBA 706	3
	15

Summer	
MBA 707	3
MBA 720	6
	9
Fifth Year	
MBA 708	3
MBA 709	3
MBA 710	3
	9
MBA 711	3
MBA Elective	3
MBA Elective	3
MBA Elective	3
	12

* Free elective may be taken in any area of interest, except accounting and business administration.

Accounting Course Descriptions

Acct. 101 Principles of Financial Accounting (3)
This course is designed for all business majors to present the essential core concepts of financial accounting and a complete overview of financial statement reporting. The focus is on introducing the principles and practices of financial information presentation, interpretation, and analysis. Financial reporting and analysis is approached from the perspective of the users of the information, both external and internal to the business enterprise. *Fall, Spring, and Summer.*

Acct. 102 Principles of Managerial Accounting (3)
This course is designed for accounting majors to introduce managerial accounting concepts and tools for use in managerial decision-making. Basic managerial analysis and analytical decision skills are developed from the accountant's (preparer's) point of view. The course focuses on the concepts of planning and control in decision making; manufacturing and cost accounting, control, and analysis; budgeting, planning, and variance analysis; and financial decision making including product pricing, asset acquisition, make or buy, and allocating scarce resource decisions. (Prerequisite: Acct. 101.) *Fall, Spring, and Summer.*

Acct. 205 Introductory Managerial Accounting (3)
This course is designed for *non-accounting majors* to introduce managerial accounting decision-making tools and concepts. Managerial analysis and analytical decision skills are developed from the manager's point of view. The course includes the concepts of planning and control, financial analysis, budgeting, planning, variance analysis, and financial decision making. (Prerequisite: Acct. 101.) *Spring.*

Acct. 211 Financial Accounting I (3)
The Financial Accounting sequence of courses (I–IV) is designed to prepare students for the financial reporting requirements accountants face in their professional career. These courses focus on the theoretical bases of Generally Accepted Accounting Principles. The reporting requirements of the Financial Accounting Standards Board are examined in depth. Financial Accounting I provides an overview of financial accounting theory, standards, and conceptual framework; the accounting model and accounting cycle; worksheets and the preparation and understanding of financial statements; present and future value concepts; and an in-depth examination of accounting for current assets. (Prerequisite: Acct. 101.) *Fall, Spring, and Summer.*

Acct. 212 Financial Accounting II**(3)**

An in-depth examination of the accounting for long-term assets including property, plant, and equipment; current liabilities; long-term liabilities; and stockholders' equity. (Prerequisite: Acct. 211.) *Fall and Spring*.

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

An in-depth examination of the accounting for earnings per share, investments, revenue recognition, income taxes, pensions, leases, accounting changes and errors, cash flows, and full disclosure issues. (Prerequisite: Acct. 212.) *Fall and Spring*.

Acct. 315 Managerial Accounting**(3)**

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

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

An introduction to taxation of individuals and corporations, and an in-depth examination of corporate and partnership taxation, and tax administration. (Prerequisites: Acct. 101.) *Fall*.

Acct. 318 Taxation II**(3)**

An in-depth examination of individual, gift, and estate taxation, tax administration, and tax laws. (Prerequisite: Acct. 101.) *Spring and Summer*.

Acct. 404 Financial Statement Analysis**(3)**

An in-depth examination of the financial statement analysis done by both internal and external stakeholders of a business entity. This course is cross-listed with the MBA elective, Mgmt. 604: Financial Statement Analysis. (Prerequisite: Acct. 212 or permission of the instructor.) *Spring and Alternating Summers*.

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

An in-depth examination of advanced accounting and not-for-profit topics. Financial areas include business combinations, consolidated financial statements, interim reporting, segment reporting, and the Securities and Exchange Commission. Not-for-profit areas include reporting principles, standards, and procedures applicable to governmental units and institutions such as universities and hospitals. (Prerequisite: Acct. 212.) *Fall and Summer*.

Acct. 416 Advanced Managerial Accounting**(3)**

An advanced study of the topics that were introduced in Acct. 315: Managerial Accounting, and additional current topics in managerial accounting. (Prerequisite: Acct. 315.) *Fall*.

Acct. 417 Accounting Information Systems**(3)**

An in-depth examination of the design and use of accounting information systems, including flow-charting, database structures, and control elements. Includes a discussion of the roles of both external and internal auditors on system design and use. (Prerequisite: Acct. 212.) *Fall and Summer*.

Acct. 418 Auditing (3)

An in-depth examination of the attest function of accounting, including the ethics of auditing. Also includes the audit profession's responsibility for compilations and reviews, internal control, and compliance and operational audits. (Prerequisite: Acct. 212.) *Fall and Spring*.

Acct. 423 Independent Study (1-3)

This course allows a student to work on (1) a special study or research project or (2) an internship assignment in public, corporate, or governmental accounting. All projects must have prior approval of a faculty director. As required.

Acct. 424 Accounting Theory (3)

The accounting capstone course that focuses on the theoretical aspects of Generally Accepted Accounting Principles and the conceptual framework as promulgated by the Financial Accounting Standards Board and its predecessor bodies. To be taken in the student's last semester of study. (Prerequisite: Acct. 212.) *Fall and Spring*.

Acct. 426 International Accounting (3)

An accounting-oriented analysis of the global events that are increasingly affecting business organizations. Includes an in-depth examination of the multinational dimension of: financial accounting and reporting, diversity in accounting practices and resulting harmonization efforts, foreign currency translations, financial statement analysis, performance evaluation, transfer pricing, and taxation. This course is cross-listed with the MBA elective, Mgmt. 626: International Accounting. (Prerequisite: Acct. 212 or permission of the instructor.) *Spring and Alternating Summers*.

Acct. 428 Contemporary Accounting Thought (3)

An in-depth examination of financial accounting topics currently being investigated by the American Institute of Certified Public Accountants, the Financial Accounting Standards Board, and/or the Securities and Exchange Commission. This course is cross-listed with the MBA elective, Mgmt 628: Contemporary Accounting Thought. (Prerequisite: Acct. 313 or permission of the instructor.) *Summer*.

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

Contemporary and/or special topics in accounting. Topics will be defined by the instructor in the course schedule. (Prerequisite: Acct. 212 or permission of the instructor.) As required.

Acct. 499 Comprehensive Accounting Exam (0)

This course is required of all graduating accounting students. The course will consist of a standardized exam intended to assess a student's overall academic achievement in accounting. The goal is to measure the accounting knowledge gained through the student's academic experience at Bellarmine. The exam will cover the following accounting areas: financial, managerial, taxation, systems, business law, and auditing.

Art

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

Bob Lockhart, Jr., MFA

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

Requirements for a Minor in Art, 18 hours

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

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

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

Art: Sculpture Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Art 101	3	Art 102	3
Art 211	3	Art 230	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshmen Sem. (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus 100	1	Gen Ed Fine Arts: Mus or Theatre ..	3
Gen Ed Social Science	3		
	16		15
Sophomore Year			
Art 313	3	Art 320	3
Art 201	3	Art 202	3
Gen Ed English 200	3	Gen Ed Natural Science	3
Gen Ed IDC 200 or 201	3	Gen Ed Theology 200	3
Elective	3	Elective	3
Elective	3		
	18		15
Junior Year			
Art 242	3	Art 240	3
Art 420	3	Gen Ed Philosophy 301	3
Art Elective	3	Gen Ed Natural Science	3
Gen Ed IDC 300 or 301	3	Elective	3
Gen Ed Math	3	Elective	3
		Elective	3
	15		18
Senior Year			
Art 410	3	Art 411	3
Art 421	3	Gen Ed Senior Seminar (IDC 401) ..	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

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

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

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

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

Freshman Year

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

Sophomore Year

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

Junior Year

Art 304	3	Art 307	3
Art 320	3	Gen Ed Philosophy 301	3
Art Elective	3	Gen Ed Natural Science	3
Gen Ed IDC 300 or 301	3	Elective	3
Gen Ed Math	3	Elective	3
		Elective	3
	15		18

Senior Year

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

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

Art Course Descriptions

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

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

Art 201 Art History I (3)

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

Art 202 Art History II (3)

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

Art 211 Two Dimensional Design (3)

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

Art 230 Three Dimensional Design (3)

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

Art 240 Ceramic Sculpture (3)

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

Art 242 Beginning Ceramics (3)

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

Art 243 Advanced Ceramics (3)

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

Art 250 Photography**(3)**

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

Art 255 Advanced Photography**(3)**

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

Art 288 Art History: 19th Century**(3)**

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

Art 289 Art History: 20th Century**(3)**

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

Art 298 The History of Photography**(3)**

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

Art 299 African Art History**(3)**

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

Art 303 Painting I**(3)**

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

Art 304 Painting II**(3)**

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

Art 307 Painting III**(3)**

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

Art 309 Painting IV**(3)**

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

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

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

Art 320 Figure Modeling (3)

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

Art 410 Portfolio (3)

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

Art 411 Senior Project (3)

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

Art 420 Sculpture: Wood (3)

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

Art 421 Sculpture: Stone (3)

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

Art 423 Independent Study (1-3)

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

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

As required.

Arts Administration

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

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

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

Basic courses: A.A. 100, 300, 444, 445; Art 101, 201 or 202, 211, 230, 313; Music 200. Re-quired related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 200, 205, and 203, 304, or 312; Econ. 111, 112; Math. 125 or 117, 205.

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

Freshman

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

Sophomore

Art 211	3	Art 230	3
Gen Ed Music 200	3	Communications 205	3
Communications 200	3	Gen Ed IDC 200 or 201	3
Economics 112	3	Business Administration 203	3
Mathematics 205	4	Gen Ed English 200	3
		Elective	3
	16		18

Junior Year

Art 201 or 202	3	Arts Administration 300	3
Art 313	3	Gen Ed Theology 200	3
Gen Ed Natural Science Req	3	Business Administration 301	3
Comm. 203, 304 or 312	3	Business Administration 305	3
Gen Ed Philosophy 160	3	Gen Ed IDC 300-301	3
Elective	3		
	18		15

Senior Year

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

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

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

Basic courses: A.A. 100, 300, 444, 445; Art 201 or 202; Music 101, 102, 204, 205; Applied Music (3 hours), Music Ensemble (2 hours). Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 200, 205, and 203, 304 or 312; Econ. 111, 112; Math. 125 or 117, 205.

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

Freshman Year

Arts Administration 100	3	Music 102	3
Music 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed History 116 or 117	3	Business Administration 103	3
Gen Ed Economics 111	3	Economics 112	3
Gen Ed English 101	3	Accounting 101	3
Freshman Focus (IDC 100)	1		
	16		15

Sophomore Year

Gen Ed English 200	3	Music, Applied	1
Gen Ed Mathematics 125 or 117	4	Communications 205	3
Communications 200	3	Communications 203, 304, or 312 ..	3
Gen Ed IDC 200 or 201	3	Business Administration 203	3
Elective	3	Mathematics 205	4
		Gen Ed Philosophy 160	3
	16		17

Junior Year

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

Senior Year

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

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

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

Basic Courses: A.A. 100, 300, 444, 445; Art 201 or 202; Eng. 412; Thea. 110, 150 (one hour), 151 (one hour), 202, 310, 311, 320, 350. Required related courses: Acct. 101; B.A. 103, 203, 301, 305, 315; Comm. 200, 205, and 203, 304, or 312; Econ. 111, 112; Math. 125 or 117, 205.

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

Freshman Year

Arts Administration 100	3	Gen Ed Mathematics 125 or 117	4
Theatre 150	1	Business Administration 103	3
Theatre 151	1	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Economics 112	3
Gen Ed Economics 111	3	Accounting 101	3
Gen Ed History 116 or 117	3		
Freshman Focus (IDC 100)	1		
	16		16

Sophomore Year

Theatre 110	3	Theatre 310	3
Theatre 202	3	Communications 205	3
Mathematics 205	4	Communications 203, 304, or 312 ..	3
Communications 200	3	Business Administration 203	3
Gen Ed IDC 200 or 201	3	Gen Ed Philosophy 160	3
Gen Ed English 200	3	Gen Ed Natural Science Req	3
	19		18

Junior Year

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

Senior Year

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

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

Arts Administration Course Descriptions

A.A. 100 Introduction to Arts Administration (3)

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

A.A. 300 Arts Administration Seminar (3)

Designed as a capstone arts administration course, this course features hands-on opportunities to practice knowledge gained in previous arts administration coursework. Class sessions will feature guest lecturers by local and regional arts administrators who have specialized in their field. Meeting at local arts institutions, class sessions will address audience development, visitor services, grant writing, and fund-raising issues. Assignments will consist of projects designed by local arts institutions and will reflect “real world” problems. *Spring, as required.*

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

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

Biology

David J. Porta, Chair
Pasteur Hall 111, Phone 502/452-8009
dporta@bellarmine.edu

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

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

Requirements for a Major in Biology, 42–50 hours

Basic courses: Biol. 130, 131, 230, 231, 313, 314, 317, 403, 408, 419, 430. Required, related courses: Chem. 116, 117, 216, 217; Math. 117; Phys. 205. Students planning to apply for admission to graduate programs in the Biological Sciences should take Math. 118 and Phys. 206 as additional required courses. Substitution for any of these courses requires the written approval of the department chairperson. For the maximum of 50 hours permitted in the Department, up to eight additional hours may be selected from Biology electives.

Requirements for a Minor in Biology, 22–24 hours

A minor in biology requires a minimum of six departmental courses for a total of 22–24 credit hours. The minor may include *no more than* two 100-level Biology courses (may be 3 or 4 credit hour courses).

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

Freshman Year

Biology 130	4	Biology 131	4
Chemistry 116	4	Chemistry 117	4
Gen Ed Mathematics 117*	4	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1	Elective**	3/4
	16		17/18

Sophomore Year

Biology 230	4	Biology 231	4
Chemistry 216	4	Chemistry 217	4
Gen Ed IDC 200-201	3	Gen Ed Theology 200	3
Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed Philosophy 160	3		
	17		14

Junior Year

Biology 313	4	Biology 314	4
Physics 205	4	Biology 317	4
Gen Ed IDC 300-301	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective***	3/4
Elective	3		
	17		14/15

Senior Year

Biology 408	4	Biology 403	4
Biology 419	2	Gen Ed Senior Seminar (IDC 401) ..	3
Biology 430	4	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	16		16

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

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

Biology Course Descriptions**Biol. 108, 109 Human Anatomy and Physiology I, II** (4, 4)

An introduction to the major concepts of human anatomy and physiology. These courses are intended to provide an overall account of the interrelationships of structure and function of the human body. Non-Science majors are encouraged to take this course. Three hours lecture, three hours laboratory. *As required.*

Biol. 111 Environmental Science (3)

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

Biol. 112 Botany (3)

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

Biol. 113 Microbial World (3)

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

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

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

Biol. 115 Introduction to Life Science (3)

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

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

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

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

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

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

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

Biol. 131 Plant and Animal Diversity**(4)**

An evolutionary approach to the plant and animal kingdoms using phylogeny, comparative morphology, and development to illustrate the diversity of plant and animal taxa. Emphasis will be placed on physiological, ecological, and morphological adaptation. Laboratory will include both a survey and an experimental component utilizing modern biological techniques. Three hours lecture, three hours laboratory. *Every spring.*

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

The basic principles of microbiology with emphasis on the nature and behavior of microorganisms. The interrelationships of microbes with the human host in both health and disease and the principles of prevention and control of infectious disease will be included. (Prerequisite: Biol. 108 or 130.) Three hours lecture, three hours laboratory. *As required.*

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

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

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

This is a descriptive, field-oriented course involving direct observation (by way of ocean snorkeling and land hiking) of the plants, animals, and geologic features on and around a tropical island. Students will study the diversity of life found in various tropical habitats, including, coral reefs, tidal pools, sea grass beds, mangrove swamps, rocky shores, sandy beaches, and terrestrial areas. The cultural and historical uniqueness of the local inhabitants will also be discussed. Students will stay at the Bahamas Field Station on San Salvador Island in the Bahamas for 10–12 days. Non-science majors are encouraged to take this course. (Prerequisite: Biol. 225 and consent of the instructor.) *As required.*

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

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

Biol. 228 Field Biology: Field Studies (2)

Field-based studies and experiments conducted at a variety of aquatic and terrestrial habitats. (Prerequisite: Consent of instructor.) *As required.*

Biol. 230 Quantitative Methods in Biological Research (4)

Topics of development, ecology, and evolution will be covered from an analytical approach using mathematical modeling and computer analysis of data. Skills such as literature searches, scientific writing and oral presentation will be developed. Three hours lecture, three hours laboratory. (Prerequisite: Biol. 130) *Every fall.*

Biol. 231 Cell Biology (4)

A detailed study of the structure and function of cells, emphasizing the chemical composition and organization of cells, cell metabolism, and bioenergetics. The molecular and supermolecular organization of each major cell organelle and structural component will be studied. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 130 and Chem. 117.) *Every fall.*

Biol. 300 Pathophysiology (4)

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

Biol. 313 Microbiology (4)

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

Biol. 314 Vertebrate Physiology (4)

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

Biol. 317 Molecular Biology (4)

Emphasis will be on the functional connections between nucleic acids and proteins, and the special role that DNA plays in both heritability and in regulating cellular processes. Molecular methodologies like gene cloning, genomics, and bioinformatics will be highlighted. The laboratory exercises will include experiments designed to illustrate concepts central to cell and molecular biology and to familiarize students with basic skills required at the laboratory bench. (Prerequisite: Biol. 313 and Chem. 217.) Three hours lecture, three hours laboratory. *Every spring.*

Biol. 319 Biology Research I**(2)**

An elective for students wanting to pursue a research project under the direction of a faculty sponsor. This elective does not replace the required Senior Research course (Biol. 419). Minimum of 6 hours lab/field work per week. (Prerequisite: Biol. 230 and consent of the instructor.) *Every semester.*

Biol. 320 Biology Research II**(2)**

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

Biol. 401 Comparative Vertebrate Anatomy**(4)**

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

Biol. 403 Genetics**(4)**

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

Biol. 408 Ecology**(4)**

The study of the interrelationship between organisms and their environment. This course will emphasize populations, communities, and ecosystems and will include quantitative, evolutionary, and physiological ecology. Three hours lecture, three hours laboratory. (Prerequisites: Biol. 131 and 230.) *Every fall.*

Biol. 410 Histology**(4)**

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

Biol. 413 Immunology**(4)**

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

104 **Biology**

Biol. 415 Animal Behavior (4)

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

Biol. 419 Senior Research I (2)

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

Biol. 420 Senior Research II (2)

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

Biol. 423 Independent Study (1-3)

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

Biol. 430 Evolution (4)

The subject of evolution is developed from the ideas of pre-Darwinian views, Darwinism and contemporary synthetic concepts. Various topics include mutation, selection, origin of life, human evolution, isolation mechanism, and co-adaptation among others. Three hours lecture, three hours laboratory. (Prerequisite: Senior Standing.) *Every fall.*

Biol. 435 Human Gross Anatomy (4)

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

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

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

Biol. 523/623 Independent Research (1-3)

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

Biol. 525 Tropical Marine Ecology (2-4)

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

Brown Scholars Leadership Program

Carole Pfeffer, PhD, Program Director
Alumni Hall 205, Phone 502/452-8184

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

Program Features

- *Experiential learning*, with students actively involved in the Louisville community all four years of the program.
- *Collaborative teaching*, with Bellarmine professors from various disciplines working together and with members of the Louisville corporate and civic community to plan, implement, and assess the program.
- *Innovative approaches* to the general education courses required of all Bellarmine students, with the five core courses (Freshman Seminar, English 101, American Experience, Transcultural Experience, and Senior Seminar) specifically designed to address students’ leadership and communication skills in addition to each year’s particular focus.

Admission to the Program

Each year all students meeting Bellarmine’s scholarship criteria are encouraged to apply for admission to the Brown Scholars Leadership Program. In addition to the GPA (approximately 3.2) and ACT (typically 24–25) requirements, students are required to submit a resume detailing their extracurricular activities and volunteerism. Applicants must also submit an essay addressing a topic related to the program’s goals. A committee meets to read and rank the applications; 22–25 students are then invited to join the program each year.

Program Requirements

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

Program Course Descriptions and Emphases

Freshman Year

Becoming a member of a college learning community.

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

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

Sophomore Year

Becoming a member of a civic community.

In the fall of the year, students participate in a course designed after the Leadership Louisville model. That is to say, students visit various local sites (businesses, private agencies, the arts, etc.), learning first hand what it means to know and be an integral part of one's local community. Seminar meetings prepare students for these visits and provide opportunities for students to discuss their reactions after the fact. Seminar readings, writings, and discussions constitute the framework for the class meetings. As is true with the freshman program, service learning is incorporated into this year's experience. This course satisfies the General Education **U.S. Experience** course requirement. During the spring semester of this year, students are individually matched with mentors from areas students have identified as possible career interests. For each of the remaining semesters (5) in the program, students will work with these mentors a minimum of three hours. Of course, if students change majors, new mentors will be arranged. In the spring semester, three seminars are also offered to students on various topics of interest (leadership, conflict resolution, etc.).

Junior Year

Becoming a member of larger communities.

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

Senior Year

Becoming a member of the world of work.

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

Business Administration

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Daniel L. Bauer, DBA; John T. Byrd, III, PhD; Thomas J. Herring, MBA;
Michael R. Luthy, PhD; Rob R. Poole, PhD; Mike H. Ryan, PhD; Herman C. Stein, PhD;
Julie Toner Schrader, PhD

The goal of the undergraduate business program is to provide students with a learning experience that will prepare them to begin a career in business and convince them that this is the first step in a lifelong educational process. By portraying the firm, either for-profit or not-for-profit, as an organization that adds value beyond the commercial transaction, the program becomes an integral part of the rich liberal arts tradition and mission of the University. The program strives to provide a bridge for students between the liberal arts core education and a professional career in business. Students will begin to see themselves, as well as the firm, as stakeholders in a larger society.

In recognition of the growing trend toward integration of the business curriculum, this program stresses the interdependence among the functional areas of business and the interrelationships of the firm with its stakeholders. To further the goal of integration, the business major has been designed to facilitate double majoring for students with an interest in a second field of study such as economics, foreign languages, communications, computer information systems, psychology and others.

Requirements for a Major in Business Administration, 30 hours

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

Requirements for a Minor in Business Administration, 15 hours

Basic courses: BA 103, BA 203, BA 301, BA 305 and BA 315. Required related courses: Acct. 101, Econ. 111 and Math. 125 or 117. Recommended, but not required courses, are Math 205 and Psych 102.

Business Administration
Suggested Program for Bachelor of Arts Degree

Freshman Year

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

Sophomore Year

Economics 112	3	Business Administration 203	3
Gen Ed Philosophy 160	3	Communications 205	3
Gen Ed English 200	3	Mathematics 205 or 314	4
Gen Ed IDC 200 or 201	3	Gen Ed Psychology 102	3
Elective*	3	Accounting 205	3
	15		16

Junior Year

Business Administration 301	3	Business Administration 410	3
Business Administration 305	3	Business Administration 444	3
Business Administration 315	3	Business Administration 346††	3
Gen Ed IDC 300 or 301	3	Gen Ed Theology 200	3
Gen Ed Fine Arts Req	3	Gen Ed Philosophy 301	3
		Elective*	3
	15		18

Senior Year

Business Administration 345†	3	Business Administration 420	3
Economics 405	3	Business Administration 499	0
Gen Ed Theology Elective	3	Gen Ed Senior Seminar (IDC 401) ..	3
Elective*	3	Elective*	3
Elective*	3	Elective*	3
		Elective*	3
	15		15

* These are free electives and may be taken in any area of interest, **except in Accounting and Business Administration courses.**

† Computer Science majors can substitute CS 339

†† Economics majors should substitute Economics 410.

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

Business Administration Course Descriptions

B.A. 103 Introduction to Business

(3)

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

B.A. 203 Business Law I

(3)

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

B.A. 301 Principles of Management

(3)

Examines management and leadership skills, processes and functions in public, private, and not-for-profit organizations; analysis of organization structure, systems, control, management theories and leadership practices, and an introduction to decision-making techniques. Managing a culturally diverse workforce by understanding and appreciating employee differences to build a more effective organization is an integral part of the course. Operations management topics such as quality, just-in-time, planning and continuous improvement are also covered. (Prerequisites: Acct. 101, B.A. 103, 203, Econ 111, 112.) *Every fall.*

B.A. 305 Principles of Marketing

(3)

This course includes a survey of the marketing mix elements (controllables) available to the marketing manager as well as a survey of the environmental factors (uncontrollables) affecting the decisions of the marketing manager. Special emphasis is placed on the many ethical issues encountered by marketing practitioners. Strategic implications of the attempts to satisfy the needs and wants of consumers and organizational customers are also studied. (Prerequisites: Acct. 101; B.A. 103, 203; Econ 111, 112; Psy. 102.) *Every fall.*

B.A. 315 Business Finance

(3)

To provide a thorough overview of the contemporary financial concepts and techniques used by all businesses. Specific concepts and techniques needed for financial decisions, such as capital budgeting, international finance, financial analysis, and the time value of money are central to the course. The interdependence of finance, marketing, economics and accounting are emphasized through the problem-solving application of tools to the various functional disciplines. (Prerequisites: Acct. 101, Econ. 111, 112; Math. 125 or 117, or permission of department chair.) *Every fall.*

110 Business Administration

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

(3)

Contemporary and limited scope topics that enhance the business education will be discussed. (Prerequisites: Acct. 101; B.A. 103, 203; Econ 111, 112; BA 301, 305 and 315; Psy. 102.) *As required.*

B.A. 345 Managing Information Technology

(3)

The role of information technology is examined as an integral partner in the successful organization. The tools and techniques necessary for implementing intra-organizational and inter-organizational systems are presented in theory and practice. The managerial issues of linking the planning and development of information systems with the organizational goals are covered in detail. (Prerequisites: Acct. 101; B.A. 103, 203; Econ 111, 112; BA 301, 305 and 315; Psy. 102.) *Every fall.*

B.A. 346 Management Science

(3)

This course develops the application of quantitative methods to the solution of business problems for managerial decision support. Topics covered include linear programming, transportation and assignments method, integer programming, network models, decision analysis, forecasting and inventory management. These techniques will be applied primarily to operations management but the applicability of these techniques to finance and marketing will also be covered. (Prerequisites: Acct. 101; B.A. 103, 203; Econ 111, 112; BA 301, 305 and 315; Psy. 102.) *Every spring.*

B.A. 403 Business Law II

(3)

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

B.A. 410 Entrepreneurship

(3)

The course exposes students to the challenges faced by those attempting to start a business of their own. It will integrate many of the concepts of management, marketing, finance and law as they pertain to a career in entrepreneurship. In addition to exploring many of the opportunities and challenges encountered by budding entrepreneurs, the students will prepare a comprehensive three year business plan. (Prerequisites: B.A. 301, 305, 315, 345, and senior standing; or permission from the department chair.) *Every spring.*

B.A. 420 Business Policy

(3)

Building on the goal of integration begun in the New Ventures course, this course focuses on the strategic issues faced by large national and international organizations. Using cases and simulation, the course will focus on the development of long-term goals, strategies and policies of the firm. (Prerequisites: B.A. 301, 305, 315, 345, and senior standing; or permission of the department chair.) *Every spring.*

B.A. 444, 445 Business Internship I, II**(3, 3)**

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

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

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

Cardiopulmonary Science

Jerome F. Walker, EdD, Program Chairman

Christy J. Kane, M.Ed

The Cardiopulmonary Science Program offers professional preparation in the twin allied health specialties of **respiratory therapy** and **cardiac diagnostics**. The education of cardiopulmonary science students relates to the use of diagnostic procedures and therapeutic aids in the treatment of patients with deficiencies, diseases, and abnormalities associated with heart or lung disorders. Each student is prepared as a respiratory therapist and is expected to exercise considerable independent judgment in activities including assessment of pulmonary function, measurement of blood gases, care of patients with artificial airways and requiring ventilatory support and cardiac resuscitation. **Cardiac sonography** is an elective track that culminates in registry-eligibility in diagnostic medical sonography as well as in respiratory therapy.

Program Start Date and Students Matriculation

Fall 2001	Incoming Freshman
Fall 2001	Transfer students who will meet the Bellarmine program requirements
Fall 2001	Students who have met the University of Louisville pre-requisite requirements and will begin the course of study in the major in the Junior year.

**Respiratory Therapy
Bachelor of Health Science**

Freshman Year

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

Sophomore Year

Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200 or 201	3	Gen Ed Theology 200	3
Mathematics 205	4	Physics 214	4
Biology 202	4	CPS 110	2
	14	Gen Ed Philosophy 301	3
			15

Junior Year

Gen Ed IDC 300 or 301	3	CPS 313/314	5
Biology 300	4	CPS 321	2
CPS 308/309	4	CPS 323	2
CPS 311	3	CPS 350	6
CPS 340	3		
	17		15

Summer

CPS 460	2
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Senior Year

CPS 312	3	Gen Ed Theology Elective	3
CPS 415	3	CPS 410	3
CPS 420	3	CPS 450	3
CPS 440	3	CPS 455	2 or 3
CPS 485	3	CPS 461	3
Gen Ed Senior Seminar (IDC 401) ...	3	CPS 490	3
	18		17 or 18

Respiratory Therapy and Cardiac Sonography
Bachelor of Health Science

Freshman Year

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

Sophomore Year

Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200 or 201	3	Gen Ed Theology 200	3
Mathematics 205	4	Physics 214	4
Biology 202	4	CPS 110	2
		Gen Ed Philosophy 301	3
	14		15

Junior Year

Gen Ed IDC 300 or 301	3	CPS 313/314	5
Biology 300	4	CPS 321	2
CPS 308/309	4	CPS 323	2
CPS 311	3	CPS 350	6
CPS 340	3		
	17		15

Summer

CPS 312	3
CPS 315	3
CPS 316	3
CPS 334	3
CPS 460	2
	14

Senior Year

CPS 318	3	Gen Ed Theology Elective	3
CPS 319	3	CPS 450	3
CPS 382	3	CPS 461	2 or 3
CPS 420	3	CPS 481	5
CPS 485	3	CPS 490	2 or 3
Gen Ed Senior Seminar (IDC 401) ...	3		
	18		15 or 17

Summer

CPS 482	5
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Cardiopulmonary Science Course Descriptions

CPS 110 Introduction to Health Care

(2)

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

CPS 308/309 Respiratory Therapy Science I and Laboratory

(3–1)

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

CPS 311 Health Assessment

(3)

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

CPS 312 Health Care Research

(3)

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

CPS 313/314 Respiratory Therapy Science II and Laboratory

(4–1)

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

CPS 315 Cardiovascular Physiology

(3)

Cardiac anatomy, physiology, electrocardiography, hemodynamics, and pharmacology are dealt with in detail during this course.

CPS 316 Introduction to Echocardiography

(3)

Introduction to 2D and M-Mode echocardiography. Emphasis is placed on instrument controls, measurements, calculations, and the normal and abnormal appearance of cardiac structures. Laboratory experience is included.

CPS 318 Advanced Echocardiography

(3)

The course builds on knowledge acquired during CPS 316. Complete Doppler examinations, acoustic quantification, and volume-, and mass-measurements are considered. There are laboratories and case studies included.

CPS 319 Cardiovascular Procedures

(3)

Introduction to multiple cardiovascular procedures including: Holter monitoring, stress testing, and ambulatory blood pressure monitoring. Cardiac catheterization laboratory techniques and their correlation to non-invasive testing will also be considered.

116 **Cardiopulmonary Science**

CPS 321 Cardiopulmonary Pathology

(2)

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

CPS 323 Introduction to Pharmacology

(2)

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

CPS 334 Principles of Diagnostic Ultrasound

(3)

This course is an introduction to the physical principles, instrumentation, imaging concepts, and biological effects of diagnostic ultrasound.

CPS 340 Respiratory Therapy Clinical Education I

(3)

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

CPS 350 Respiratory Therapy Clinical Education II

(6)

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

CPS 382 Cardiac Sonography Clinical Education I

(3)

Students will participate in cardiac diagnostic procedures in the hospital, office, and outpatient clinical setting.

CPS 410 Advanced Physiologic Testing

(3)

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

CPS 415 Leadership and Management

(3)

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

CPS 420 Respiratory Therapy Science III

(3)

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

CPS 440 Cardiopulmonary Monitoring

(3)

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

CPS 450 Neonatal/Pediatric Respiratory Care (3)

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

CPS 455 Advanced Cardiac Life Support (2)

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

CPS 460 Respiratory Therapy Clinical Education III (2)

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

CPS 461 Independent Study (3)

Consists of individual student projects directed toward developing research competencies.

CPS 481 Cardiac Sonography Clinical Education II (5)

Students will participate in cardiac diagnostic procedures in the hospital, office and outpatient clinical setting. *Spring semester.*

CPS 482 Cardiac Sonography Clinical Education III (5)

Students will participate in cardiac diagnostic procedures in hospital, office and outpatient clinical setting.

CPS 485 Respiratory Therapy Clinical Education IV (3)

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

CPS 490 Seminar (2-3)

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

Chemistry

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Graham W. L. Ellis, PhD; Patrick L. Holt, PhD; Joseph F. Sinski, PhD

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

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

Prospective high school teachers in Chemistry: see Education.

Prospective medical school students: see Pre-Professional Programs

Requirements for a Major in Chemistry, 40–47 hours

Basic Courses: Chem. 116, 117, 216, 217, 307/387, 308/388, 411/491, 412/492, 430, 431, and six hours selected from 309, 420, 421, or 422. Required related courses: Math. 117, 118; Phys. 205, 206. For the maximum of 47 hours permitted in the Department, up to seven additional hours may be selected from Chemistry electives.

Requirements for a Minor in Chemistry, 23 hours

Chem. 116, 117, 216, 217, and seven hours selected from 300- and 400-level Chemistry courses, one course of which must include a lab.

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

Freshman Year

Chemistry 116	4	Chemistry 117	4
Gen Ed Mathematics 117	4	Mathematics 118	4
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
	15		17

Sophomore Year

Chemistry 216	4	Chemistry 217	4
Physics 205	4	Physics 206	4
Gen Ed English 200	3	Gen Ed Social Science Elective	3
Gen Ed Theology 200	3	Gen Ed Fine Arts	3
Gen Ed IDC 200 or 201	3	Elective*	3
	17		17

Junior Year

Chemistry 307/387	4	Chemistry 308/388	4
Chemistry Requirement/Elective	3	Chemistry Requirement/Elective	3
Gen Ed IDC 300 or 301	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective*	3
Elective*	3	Elective	3
	16		16

Senior Year

Chemistry 411/491	4	Chemistry 412/492	4
Chemistry 430	1	Chemistry 431	1
Chemistry Requirement/Elective	3	Gen Ed Senior Seminar (IDC 401) ..	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		14

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

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

Chemistry Course Descriptions

Chem. 109 Liberal Arts Chemistry (3)

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

Chem. 110 Environmental Topics in Chemistry (3)

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

Chem. 111 Health and Household Chemistry (3)

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

Chem. 116 Introductory Chemistry I: Structure (4)

First in a two-semester sequence, this course examines the structure of matter at the atomic and molecular level. This includes quantum theory, electron configurations, elemental periodicity and molecular geometry. An introduction to the classification of reactions is also included. Critical thinking and problem solving skills are emphasized throughout the course. Three hours lecture, one hour pre-lab, four hours lab. *Every fall.*

Chem. 117 Introductory Chemistry II: Bonding (4)

A continuation of Chem. 116, this course investigates the nature of the chemical bond from a predominately organic chemistry perspective. Also included are acid-base chemistry, reaction energetics, stereochemistry and spectroscopy. Critical thinking and problem solving skills are emphasized throughout the course. Three hours lecture, one hour pre-lab, four hours laboratory. (Prerequisite: Chem. 116.) *Every spring.*

Chem. 201 Psychopharmacology (3)

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

Chem. 214 Health Sciences Chemistry (4)

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

Chem. 216 Intermediate Chemistry I: Reactivity (4)

First in a two-semester sequence that builds on Chem. 116/117. This course explores the connection between structure and reactivity for organic systems using the reaction mechanism approach. The underlying role of thermodynamics and kinetics in controlling reactivity is further developed. Organic synthesis is interwoven throughout the course. An introduction to biochemistry is given. Critical thinking and problem solving skills are emphasized throughout the course. Three hours lecture, one hour pre-lab, four hours laboratory. (Prerequisites: Chem. 116, 117.) *Every fall.*

Chem. 217 Intermediate Chemistry II: Synthesis (4)

A continuation of Chem. 216 that extends key concepts from that course to the inorganic realm. Key concepts in thermochemistry, electrochemistry and nuclear chemistry are also introduced. Critical thinking and problem solving skills are emphasized throughout the course. Three hours lecture, one hour pre-lab, four hours laboratory. (Prerequisite: Chem. 216.) *Every spring.*

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

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. (Prerequisite: Chem 117 or permission of the instructor.) *As required.*

Chem. 301 Biochemistry I (3-4)

Introduction to biochemical processes, emphasizing conformation and dynamics of proteins (in particular for enzymes), generation and storage of metabolic energy, and storage and transmission of genetic information. Three hours lecture, four hours laboratory (optional). (Prerequisites: Chem. 217.) *Fall, as required.*

Chem. 302 Biochemistry II (3)

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

Chem. 307 Physical Chemistry I (3)

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

Chem. 308 Physical Chemistry II (3)

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

Chem. 309 Inorganic Chemistry (3)

Systematic treatment of inorganic systems in terms of bonding, structure, and reaction mechanisms. (Prerequisite: Chem. 217.) *As required.*

122 Chemistry

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

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. (Prerequisite: Chem 217 or permission of the instructor.) *As required.*

Chem. 382 Biochemistry Lab (1)

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

Chem. 387 Physical Chemistry Laboratory I (1)

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

Chem. 388 Physical Chemistry Laboratory II (1)

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

Chem. 411 Analytical Chemistry I (4)

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

Chem. 412 Analytical Chemistry II (4)

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

Chem. 420 Introduction to Polymer Chemistry (3)

An introduction to the synthesis, characterization and industrial applications of both natural and synthetic macromolecules. Three hours lecture. (Prerequisite: Chem. 217.) *As required.*

Chem. 421 Advanced Organic Chemistry (3)

This course is intended to build on, organize, and interrelate the factual information obtained in the introductory and intermediate courses. It serves as a basis for the study in greater depth of individual organic reactions and of the methods by which chemists obtain information about chemical processes. Three hours lecture. (Prerequisite: Chem. 217.) *As required.*

Chem. 422 Advanced Physical Chemistry (3)

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

Chem. 423 Independent Study (1-3)

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

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

Directed research in chemistry under the guidance of a faculty member. Minimum of 4 hours per week laboratory time per credit hour. Minimum of 2 credits required. (Prerequisite: Chem. 217 or permission of instructor.) *As required.*

Chem. 491 Chemical Analysis

(1)

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

Chem. 492 Instrumental Chemical Analysis

(1)

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

Clinical Laboratory Science

Susan Adams Miller, DA, Program Chairperson

Michelle Draper, BS; Cheryl K. Stewart, MS; Madelon F. Zady, EdD

The Bachelor of Health Science in Clinical Laboratory Science program is designed to facilitate students' acquisition of knowledge, analytical skills and technical expertise in clinical chemistry, microbiology, immunohematology, immunology and hematology. After a minimum of two years of college work including specified biology, chemistry and general education courses, students may enter the Clinical Laboratory Science Program for specialized classroom instruction, interactive laboratory courses, and supervised clinical experience, the latter scheduled at Louisville-area hospitals.

Upon successful completion of the Bachelor degree, graduates are eligible for national Board examinations and enjoy numerous career opportunities. Hospitals are a primary employer of clinical laboratory scientists, however graduates may take advantage of diverse opportunities in forensic medicine, tissue transplantation, toxicology, molecular diagnostics, in vitro fertilization, medical research and development, laboratory consulting, health care administration, diagnostic sales and technical support, and other exciting career options.

Students who are interested in medical, dental, veterinary, or graduate school also are well-advised to consider earning a degree in clinical laboratory science. Clinical laboratory science provides an excellent foundation in diagnostic medicine and pathophysiology. The many graduates of our program who have pursued further education have enthusiastically attested to the intellectual and experiential advantages they enjoyed over their fellow medical, dental or graduate students.

Program Start Date and Students Matriculation

Fall 2001	Incoming Freshman
Fall 2001	Transfer students who will meet the Bellarmine program requirements.
Fall 2001	Students who have met program prerequisite requirements and will begin the course of study in the Senior year.

**Clinical Laboratory Science
Program for Bachelor of Health Science**

Freshman Year

Freshman Focus (IDC 100)	1	Gen Ed Fine Arts Req	3
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Mathematics 116	3	Gen Ed Social Science Req	3
Biology 130	4	Gen Ed Philosophy 160	3
Gen Ed Chemistry 116	4	Gen Ed Chemistry 117	4
Gen Ed History 116 or 117	3		
	18		16

Sophomore Year

Gen Ed Theology 200	3	CLS 110	3
Gen Ed IDC 200 or 201	3	Gen Ed English 200	3
Mathematics 205	4	Biology 231	4
Biology 202	4	Gen Ed IDC 300 or 301	3
Chemistry 216	4	Chemistry 217	4
	18		17

Junior Year

Biology 413	4	Biology 317	4
Chemistry 301	3	CLS 460	3
CLS 301	1	CLS 461	3
CLS 472	3	CLS 462	4
CLS 473	3	CLS 468	3
CLS 474	4	CLS 469	3
	18		20

Summer

Gen Ed Theology Elective	3
CLS 435	3
CLS 458	1
CLS 459	3
CLS 466	3
	13

Senior Year

Gen Ed Philosophy 301	3	CLS 480	3
Gen Ed Senior Seminar (IDC 401)	3	CLS 490	14
CLS 476	2		
CLS 477	3		
CLS 478	4		
	15		17

Clinical Laboratory Science Course Descriptions**CLS 110 Introduction to Health Care (2)**

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

CLS 301 Orientation to Clinical Laboratory Science (1)

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

CLS 435 Leadership and Management (3)

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

CLS 460 Medical Microbiology (3)

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

CLS 461 Medical Microbiology Laboratory (3)

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

CLS 462 Medical Microbiology II (4)

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

CLS 464 Immunology (3)

A study of basic and clinical immunology, including history, immunoglobulin structure, function and synthesis, cellular interactions and cytokines, antigen-antibody interaction, complement, inflammation, hypersensitivity, autoimmunity and immunity to infection.

CLS 466 Serology**(3)**

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

CLS 468 Immunohematology**(3)**

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

CLS 469 Immunohematology Laboratory**(3)**

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

CLS 472 Hematology I**(3)**

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

CLS 473 Hematology Laboratory**(3)**

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

CLS 474 Hematology II**(4)**

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

CLS 476 Physiological Chemistry I**(2)**

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

CLS 477 Physiological Chemistry Laboratory**(3)**

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

CLS 478 Physiological Chemistry II**(4)**

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

CLS 480 Clinical Pathology**(3)**

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

CLS 490 Clinical Education**(1–14)**

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

Communications

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Ruth R. Wagoner, PhD; Brian Snee, PhD

The Department of Communications offers its students a foundation in communication theory, written and spoken communication, and practical applications of materials learned in class. To assure that majors are prepared for graduate programs as well as for the workplace, students study a core curriculum that includes theory, public speaking, interpersonal communication, intercultural communication, group communication, media and society, and the ethics of communication. All students have at least one internship experience as part of their Communications major, providing opportunities to tie together the classroom and the world of work. The major is offered to both day and evening students. The Department also offers a minor in Communications. Communications students are encouraged to participate in the Mock Trial Team, *The Concord* (student newspaper), *The Lance* (yearbook), *Ariel* (literary magazine), and other campus activities. The student-run Bellarmine Communication Association offers students opportunities to hear speakers and shadow professionals in the field, as well as visits to area media outlets and communication organizations. The Communications Department has a chapter of Lambda Pi Eta, the undergraduate national honor society affiliated with the National Communication Association. Juniors and seniors who meet the requirements are invited to participate.

Suggested tracks: students with interest in special academic or career emphases may want to organize electives and writing courses in these ways

Law: Communication in the Courtroom, Communication Law, Persuasion, Rhetoric, Great American Speeches, Advanced Public Speaking, Mock Trial, Internship in law office or judicial system.

Media: Newswriting, Broadcasting, feature writing, writing for the mass media, communication law, literary journalism, Concord, internship in radio, television, or print journalism.

Integrated Communication: Public relations, Advertising, communication law, writing for the mass media, organizational communication. Suggested internship: advertising or public relation agency or department.

Speech and Rhetoric: Advanced public speaking, Great American speeches, Rhetoric, Persuasion, leadership communication. Suggested internship: law office or advocacy.

Management communication: Business Writing, organizational communication, leadership communication, internship in management or human resources.

Communication and Culture: American Civic Life, Arts and Ideas I, Arts and Ideas II, Urban Culture and American Society, Aging in America, Children and Media, Film Studies, film Genre Studies, Mass Media and American politics, Mass Media and American Popular Culture, Internship in non-profit or public policy setting.

Bachelor of Arts Requirements for a Major in Communications, 36 hours

Basic courses: Comm. 200, 301, 302, 303, 313, 400, 444, six hours of advanced writing courses selected from Comm, 203, 300, 304, 309, 312, or 321, and six hours of electives in Communications courses (Comm. 205 does not count toward the major). No more than three hours in Comm. 160, 170, or 171 may count toward the major. Required related course: Math. 205 (GE). Comm. 103 is required, but does not count toward the major. We strongly encourage C. S. 117, Website Development.

Requirements for a Minor in Communications, 18 hours

Comm. 103, 200, 302, 444, three hours selected from advanced writing courses, and three hours selected from 300- or 400-level Communications courses.

Communications

Suggested Program for Bachelor of Arts Degree

Freshman Year

Communications 103	3	Communications 200	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed English 200	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed English 101	3	Gen Ed Social Science	3
Gen Ed History 116 or 117	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Communications 303	3	Communications 302	3
Gen Ed Mathematics 205	4	Gen Ed IDC 200 or 201	3
Gen Ed Natural Science	3	Gen Ed Fine Arts	3
Gen Ed Theology 200	3	Gen Ed Natural Science	3
Elective	3	Elective	3
	16		15

Junior Year

Communications 301	3	Communications Writing Class	3
Communications 313	3	Communications Elective	3
Gen Ed IDC 300 or 301	3	Gen Ed Theology Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		18

Senior

Communications Writing Class	3	Communications 400	3
Communications 444	3	Communications Elective	3
Communications Elective	3	Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
	15		15

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

Communications Course Descriptions

Comm. 103 Introduction to Public Speaking (3)

This course introduces students to the fundamentals of oral communication. This course examines the theories of rhetorical composition and practice in the art of speaking in varied contexts. Students will deliver informative, persuasive, demonstration, and special occasion speeches. *Every semester.*

Comm. 160, 260, 360, 460 Mock Trial Practicum (1)

Students learn by practicing the communication skills needed by attorneys and witnesses in a courtroom trial. Emphasis is on developing critical thinking skills through analysis of the case developed for use in intercollegiate Mock Trial Competition. Students are expected to act as both attorneys and witnesses for both sides. *May be repeated, with up to 3 hours (or combination of 170 and 171) counting toward the major. Every semester.*

Comm. 170, 270, 370, 470 Publications Laboratory (1)

This class is a weekly opportunity to work on one campus publication, e.g. *The Concord*, *The Lance*, or *Ariel*. Students learn techniques of gathering news or other content, writing editing, and producing their publications. Visual design and layout will be introduced. *May be repeated, with up to 3 hours (or combination of 160 and 171) counting toward the major. Every semester.*

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

This class is for editors of campus publications. Student will deal with essential aspects of editing, layout, design, and financing of student publications. *May be repeated, with up to 3 hours (or combination of 160 and 170) counting toward the major. Every semester.*

Comm. 200 Media and Society (3)

This course provides a foundation in communication theory as applied to media institutions and their audiences. The course examines media institutions, their history, technological capabilities, and effects. *Every spring and as required.*

Comm. 203 Business Writing (3)

This course provides instruction in the writing used in business communications. Students will have experience in writing business reports, letters of a variety of types, memos, and in learning to edit and revise manuscripts. (Prerequisites: Eng. 101). *As required.*

Comm. 205 Business and Professional Communication (3)

This is a course in the oral communication skills used in business and the workplace. Emphasis is on bringing the skills of public speaking, small-group communication, and interpersonal communication to the challenges of the business and workplace arenas. *This course does not count towards the major in communication. Every semester.*

Comm. 220 Mass Media and American Popular Culture (3)

Media affect the way we see ourselves. Culture is learned; it is not innate, and mass media are means of transmitting the symbols, beliefs, and values of culture. The extent to which media reflect culture and shape culture will be studied, with particular regard to the ways in which media translate and represent ethnicity, race, gender, American values, attitudes toward lifestyle, and notions of community.

Comm. 221 American Civic Life: Values and Society (3)

This course examines the values undergirding the United States and how they are played out through the various facets of the signs and symbols of culture and civic life of the United States. Through service learning, hands-on experiences, and immersion in the community, students will develop their own repertoire of experiences in civic life. The class is modeled on the Leadership Louisville model, and, as such, involves community partnerships, community involvement, and community service.

Comm. 222 Mythology (3)

Myth is an essential tool for individuals to use as they construct social reality. Through myth, people find the language, motivation, and meaning for organizing life and culture. Students will examine myth and its functions to people around the globe. The study will start with creating a basis for understanding myth from a psycho-social understanding and continue with mythological themes, archetypes, culture-specific adaptations, and how cultures interpret and communicate meaning.

Comm. 300 Rhetoric (3)

This course is designed to improve cognitive skills and to provide strategies for effective communication and persuasion. Emphasis is placed on the rhetoric of the sentence, rhetorical analysis, identification of audience and audience response, and the construction of persuasive arguments. *As required.*

Comm. 301 Small Group Communication (3)

This course provides instruction in small group communication, theory and techniques. Topics to be covered include: the small group as system, group development, nonverbal communication, conflict resolution, problem solving, leadership. *Every fall and as required.*

Comm. 302 Interpersonal Communication (3)

Interpersonal communication is the basis for human relationships. In this class the student will study communication principles that affect interpersonal situations. Topics include self-concept, verbal and nonverbal communication, listening, conflict resolution. *Every spring.*

Comm. 303 Introduction to Communication Theory (3)

This course introduces students to the multiple and conflicting explanations of the process of human communication. Theories to be examined include structural and functional theories, cognitive and behavioral theories, interactional and conventional theories, and interpretive and critical theories. *Every fall and as required.*

Comm. 304 Writing for the Mass Media (3)

This course provides instruction in writing copy for advertising, public relations, corporate communications, television news writing, radio news writing, print news writing, and editing. (Prerequisite: Junior status or permission of instructor.) *As required.*

Comm. 307 Advertising (3)

This is a fundamental course in advertising. Students examine the history of advertising, the organizational structure of agencies, advertising strategy, advertising budgets, legal and ethical issues of advertising. Students complete and execute an advertising campaign plan. *As required.*

Comm. 308 Public Relations

(3)

This is a fundamental course in public relations. Students examine the history of public relations, and legal and ethical issues related to public relations. Students plan and execute a public relations campaign *As required.*

Comm. 309 Technical Writing

(3)

This course prepares the students for the demands of technical reading and writing called for by today's technological environment. The student will demonstrate technical literacy and write a variety of technical pieces such as instructions, feasibility reports, specifications, user manuals, internal and external proposals, requests for proposals, query letters, and memos. The use of electronic communication, the ethics of technical communication, and the use of graphics in technical communication will also be covered. (Prerequisite: Eng. 101.) *As required.*

Comm. 311 Organizational Communication

(3)

This is a course in the theory and practice of communication within an organization. Such topics as communication networks, organizational power, and leadership will be explored. *As required.*

Comm. 312 Newswriting and Editing

(3)

This is an intensive class in foundations of journalism and editing, primarily in print media. Students will study the fundamentals of newsgathering, writing, and editing while writing extensively. (Prerequisite: Junior status or permission of instructor.) *As required.*

Comm. 313 Intercultural Communication

(3)

This course examines the unique relationship between communication and culture. The course examines what happens when people from different cultures and co-cultures come together to share ideas and information. The course examines communication among international cultures as well as communication among co-cultures and subcultures in the United States. Topics such as perception, worldview, nonverbal communication, and strategies for improving intercultural communication are covered. *Every fall. This course is frequently offered in the summer in an international location.*

Comm. 315 Advanced Public Speaking

(3)

This course will develop the student's skill in speech analysis and in the preparation and delivery of advanced speaking style. (Prerequisite: Comm. 103 or permission of instructor.) *As required.*

Comm. 316 Great American Speeches

(3)

This course is designed to enhance the student's ability to appreciate speeches. By examining the interaction of speaker, situation context, and the speech, the student can produce a richer interpretation of the speaking event. Students will analyze great American speeches and, through the process, improve their own speech construction and delivery. They will also more fully comprehend the context and effect of each speech analyzed. (Prerequisite: Junior status.) *As required.*

Comm. 317 Leadership Communication

(3)

Leaders must communicate expertise, credibility, and trustworthiness to their constituents. This course examines leadership theory and strategies, past and present. Students will research the body of literature on leadership, become aware of their own leadership style, and see how leadership affects and is affected by communication behavior. (Prerequisite: Junior status.) *As required.*

Comm. 321 Feature Writing (3)

This is an advanced professional writing class that gives the student opportunities to write features for newspapers, magazines, and public relations publications. Researching story ideas, conducting effective interviews, writing, editing, and submitting stories will constitute the majority of the class. (Prerequisite: Eng. 101.) *As required.*

Comm. 325 Communications Law (3)

This course examines essentials of communication law. Topics covered include issues related to the First Amendment, the limits of freedom of speech with regard to the press and new technologies, freedom of expression, Freedom of Information Act, copyright, broadcast regulation, invasion of privacy, libel, defamation, protection of sources, free press/fair trial, cameras in the courtroom, lotteries, and antitrust. This course will benefit those planning careers in law, journalism, advertising, public relations, and related fields. (Prerequisite: Junior status or permission of instructor.) *As required.*

Comm 326 Literary Journalism (3)

Literary journalism presents a factual narrative of some aspect of contemporary life. It encompasses such forms as profiles, memoirs, personal essays, travel writing, and science and nature reporting. Through an exploration of examples of literary journalism, students will examine the relationship between journalism and literature and, in particular, how each has influenced the other. Students will also explore how this relationship has figured in the history of mass communication and the development of contemporary journalism. *As required.*

Comm 327 Mass Media and American Politics (3)

This course examines the nature of the coverage of policy, politics, and politicians by the mass media. It examines the effects of media coverage on the American public, political campaigns, and government policy making. The perspectives of the politicians, the media, and the voters/citizens will be considered throughout the class. *As required.*

Comm. 330 Communication in the Courtroom (3)

This is a performance course designed to introduce students to the communication peculiar to the courtroom. This class concentrates on case analysis, argument development, and evidence, combining theory with practice. This course is relevant to anyone who needs to know about the American judicial system. The conventions and constraints within which participants in a trial may communication provide the framework for this class. *As required.*

Comm. 331 Aging in America (3)

A study of issues surrounding aging in America from the perspectives provided by a cultural studies approach. The biological and psychological aspects of aging are established to provide common ground for understanding the American culture's response to, interpretation of, and valuation of the elderly. Various units consider the variety of communication patterns, family and other interpersonal relationships, support networks, social and medical services, gender issues, ethnic minority status, socioeconomic status, lifestyle issues, quality of life issues, religious and spirituality.

Comm. 332 Urban Culture and American Society (3)

This course introduces the study of cities as both spatial and socio-cultural phenomena. Students explore diverse voices, co-cultural communications, media patterns, and other cultural issues as seen in urban cultures within the United States.

Comm. 335 Arts and Ideas I**(3)**

This study examines benchmarks of cultural and intellectual history through arts and ideas prior to 1600. The arts, as presented here, are seen as integral parts of the times, lives, and places of the artists and people who provide them. Architecture, sculpture, literature, drama, and music are studied in light of the historical events in which they were created. The focus may be on Western culture, beginning with the Mesopotamian and Egyptian cultures and ending with the Renaissance. Different semesters or summers it may focus on Latin America, Asia, or Africa or be taught on site in another country.

Comm. 336 Arts and Ideas II**(3)**

This study examines benchmarks of cultural and intellectual history since the 1600s through arts and ideas. The arts, as presented here, are seen as integral parts of the times, lives, and places of the artists and people who provide them. Architecture, sculpture, literature, drama, and music are studied in light of the historical events in which they were created. The focus may be on Western culture, beginning with the Baroque era and continuing to the present. Different semesters or summers it may focus on Latin America, Asia, or Africa or be taught on site in another country.

Comm. 341, 342 Selected Topics in Communications**(3, 3)**

This designation applies to courses offered in fields related to communication, usually on an occasional basis. Offerings have included total quality management, documentary film, visual communication, and the impact of mass media. *As required.*

Comm. 345 Film Studies**(3)**

This course examines film from a variety of perspectives. It seeks to establish the historical context of the film industry, illustrate the narrative technique of film, the aesthetic function of film, the propagandistic dimensions of film, as well as the instructional value and diversionary function of film. *As required.*

Comm. 346 Children and Media**(3)**

This course examines the changing nature of children's media environments, the developmental abilities of children to process the form and content of the media to which they are exposed, and critical issues such as gender and occupational socialization from the media, political acculturation, effects of violence, sex, and advertising, fantasy and reality, and family issues as they relate to media. *As required.*

Comm. 347 Film Genre Studies**(3)**

Film genre studies examines one film genre in depth throughout a semester. This course emphasizes treatment of genre, technical aspects, and cultural contexts. An example of one genre that has been taught is *Film Noir*. *As required.*

Comm. 400 Communication Ethics**(3)**

This class addresses ethical dilemmas found in communications. Such dilemmas include interpersonal issues such as lying, withholding information, gossip, and the language of conflict. The class also addresses professional communication concerns in the fields of print and broadcast journalism, marketing communication, public relations, the film and recording industries, photojournalism, and cybercommunication. Students apply professional, philosophical, and theological perspectives to case studies. (Prerequisite: Junior status.) *Every spring and as required.*

Comm. 401 Persuasion

(3)

This class introduces theories of persuasion and attitude change. It builds on models of persuasion from classical rhetoric and contemporary communication theory. It examines persuasion as communicated through speeches, advertising, propaganda, political campaigns, and other areas. (Prerequisite: Junior status.) *As required.*

Comm. 423 Independent Study

(1–3)

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

Comm. 444, 445 Internship I, II

(1–3)

The internship provides the student with an opportunity to apply classroom learning to the workplace and explore potential career interests. Placements include local television stations, communications corporations, public relations and advertising agencies, and nonprofit organizations. *Every semester.*

Computer Science

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P. Eugene Smith, PhD

The Department of Computer Science offers the following programs:

Bachelor of Arts in Computer Science
Bachelor of Science in Computer Information Systems
Bachelor of Science in Computer Engineering

Minor in Computer Science
Certificate in Computer Application
Certificate in Computer Science

All of these programs and their specific requirements are described below.

Requirements for a Minor in Computer Science, 18 hours

C.S. 130, 131, 315, and nine additional hours at the 200 level or above. At least six of those nine hours must be at the 300- or 400-level, and no more than three can be in a language course such as COBOL, FORTRAN, etc. Students interested in scientific areas should consider C.S. 305, 310, 322, 323, and 330. Those interested in financial applications should consider C.S. 250, 300, 339, and 340.

Requirements for a Certificate in Computer Application, 15 hours

C.S. 110, 111, 116, 117, and three hours selected from C.S. 217 or 300- or 400-level Computer Science courses.

Requirements for a Certificate in Computer Science, 15 hours

C.S. 130, 131, 310, 415, and three hours selected from C.S. 217 or 300- or 400-level Computer Science courses.

Bachelor of Arts in Computer Science

Requirements for a Major in Computer Science, 40 hours

Basic courses: C.S. 130, 131, 221, 305, 310, 315, 322, 330, 400, 415 and nine hours selected from 300- or 400-level Computer Science courses. Required related courses: Econ. 111, Math. 117, 118, 120, 215, 314, 321; Phys. 205, 206.

Computer Science

Suggested Program for Bachelor of Arts Degree

Freshman Year

Computer Science 130	3	Computer Science 131	3
Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed Economics 111	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3		
	17		16

Sophomore Year

Computer Science 221	4	Computer Science Elective	3
Computer Science 315	3	Mathematics 215	3
Mathematics 321	3	Gen Ed Physics 206	4
Gen Ed Physics 205	4	Gen Ed IDC 200 or 201	3
Gen Ed English 200	3	Gen Ed Theology 200	3
	17		16

Junior Year

Computer Science 310 or 330	3	Computer Science 415 or 400	3
Computer Science 322 or Elective	3	Computer Science 305 or Elective ..	3
Computer Science Elective	3	Gen Ed IDC 300 or 301	3
Mathematics 314 or Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
	15		15

Senior Year

Computer Science 330 or 310	3	Computer Science 400 or 415	3
Computer Science Elective or 322	3	Gen Ed Senior Seminar (IDC 401) ..	3
Gen Ed Fine Arts Req	3	Gen Ed Theology Elective	3
Elective or Mathematics 314	3	Elective	3
Elective	3	Elective	3
	15		15

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

Bachelor of Science in Computer Information Systems

The emphasis of this program is on business problems and the processes of design and development of computer-based information systems.

Requirements for a Major in Computer Information Systems, 43 hours

Basic courses: C.S. 130, 131, 221, 250, 300, 310, 315, 339, 400, 415 and 421 or 444, plus nine hours selected from 300- or 400-level Computer Science courses. Required related courses: B.A. 103, 203, 301, 305, 315; Acct. 101; Econ. 111; Math. 120, 125 or 117, 205 or 321; Comm. 103 or 205. Business Administration minor required. Students with major or minor in Business must take Math. 205 and Comm. 205.

Computer Information Systems
Suggested Program for Bachelor of Arts Degree

Freshman Year

Table with 2 columns and 10 rows listing Freshman Year courses and credit hours.

Sophomore Year

Table with 2 columns and 10 rows listing Sophomore Year courses and credit hours.

Junior Year

Table with 2 columns and 10 rows listing Junior Year courses and credit hours.

Senior Year

Table with 2 columns and 10 rows listing Senior Year courses and credit hours.

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

Computer Information Systems
Basic Program for Bachelor of Science Degree
Evening Program

	Fall	Spring	Summer
Year 1	[C.S. 130] [Eng. 101] Freshman Focus	[C.S. 131] [IDC 101]	[Eng. 200] Phil. 160
Year A	Econ. 111 Natural Science	CS 315 Natural Science	Math. 125 Fine Arts
Year B	C.S. 250 B.A. 103	B.A. 203 Acct. 101	C.S. 221 Theology 200
Year C	Math. 120 C.S. Elective	B.A. 301 IDC 200 or 201	Phil. 301 Math. 205
Year D	C.S. 339 C.S. Elective	C.S. 300 C.S. Elective	History 116 or 117 Elective
Year E	C.S. 400 Elective	C.S. 310 IDC 300 or 301	Comm. 103 or 205 Theo. Elective
Year F	C.S. 415 C.S. 444	B.A. 305 B.A. 315	IDC 401

Bachelor of Science in Computer Engineering

The Bachelor of Science in Computer Engineering provides the student with an opportunity to pursue studies in the hardware area of the field of computers. Through requiring courses in programming, logic, and software design, the emphasis of the program is on electronics, systems design, and architecture. *Many of the required courses for this degree are offered only during the day. Evening students should consult the department chair before starting this program.*

Requirements for a Major in Computer Engineering, 50 hours

Basic courses: C.S. 130, 131, 221, 224, 305, 310, 315, 330, 360, 365, 400, 415, 421, 425, and six hours selected from 300- or 400-level Computer Science courses. Required related courses: Econ. 111; Math. 117, 118, 120, 215, 301, 314, 321; Phys. 110, 111, 205, 206. Mathematics minor required.

Computer Engineering Suggested Program for Bachelor of Science Degree

Freshman Year

Computer Science 130	3	Computer Science 131	3
Gen Ed Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed Physics 111	3
Gen Ed Physics 110	3	Gen Ed Economics 111	3
Freshman Focus	1		
	17		16

Sophomore Year

Computer Science 221	4	Computer Science 224	4
Computer Science 315	3	Mathematics 215	3
Mathematics 321	3	Physics 206	4
Physics 205	4	Computer Science Elective	3
Gen Ed History 116 or 117	3	Gen Ed IDC 200 or 201	3
	17		17

Junior Year

Computer Science 310	3	Computer Science 305	3
Computer Science 330	3	Computer Science 365	3
Gen Ed Philosophy 160	3	Computer Science 400	3
Gen Ed Theology 200	3	Mathematics 301	3
Gen Ed English 200	3	Gen Ed IDC 300 or 301	3
	15		15

Senior Year

Computer Science 360	3	Computer Science 425	3
Computer Science 421	3	Computer Science 415	3
Computer Science Elective	3	Gen Ed Senior Sem (IDC 401)	3
Mathematics 314	3	Gen Ed Philosophy 301	3
Gen Ed Fine Arts Req	3	Gen Ed Theology Elective	3
	15		15

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

Computer Science Course Descriptions

NOTE: All Computer Science courses, with the exception of C.S. 116, assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take at least Math. 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college course.

C.S. 110 Introduction to PC Hardware and Software (3)

An introduction to personal computer hardware and software: the system board, floppy and hard drives, trouble shooting fundamentals, managing memory, power supplies, operating systems. *As required.*

C.S. 111 Introduction to Visual Basic (3)

An introduction to Visual Basic, user interface, project management, I/O statements, data manipulation, procedures, conditional processing, looping, graphics, data structures, files, and communicating with other applications. *As required.*

C.S. 116 Computer Applications Software (3)

An introduction to computers, operating systems, and to some of the applications of computing today (word processing, spread sheets, databases, presentation graphics, e-mail, and integration of these applications); discussion of internet; a discussion of the historical, social, and ethical aspects of computers. *Every semester.*

C.S. 117 Introduction to Internet and Website Development (3)

Effective interaction with internet; introduction to the World Wide Web, email, file transfer protocol (FTP), Telnet, and other features of internet; introduction to web authoring tools; creation of web pages and website using hyper text markup language (HTML) and other web authoring tools. *As required.*

C.S. 130 Computer Programming I (3)

Computer organization, components, and functions; the C++ language, expressions, I/O statements, control structures, data types; functions and procedures; pointers, records, and files. *Every fall.*

C.S. 131 Computer Programming II (3)

Advanced Programming in object-orientated languages like C++ and Java—controlled structure, data types, functions and structures, I/O file processing; searching and sorting. (Prerequisite: C.S. 130.) *Every spring.*

C.S. 217 Advanced Website Development (3)

Web page development tools, page formatting, animated visual content, streaming sound and video, use of server databases, enterprise level intranet development, virtual content and virtual reality websites, internet marketing. (Prerequisite: C.S. 117 or permission of instructor.) *As required.*

C.S. 221 Logic Design**(4)**

An introduction to logic design, including logic gates; combinational and sequential circuits; circuit simplification using Karnaugh maps and Boolean functions; flip-flops as employed in semiconductor memories; counters and registers; electronic implementation of binary arithmetic. Representative mainframe, minicomputer, and microcomputer designs are explored. With lab. (Prerequisite: C.S. 131.) *Every fall.*

C.S. 224 Microcomputer Fundamentals**(4)**

Programming concepts in Machine language, microprocessor familiarization, microprocessor operation, interfacing, switches and PIA, experiments. (Prerequisite: C.S. 221.) *Spring, odd years.*

C.S. 250 COBOL**(3)**

Identification, environment, data and procedure divisions; the Move statement; arithmetic operations; conditional statements; I/O statements arrays; sequential file processing. (Prerequisite: C.S. 130.) *Spring, odd years.*

C.S. 300 Database Management Systems**(3)**

Organization; independence of and relationships among database concepts; logical and data structure representation of hierarchical, network and relational data models; data normalizations; description languages, query facilities; file organization and security; index organs; macros; conditional assembly; file I/O; program segmentation and linkage; future trends. (Prerequisite: C.S. 315.) *Fall, even years.*

C.S. 305 Assembly Language Programming**(3)**

Computer structure and number systems; concepts and instruction format of assembly language; addressing techniques; macros; conditional assembly; file I/O; program segmentation and linkage; future trends. (Prerequisite: C.S. 131.) *Spring, even years.*

C.S. 310 Operating Systems**(3)**

Classification schemes for operating systems; resource-manager model of an operating system; system structure; memory management; process management; design techniques; implementation of a simple operating system and related software. (Prerequisites: C.S. 315 and consent of the instructor.) *Fall, odd years.*

C.S. 311 Application Development in Visual Languages**(3)**

Design of an effective application interface in visual environment; procedures, variables, and operations; projects, forms, and modules; data structures and control structures; data files and database management; input and output techniques; objects and classes; ActiveX components, and web connections. (Prerequisite: C.S. 131.) *As required.*

C.S. 315 Data Structures**(3)**

Algorithmic notation; algorithm design; elementary data structures and their storage representations; linear data structures and their sequential and linked representations; nonlinear data structures and their storage representations; memory management; file processing; sorting and searching algorithms. (Prerequisites: C.S. 131, Math. 120.) *Every fall.*

C.S. 320 Artificial Intelligence (3)

A study of computer systems that perform behavior that is indicative of intelligence were it to have been performed by humans. An introduction to heuristic searches, logical reasoning, language understanding, perception, expert systems, and related issues in the philosophy of mind and in psychology. (Prerequisite: C.S. 315.) *As required.*

C.S. 321 Principles of Programming Languages (3)

Formal specification of language syntax and runtime environment. Survey of alternative language paradigms. Introduction to language translation. (Prerequisite: C.S. 315.) *As required.*

C.S. 322 Translator Construction: Theory and Applications (3)

The purpose of translators; different types of translators; formal language concepts including syntax and basic characteristics of grammars; lexical analysis and parsing techniques; interpretative languages. (Prerequisite: C.S. 315.) *Fall, odd years.*

C.S. 323 FORTRAN (3)

Basic statements in the FORTRAN language; counting and accumulation; data representation; arrays; functions; subroutines; numerical methods. (Prerequisite: C.S. 130.) *As required.*

C.S. 330 Algorithms (3)

Algorithm design techniques, including backtracking, heuristics, recursion, and simulation; experimental and analytical determination of algorithm performance; applications of algorithm design to various areas of computer science, such as artificial intelligence and systems programming. (Prerequisite: C.S. 315.) *Fall, even years.*

C.S. 339 Information Systems Design and Analysis I (3)

Concepts and techniques needed to implement a computer-based information system; I/O media; computer configurations; file design; program types; data controls; cost evaluations; systems flowcharting; the role of the systems analyst. (Prerequisite: C.S. 130.) *Spring, even years.*

C.S. 340 Information Systems Design and Analysis II (3)

Continuation of C.S. 339, with emphasis on implementation by analyzing case studies. (Prerequisite: C.S. 339.) *As required.*

C.S. 341 Interactive Computer Graphics (3)

The basic concepts of computer-aided graphics and design are introduced with hands-on approach using various graphics packages. Emphasis is on interactive computer display of graphics using device independent graphics primitives and transformations. (Prerequisites: C.S. 131, Math 215.) *As required.*

C.S. 350 Advanced COBOL (3)

Table searches; generation of multi-level reports, data validation programs; techniques; formal models of structured programming; accessing/updating of files stored on magnetic disks and tape; job control languages; interleaving of COBOL and telecommunication monitors for on-line applications. (Prerequisite: C.S. 250.) *As required.*

C.S. 360 Computer Design (3)

Digital design methodology, design techniques for digital systems, basic machine organization, control unit implementation and interface design. (Prerequisite: C.S. 221.) *Fall, even years.*

C.S. 362 Robotics**(3)**

Introduction to history and role of the robot in industry, microprocessor fundamentals, data acquisition and handling, voice synthesis, interfacing and applications. (Prerequisite: C.S. 221.) *As required.*

C.S. 365 Digital Systems Design**(3)**

Introduction to the digital logic design, combinational logic, sequential logic, implementation of sequential circuits, implementation of large systems. (Prerequisite: C.S. 360.) *Spring, odd years.*

C.S. 400 Software Design and Development**(3)**

Design techniques; formal models of structured programming; organization and management; estimating program libraries, documentation; organization of a large-scale project by students. (Prerequisite: C.S. 315.) *Spring, odd years.*

C.S. 415 Data Communications and Distributed Data Processing**(3)**

Traditional star networks vs. various distributed designs; access methods and protocols; data communications hardware; software and transmission media; systems design considerations; implementation and upgrading, including common carrier options; computer networks. (Prerequisite: C.S. 315.) *Spring, even years.*

C.S. 421 Computer Science Research**(1–3)**

Selected topics in computer science, intended to draw together and unify the various subject areas of the computer science program. Emphasis given to research, written and oral reports. (Prerequisite: permission of instructor.) *Fall, even years.*

C.S. 423 Independent Study or Research**(3)**

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

C.S. 425 Advanced Computer Architecture**(3)**

Existing architecture; proposed architectures, arithmetic system design; interconnection schemes and performance evaluation; VLSI and computer architecture, case studies. (Prerequisite: C.S. 360.) *Spring, odd years.*

C.S. 440 Computer Science Seminar**(3)**

A seminar on topics that are common to both of the computer science programs. Topics chosen to be studied will be determined in advance by the instructor with the consent of the chairperson of the Department. (Prerequisite: senior standing in a computer science program.) *As required.*

C.S. 444, 445 Internship I, II**(3, 3)**

The intern is provided with work experience and training to gain an understanding of the uses of the computer in an outside setting. (Prerequisite: junior or senior standing in computer science.) *As required.*

Cytotechnology

Mary Beth Adams MEd, Program Chairperson

Afsoon Moktar, BSN, BHS; Marsha C. Unverferth, MA

Cytotechnologists are laboratory personnel who perform microscopic evaluation of cellular samples from all body sites. This examination of samples allows diagnosis of cancer before it can be detected by other means. Cytotechnologists also detect disease involving microbial or viral infections, hormonal abnormalities, or other disease processes. These professionals are employed in private or hospital laboratories as staff technologist supervisors or laboratory managers. Other employment opportunities are in research and diagnostic facilities or in education.

Program Start Date and Students Matriculation

Fall 2001	Incoming Freshmen
Fall 2001	Transfer students who will meet the Bellarmine requirements
Fall 2001	Students who have met University of Louisville pre-requisite requirements and will begin the course of study in the major in the Junior year.

Cytotechnology
Program for Bachelor of Science Degree in Health Science

Freshman Year

Freshman Focus (IDC 100)	1	Gen Ed English 101	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Gen Ed Psychology 101	3	Gen Ed History 116 or 117	3
Gen Ed Mathematics 105	3	Gen Ed Biology 109	4
Gen Ed Biology 108	4	Chemistry 117	4
Chemistry 116	4		
	18		17

Sophomore Year

Gen Ed Theology 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200 or 201	3	Biology 231	4
Mathematics 205	4	Gen Ed English 200	3
Gen Ed Philosophy 301	3	CT 110	2
Biology 202	4	Gen Ed IDC 300 or 301	3
		Gen Ed Theology Elective	3
	17		18

Junior Year

CT 301	3	CT 303	3
CT 312	3	CT 304	2
CT 321	2	CT 305	6
CT 431	1	CT 432	1
Biology 300	4	Biology 410	4
Biology 413	4		
	17		16

Summer

CT 401	5
CT 404	2
CT 420	6
CT 433	1
	14

Senior Year

Gen Ed Senior Seminar (IDC 401)	3	CT 403	5
CT 402	5	CT 406	2
CT 405	2	CT 422	7
CT 421	6	CT 423	3
CT 434	1	CT 435	1
	17		18

Cytotechnology Course Descriptions

CT 110 Introduction to Health Care (2)

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

CT 301 Introduction to Medical Cytology (3)

An introduction to the field of cytology as a health profession, includes historical background, purpose of cytology, medical ethics and professional development. *Fall only.*

CT 303 Cytopathologic Techniques and Procedures (3)

Introduction to collection, processing and preparation of cytologic samples from any given body site. *Spring only.*

CT 304 Special Techniques in Cytology (2)

Introduction to the concepts and techniques of cytogenetics; electron microscopy, flow cytometry, digital image analysis, and automated screening devices. *Spring only.*

CT 305 Basic Cytomorphology (6)

Introduction to systematic methods of examining gynecologic cell samples including the cytomorphology of normal cellular changes, hormonal variations, and changes associated with inflammation and infection. *Spring only.*

CT 312 Health Care Research (3)

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

CT 321 Laboratory Management (2)

The issues and challenges in cytotechnology management are presented. Special emphases include: history, trends, and philosophies in management.

CT 401 Diagnostic Cytology I (5)

Basic features of normal and abnormal cellular morphology in the female genital tract. *Summer only.*

CT 402 Diagnostic Cytology II (5)

Basic features of normal and abnormal cellular morphology as encountered in the respiratory, alimentary, genitourinary tracts, body cavities, and the female breast. *Fall only.*

CT 403 Diagnostic Cytology III (5)

Basic features of normal and abnormal cellular morphology as encountered in miscellaneous body sites, including fine needle aspiration cytology. *Spring only.*

CT 404 Cytopathology I (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Summer only.*

CT 405 Cytopathology II (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Fall only.*

CT 406 Cytopathology III (2)

Pathogenesis and histopathology of diseases related to cytodiagnosis (includes comparisons with normal anatomy and histology, related pathophysiology and medical terminology). *Spring only.*

CT 420 Clinical Education I (6)

Closely supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Summer only.*

CT 421 Clinical Education II (6)

Supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Fall only.*

CT 422 Clinical Education III (7)

Indirectly supervised clinical experience in a work setting. Includes clinical practicum in assigned laboratory facilities. *Spring only.*

CT 423 Independent Study (3)

Development of research and scholarly writing with a scientific poster presented under the guidance of the faculty.

CT 431 Cytology Seminar I (1)

Presentation of current cytopathology cases.

CT 432 Cytology Seminar II (1)

Presentation of current cytopathology cases.

CT 433 Cytology Seminar III (1)

Presentation of current cytopathology cases.

CT 434 Cytology Seminar IV (1)

Presentation of current cytopathology cases.

CT 435 Cytology Seminar V (1)

Presentation of current cytopathology cases.

Economics

Myra J. McCrickard, PhD, Chair
Horrigan Hall 012-F, Phone 502/452-8028

Eric P. Eller, PhD; Frank R. Raymond, PhD; Frank L. Slesnick, PhD

Economics is the scientific study of how scarce resources are allocated through a choice process. This social science facilitates the short and long term academic goals of our traditional and non-traditional students by educating them in both the philosophical underpinnings of business and the application of that philosophy. For the Rubel School of Business at Bellarmine University, economics is a vital link in tying the School to the liberal arts heritage of the College.

The mission of the economics program is to educate through inspired teaching, active learning, and hands on experiences, our students, so that they can function as productive and informed citizens in a rapidly changing global environment. Economics trains students to think critically and analytically, to understand cause and effect, and to weigh both costs and benefits when engaged in the decision-making process. A strong emphasis is also placed on enhancing oral and written communication skills. The wealth of resources available in the Louisville professional and business communities affords additional opportunities for student growth and development.

The economics program seeks to fulfill a dual mission in the Rubel School. One is to provide a quality traditional liberal arts education to students who desire this program of study. In this role, we also serve the entire College by offering economics in the general education curriculum at Bellarmine. The second, and equally important role of the program, is to serve all other areas of the Business School by providing introductory, intermediate, and graduate training for all students who seek particular levels of expertise from a business education.

Requirements for a Major in Economics, 25–36 hours

Basic courses: Econ. 111, 112, 331, 332, 405, 441, 499, and six hours selected from other courses in Economics. Required related courses: Math. 205 and 125 or 117. For the maximum of 36 hours permitted in the Department, twelve additional hours may be selected from other courses in Economics. Any student who is considering entering a graduate program in economics should see his/her academic advisor. Successful completion of such a program requires that the undergraduate student complete certain courses not required by the economics major.

Requirements for a Minor in Economics, 18 hours

Econ. 111, 112, and 331 or 332, and nine hours selected from 300- or 400-level courses in Economics.

Economics
Suggested Program for Bachelor of Arts Degree

Freshman Year

Economics 111	3	Economics 112	3
Gen Ed Mathematics 125 or 117	4	Mathematics 205	4
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3		
	17		16

Sophomore Year

Economics 332	3	Economics 331	3
Gen Ed English 200	3	Gen Ed IDC 200 or 201	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Junior Year

Economics Elective	3	Economics Elective	3
Gen Ed IDC 300 or 301	3	Gen Ed Philosophy 301	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

Senior Year

Economics 405	3	Economics 441	3
Gen Ed Senior Sem (IDC 401)	3	Economics 499	1
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			16

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

Economics Course Descriptions

Econ. 111 Principles of Microeconomics (3)

This course analyzes the individual components of an economic system. How consumers, business firms, and other decision making units choose is the focus of microeconomics. Also, how markets function and are structured is discussed. Other topics include labor unions, antitrust law, and the role of relative prices. *Every semester.*

Econ. 112 Principles of Macroeconomics (3)

This course presents the fundamental relationships in the macroeconomy. Possible causes of such aggregate problems as inflation and unemployment are addressed as well as possible solutions. Measures of macroeconomic activity are presented and their uses and limitations are discussed. How the concept of scarcity necessitates choice even for the public sector is examined. Applications of economic principles to current events are performed. (Prerequisite: Econ. 111.) *Every semester.*

Econ. 308 Money and Banking (3)

The evolution of money and the monetary system is the principal focus of this course. The role of the central bank in creating and regulating the money supply is discussed and its autonomy with respect to the public sector is examined from both a theoretical and a practical perspective. (Prerequisites: Econ. 111, 112.) *As required.*

Econ. 311 Economics of Sports (3)

This course will familiarize students with topics and theories in many different economic fields including labor economics, industrial organization, regional studies, and public finance, as applied to the professional and college sports industries. Topics will include stadium financing, salary caps, player strikes, gender equity (Title IX), and paying college athletes. (Prerequisite: Econ. 111, 112.)

Econ. 313 Environmental Economics (3)

This course illustrates how natural resources and the environment can be analyzed from an economic perspective. It begins by describing market failure and environmental trade-offs. The course develops specific analytical and policy tools that are helpful when attempting to formulate sound economic policy. Students will analyze causes, repercussions and solutions associated with air pollution, water pollution, and environmental problems will also be discussed. (Prerequisite: Econ. 111, 112.)

Econ. 314 Economic Growth and Development (3)

This course examines the theoretical and institutional factors influencing economic growth. Attention is given to various models of economic growth, the relation between social, political, and economic institutions and the pattern of economic growth, the optimal public policy mix for economic growth and special problems of growth faced by the developing nations. In particular, the course focuses on four key elements of development: infrastructure, property rights, political freedom and human capital. Within this framework, students discuss impacts of inequality, health and nutrition, labor markets, education and technology. (Prerequisite: Econ. 111, 112.)

Econ. 316 Economics of Health Care**(3)**

The study of health care economics involves the application of various microeconomic tools such as supply and demand, opportunity costs, economies of scale and social benefits and costs as applied to health issues and problems. The goal of the course is to promote a better understanding of the economic aspects of health care problems so that health care policies can be evaluated. Specifically, the course will examine 1) the combination of nonmedical and medical goods and services that should be produced in the macroeconomy, 2) the particular medical goods and services that should be produced in the health economy, 3) the specific health care resources that should be used to produce the final medical goods and services, and 4) the distribution of medical goods and services to consumers. (Prerequisite: Econ. 111, 112.) *As required.*

Econ. 331 Intermediate Microeconomics**(3)**

Microeconomics studies the behavior of individual economic units, primarily consumers and business firms, and considers how their decisions are coordinated through interactions in markets. Much of this course deals with the development and verification of theories to explain a variety of economic phenomena and the use of theories to evaluate economic policy. (Prerequisites: Econ. 111, 112.) *Every spring.*

Econ. 332 Intermediate Macroeconomics**(3)**

This course evaluates the roles of the private and public sectors in how they affect national income, employment and prices. The uses and limitations of stabilization policy are presented. The importance of money, its creation, and its control are also principal topics discussed in this intermediate course. (Prerequisites: Econ. 111, 112.) *Every fall.*

Econ. 341, 342 Basic Issues in Economics I, II**(3, 3)**

Contemporary and limited scope topics that enhance the economics education will be discussed. The particular topic(s) will be announced by the instructor prior to the start of the semester. (Prerequisites: Econ. 111, 112 or permission of the instructor.) *As required.*

Econ. 401 Labor Economics**(3)**

This course examines the behavior of employers and employees in response to the general incentives of wages, prices, profits, and nonmonetary aspects of the employment relationship, such as working conditions. Specific topics include the way market incentives affect the decision to work, the motivation for educational and training investments, the relationship between wages and employment opportunities, and the effects of unions on wages. (Prerequisites: Econ. 111, 112.) *As required.*

Econ. 405 International Trade and Finance**(3)**

This course combines a mixture of theory and policy prescriptions aimed at answering the fundamental questions in International Trade: What goods and services are traded, among whom, in which direction, and with what consequences? Theoretical underpinnings are explained and incorporated into current policy issues with an analysis of pros and cons. The International Finance portion covers foreign exchange markets and the causes of currency fluctuations. (Prerequisites: Econ. 111, 112.) *Every spring.*

Econ. 410 Econometrics (3)

This course studies statistical methods used to estimate and test economic models. After a review of basic probability and statistics, the method of ordinary least squares regression is examined in detail. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity, and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. Applications may include analyses of the relationships between unemployment and inflation, wages and productivity, and exchange rates and the demand for imports. (Prerequisite: Econ. 111, 112; Math. 205.) *As required.*

Econ. 412 Mathematical Economics (3)

The object of the course is to augment the mathematical backgrounds of students interested in pursuing a more quantitative approach to economics and business. Topics include matrix algebra, differential calculus, comparative static analysis, game theory and optimization theory. Mathematical methods are illustrated with various economic applications including intertemporal consumption and resource exploitation, and games involving bargaining and competitive strategies. (Prerequisites: Econ. 111, 112, 331, or permission from the instructor; Math. 125 or 117.)

Econ. 415 Law and Economics (3)

This course explores the economic issues contained within the concept of the law. From an economist's perspective, issues such as property, contracts, torts, and the role of efficiency will be examined. (Prerequisites: Econ. 111, 112.) *As required.*

Econ. 418 Forensic Economics (3)

This course applies economic theory to problems of valuation presented in litigation. Topics covered include loss due to injury or death, loss due to discrimination, and losses arising from a variety of market failures. (Prerequisites: Econ. 111, 112.) *As required.*

Econ. 423 Independent Study (1–3)

The purpose of this offering is to provide an opportunity for guided reading or research in a special area of interest under the direct. (Prerequisite: Econ. 111, 112.) *As required.*

Econ. 426 Industrial Organization and Strategy (3)

Industrial Organization is the study of the structures and strategic interactions of firms. This course will use industry analysis and game theory to examine topics including pricing strategies, oligopoly models, and different types of Mergers & Acquisitions. Additionally, public policy topics such as anti-trust policies, patents, and other types of government regulation will be explored. (Prerequisites: Econ. 111, 112.)

Econ. 440 History of Economic Thought (3)

The evolution of the social science known as economics is addressed in this course. Proper method for such an undertaking is discussed as is the relevant place to begin such a study. The history of economics is then presented from its early beginnings to the present. (Prerequisites: Econ. 111, 112, 331, 332.) *Every spring.*

Econ. 441 Senior Seminar in Economic Research**(3)**

This seminar provides a capstone experience for students who major in economics. Students who minor in economics may also enroll in this course. Several contemporary topics in economic research will be explored throughout the semester. The particular topics selected will be determined by the instructor. As the required capstone experience for economics majors, this course is designed to enhance the student's ability to synthesize theoretical concepts, analytical tools, and econometric techniques developed in previous courses. An original research paper is required in order to complete the course. (Prerequisites: Senior Status Economics Major or Minor, Econ 410, or permission of the instructor.)

Econ. 444, 445 Economics Internship I, II**(3, 3)**

Placement under joint supervision at an organization dealing with an area of economics. (Prerequisites: Econ. 111, 112.) *Every semester.*

Econ. 451 Investment Theory**(3)**

This course studies the theory and operation of financial markets and the role of financial assets and institutions in the economic decisions of individuals, firms, and governments. The methodologies and instruments for constructing investment strategies emphasizing the effects of risk-return trade-offs will also be examined. (Prerequisite: Econ. 111, 112; Math. 125 or 117, 205.)

Econ. 499 Senior Comprehensive Review in Economics**(1)**

This course provides a review of the most important concepts covered in the undergraduate economics curriculum. A comprehensive exam is required in order to complete the course. This course is a requirement for graduating seniors completing a major in economics.

Education

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“Teacher As Reflective Learner”

The Annsley Frazier Thornton School of Education at Bellarmine University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496 and approved by the Kentucky Education Professional Standards Board. It offers programs leading to teacher certification in Elementary grades (Primary – 5), Middle School (5 – 9), Secondary (8 – 12) and Special Education, Learning and Behavior Disorders (Primary – 12).

In order to meet the needs of the diverse learners in the schools of the 21st century, Bellarmine’s program is designed to offer certification in elementary grades and special education or middle grades and special education. All graduates from these programs, which can be completed in 4 years, will have two teaching certifications, one in regular education and one in special education.

Our secondary education program offers teaching certification for grades 8 – 12 in the following content areas: art, biology, chemistry, English, mathematics, music, social studies and a computer science endorsement. Secondary education majors graduate with a content major in the subject area and teacher certification in that area.

Admission to Teacher Education

Students preparing for the teaching profession and initial teacher certification must be accepted into the teacher education program. Formal application for admission may be made upon completion of Education 200. Applications are obtained through the School of Education Office. Transfer students desiring teacher certification will be screened upon completion of twelve semester hours at Bellarmine.

General criteria for acceptance into teacher education programs are as follows:

1. Evidence of specific competency levels in the following basic skills: oral and written communication, reading, writing and computation. Applicants to teacher education must demonstrate these competencies through their liberal arts and professional course work (including laboratory and clinical experiences in the field) and by meeting minimum score requirements on the American College Test (ACT) or other tests sanctioned by the Kentucky Department of Education and the School of Education.
2. A minimum cumulative grade point average of 2.5.

3. A minimum grade of B- in all Education classes.
4. A minimum grade of C+ in Eng. 101; Comm. 103 or 205; Math 101, 102.
5. Successful review of student portfolio.
6. Receipt of recommendations from instructors of Education courses, selected General Education courses, and supervising teachers of the field-based experiences.

Portfolio

As part of the Continuous Assessment evaluation program, each student will maintain a portfolio. See the *Undergraduate Teacher Handbook* and advisor for specific instructions.

Application for Student Teaching

Application for Student Teaching must be filed with the School of Education during the spring semester prior to the term in which the student plans to student teach. Students must have been accepted into the teacher education program. General criteria for acceptance into student teaching are:

1. Senior standing. This is determined at Bellarmine University by satisfactory completion of 90 or more semester hours of course work.
2. An updated health questionnaire with current TB results.
3. Completion of student teaching application and portfolio. In addition, the student's file is examined for current information and recommendations regarding field and laboratory experiences.
4. Acceptable academic requirements. Student teaching candidates will have achieved the following:
 - a. An overall academic standing of at least 2.5.
 - b. An academic standing of at least 2.5 in the teaching major, minor and teacher education program.
 - c. Completion of three-fourths of all required professional Education courses with an academic standing of at least B- in each course.
 - d. Completion of at least three-fourths of the course work for the teaching major and/or all of the course work for the teaching minor if student teaching is to be completed in a minor subject area.
 - e. Approval of the Teacher Education faculty. This decision is based upon evidence that the student demonstrates maturity, interpersonal and communication skills, and the attitude, knowledge, competence and judgment necessary to be an effective teacher.

Teacher Certification

In order to be granted certification in Kentucky the following criteria must be met:

1. Bellarmine's Teacher Education faculty must officially recommend that a student be issued the appropriate certification. Such a recommendation must validate that:
 - a. the student has been admitted to teacher education,
 - b. the student has passed his/her supervised student teaching experience, and
 - c. the student has completed the approved program of studies for the certificate to be issued.
1. The teacher education program graduate must pass the appropriate Praxis Series Assessment (see *Undergraduate Teacher Handbook* for specific tests).
2. At the completion of the professional semester (student teaching) an exit portfolio will be required for certification.

The application for certification can be obtained in the School of Education office Miles 120, once the above criteria are met. Upon receipt of a completed certification application the Educational Professional Standards Board issues the teacher education candidate a Statement of Eligibility. When the candidate has secured employment and returned a Confirmation of Employment, the State issues a provisional one-year certificate for the internship.

Programs of Study

Specific programs of study for each teacher education program are outlined in this section. Curriculum advisement contracts for each of these programs are available in the School of Education office and in the *Undergraduate Teacher Handbook*.

Dual Certification – Learning and Behavioral Disorders P – 12

Bellarmino's School of Education is leading the nation in innovative teacher education programs. Bellarmine is one of a small number of colleges and universities creating a more comprehensive teacher preparation program which incorporates the national standards for teacher competencies and the state standards (New Teacher Standards for Kentucky Teachers) by requiring all undergraduate students to complete a four year program which leads to certification in both general education and special education for learning and behavioral disabilities.

The diversity of the typical classroom in private, public or parochial schools has changed dramatically over the last decade requiring that teachers come to the classroom prepared with a new and more varied set of competencies. For example, nationally more than 70% of the students with educational disabilities are served in the general education setting for most or all of their educational experiences. The rate and types of cultural diversity within these schools have grown by 25% in Kentucky schools over the past ten years and continue to steadily increase. The levels and types of needs (e.g., poverty, homelessness) of the students are increasing steadily. Access to immediate global information via technology is altering students' knowledge levels and the types of skills they will need to be competitive in the job market.

National and State standards for teacher competencies have outlined the skills necessary for the

teacher of tomorrow. The standards include skills in Planning, Learning Climate, Instructional Delivery, Assessment, Teamwork, Professional Growth, Personal and Professional Reflection. Embedded in each of these skill areas are critical foundations of teaching which require the teacher to assess, understand and address the unique needs of students with educational disabilities and multicultural and global backgrounds.

The Annsley Frazier Thornton School of Education's four-year program provides the critical skills necessary for a teacher in the general education classroom of today and tomorrow. This program requires the undergraduate student to develop an academic emphasis for teaching as well as skills that will improve the learning capacity of students found in the general education or special education setting.

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

Early Elementary Education Program, Grades P–5

1. Professional Education Courses

Education 112, 116, 200, 208, 212, 220, 231, 309, 329, 334, 335, 336, 337, 338, 339, 362, 431, 436

2. Corequisite Courses

Communications 103 or 205

Art 201 or 202

Mathematics 101 and 102

3. Academic Emphasis

Special Education

Special Education (29 hours)

Education 102, 111, 122, 212, 214, 312, 315, 362, 382, 420

Middle Grades Education Program, Grades 5–9

1. Professional Education Courses

Education 116, 131, 200, 208, 212, 220, 221, 309, 343, 443, 445

2. Corequisite Courses

Communications 103 or 205

Mathematics 101, 102

1. Areas of Specialization

Select one of the following:

a. English (27 hours)

English 101, 102, 201, 207, 208, 209

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

b. Mathematics (26 hours)

Mathematics 116, 117, 205, 215, 305

Education 336

c. Social Studies (27 hours)

History 116, 117, 201, 202

Economics 111

Geography: Metroversity

Political Science 101 or 102

Sociology 101 or 201

Education 338

d. Science (32 hours)

Biology 131 and six hours selected from Bio. 111, 112, 113, 114, 115, 116, 117

Chemistry 109, 110, 423 (Earth Science)

Physics 105 or 106

Education 348

and

Special Education (29 hours)

Education 102, 111, 122, 212, 214, 312, 315, 362, 382, 421

High School Education Program, Grades 8–12

1. Professional Education Courses

Education 116, 131, 132, 200, 208, 212, 221, 341, 342, 441, 442, 445

One content methods course selected from Education 231, 329, 338, 346, 349, or Math 347

2. Corequisite Courses

Communications 103 or 205

3. Areas of Specialization

Select one of the following:

a. Art (36 hours)

Art 101, 102, 211, 230, 242, 250, 303, 313; six semester hours selected from Art 201, 202, 288, 289; and six hours selected from Art 240, 243, 304, 307, 420, 421

Education 220, 436

b. Biology (48 hours)

Biology 130, 131, 230, 231, 313, 314, 317, 403, 408

Chemistry 116, 117

Physics 205

Mathematics 117

c. Chemistry (55-56 hours)

Chemistry 116, 117, 216, 217, 301, 306, 309; two courses from Chem. 302, 412, 422; one course from Chem. 307, 411; one course from Chem. 411, 412

Mathematics 117, 118

Physics 205, 206

d. English (36 hours)

English 101, 102 (General requirements)

Eng. 201, 207, 208, 209, 210, 412, 450 and 15 hours of electives with at least one upper level American Literature course, one upper level British Literature course, and Eng. 402.

e. Mathematics (42 hours)

Mathematics 117, 118, 120, 215, 216, 301, 305, 314 or 352, 331 or 332, 347, 403 or 411, 450; one course selected from 315, 332, or 404; and one course selected from 300- or 400-level Mathematics courses.

f. Music (48 hours)

Music 101, 102, 201, 202, 204, 205, 326, 309 or 400, 403, 410; sixteen hours (two per semester) in an applied major; five hours of approved ensemble.

Education 220, 436

g. Social Studies (49 hours)

History 116, 117, 201, 202, 323, 324; one course from 301, 302, 303; one course from 319, 320, 327, 417; one 300- or 400-level History elective.

Economics 111, 112

Political Science 101

Sociology 101 or 201

Psychology 102

Geography: three hours, and must be done through Metroversity.

Six additional hours from one of the following: Economics, Geography, Political Science, Sociology, or Psychology.

h. Computer Science Endorsement (24 hours)

Extending a Kentucky Teaching Certificate to include Computer Science requires the following:

Computer Science 117, 130, 131

Mathematics 105, 205

Education 116, 648, 649

Undergraduate Education Course Descriptions

Educ. 102 Typical and Atypical Child Development Part A:

Intro to Special Education

(3)

Hands on research based personal exploration of early childhood, elementary and middle school education with an emphasis on individual learner development, appropriate instructional practices and the school as a learning environment. Requisite: Concurrent enrollment in Educ. 111. *Every fall.*

Educ. 111 Field-Based Instruction

(1)

Weekly experience in classrooms with children of diverse learning needs. Extends over both fall and spring semesters. Requisite: Concurrent enrollment in Educ. 102.

Educ. 112/131 Field-Based Instruction

(1)

Weekly experience in elementary, middle or secondary schools with directed observations and interactions with students. Journal writing on selected action research topics. Concurrent enrollment in Educ. 200. *Every spring and fall.*

Educ. 116 Computer Applications in Education

(3)

This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the Internet in instruction, and ways to use integrated applications software to promote learning. *Every semester.*

Educ. 122 Field Experience

(1)

Weekly experience in classrooms with children of diverse learning needs. *Every spring.*

Educ. 132 Field-Based Instruction

(1)

Involves a two-hour weekly experience in a high school and a seminar discussion. Requisite: Concurrent enrollment in Educ. 342. *Every spring.*

Educ. 200 Foundations of Education**(3)**

Survey course on purpose of education, school as a social and historical institution, curriculum and philosophy of elementary, middle and secondary schools. Through field experiences students will focus on selected areas of interest and concentration. Concurrent enrollment in Educ. 131/112. Prerequisites: Educ. 102, 111, 220. *Every fall and spring.*

Educ. 208 School Health, Nutrition and Physical Education**(3)**

An overview of current issues in school health, nutrition and physical education. A study is made of the various health-related agencies and facilities available to the school community. A module of physical exercises is included with application for school physical education. *Every semester.*

Educ. 212 Consultation and Collaboration Between School Professionals**(3)**

A study of "exceptional" children and youth, emphasizing accommodation in the classroom to help students achieve their potential. The focus will be on developing supportive and effective communication between regular and special education professionals. *Every fall.*

Educ. 214 Nature and Needs of Children with LBD**(3)**

An in-depth study of students having learning disabilities and behavior disorders with additional emphasis on other exceptionalities in both special and regular education settings. Prerequisite Admission to Teacher Education. *Every fall.*

Educ. 220 Typical and Atypical Child Development Part B:**Intro to Special Education****(3)**

Hands on research based personal exploration of early childhood, elementary and middle school education with an emphasis on individual learner development, developmentally appropriate instructional practices and the school as a learning environment. Prerequisite: 102 and 111. *Every spring.*

Educ. 221 Psychology of Adolescence**(3)**

A study of the social and cognitive developmental theories of adolescence and the characteristics manifested by adolescent behavior. Students will work with adolescents in a school setting for a minimum of 30 clock hours. *Every spring.*

Educ. 231 School Art Methods**(3)**

Designed to meet the needs of P-5, 5-9, 8-12 and Learning and Behavior Disorders P-12 majors in planning quality art programs. Familiarizes each student with a variety of art media and techniques of teaching art, with application for planning and integrating art in the total curriculum. *Every spring.*

Educ. 309 Classroom Management Strategies**(3)**

Students examine a variety of discipline theories and management strategies for establishing and maintaining a learning environment within the school setting. Simulations, role playing, group work and presentations are among the strategies used in the course. Prerequisite: Admission to Teacher Education. *Every spring.*

Educ. 312 Methods and Procedures for Children with LBD (3)

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for mildly disabled learners. Prerequisite: Admission to Teacher Education. Concurrent enrollment in Educ. 122. *Every spring.*

Educ. 315 Speech and Language Development (3)

Designed to introduce the student to the typical development of speech and language of children, with emphasis on providing opportunities for enriching experiences in classroom settings. Prerequisite: Educ. 102, 111, 220. **Every spring.**

Educ. 329 School Music Methods (3)

Teaching techniques and practical application of music fundamentals for the typical and atypical learner. Prerequisite: Educ. 102, 111, 220. *Every fall.*

Educ. 334 Literature for Children and Youth (3)

A survey of the historical development of literature for children and youth and an evaluation of selected works of the past and present. Prerequisites: Educ. 200 and Admission to Teacher Education. *Every spring.*

Educ. 335 The Teaching of Reading (3)

An analysis of reading methodology and instruction technique. Special emphasis is placed on the direct application of theory to the teaching of reading in the classroom. Demonstration classes and observation required. Prerequisites: Admission to Teacher Education.

Educ. 336 Teaching Mathematics (3)

Methods and materials for teaching mathematics in the early elementary and middle grades. A survey of the mathematics curriculum using the National Council of Teachers of Mathematics (NCTM) standards, micro-teaching sessions, and participation in school classrooms is included. Prerequisites: Math 101, 102, and Admission to Teacher Education. *Every spring.*

Educ. 337 Teaching Science (3)

Teaching methodologies for a developmental, constructive, process skill approach to science will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science. Prerequisites: Admission to Teacher Education. *Every fall.*

Educ. 338 Teaching Social Science (3)

An analysis and application of methodology and instructional techniques in the content area of the social studies. Thematic units are introduced and developed. Observation and demonstration classes in the schools are required. Prerequisite: Admission to Teacher Education. *Every spring.*

Educ. 339 Teaching Language Arts (3)

Designed for the teacher of language arts to help children and youth experience, observe, think and develop skills through listening, speaking, reading and writing. Demonstration classes and observation required. Prerequisites: Admission to Teacher Education. *Every fall.*

Educ. 341 Curriculum Organization and the Teacher in the Secondary School (3)

A study and implementation of secondary curriculum, making instructional materials, planning and managing instruction in the classroom. Prerequisite: Application to Student Teaching. *Every fall.*

Educ. 342 Teaching Secondary School Subjects (3)

The course includes the study and demonstration of a variety of teaching strategies, lesson planning, micro-teaching and videotaping, classroom management and student assessment. Prerequisite: Admission to Teacher Education, concurrent enrollment in Educ. 132.

Educ. 343 Middle Grades Curriculum (3)

An examination of the curriculum required to meet the needs of the middle grades learner and of the instructional techniques and strategies for teaching content areas. Prerequisite: Application to Student Teaching.

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

Provides an overview of current theories that inform the teaching of literature and writing in the secondary school. Prerequisite: Application to Teacher Education.

Educ. 348 Teaching Science in the Middle School (3)

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the middle school. Prerequisite: Admission to Teacher Education.

Educ.. 349 Teaching Science in High School (3)

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the high school. Prerequisite: Admission to Teacher Education.

Educ. 362 Education Measurements (3)

An introduction in the foundations, techniques, procedures and application of measurement and evaluation, including performance-based and portfolio assessment for the regular and special education classroom and other setting. Prerequisite: Admission to Teacher Education.

Educ. 382 Early Childhood Education for Exceptional Children (3)

Designed to introduce the student to the current practices, research and program issues in the early childhood education of exceptional children. Prerequisite: Educ. 102, 111, 220. *Every fall.*

Educ. 420 Supervised Student Teaching, LBD, Elementary Grades P – 5 (6)

Directed observation, participation, and student teaching in elementary school special education. Prerequisites: Application to Student Teaching.

Educ. 421 Supervised Student Teaching, LBD, Middle Grades (6)

Directed observation, participation and student teaching in middle school special education. Prerequisites: Application to Student Teaching.

Educ. 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member.

Educ. 431 Supervised Student Teaching, Elementary Grades P – 5 (6)

Directed observation, participation and student teaching in the elementary school. Prerequisites: Application to Student Teaching

Educ. 436 Curriculum Design and Methods for Elementary School (3)

An introduction to basic curriculum design and content in elementary schools. Students will study the tools and implementation of curriculum in various elementary programs. This course will prepare students to utilize instructional techniques from methodology courses within the student teaching experience. Prerequisites: Application to Student Teaching.

Educ. 441, 442 Supervised Student Teaching, Secondary Grades 8 – 12 (6, 6)

A full semester of observation, participation and teaching in a high school classroom. Prerequisite: Application to Student Teaching.

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

Directed observation, participation and student teaching in the middle grades 5 – 9. Prerequisite: Application to Student Teaching.

Educ. 445 Reading in the Content Areas (3)

Familiarizes middle and secondary pre-service teachers with the reading process as it relates to teaching content-area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas. Demonstration classes and observation required. Prerequisite: Admission to Teacher Education.

English

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English as a discipline of thought and study is fundamentally concerned with *literacy*. Critic and teacher Robert Scholes helpfully defines what such literacy means: “the ability to understand and to produce a wide variety of texts that use the English language—including work in the traditional literary forms, in the practical and persuasive forms, and in the modern media as well.” English is, then, a very wide-ranging field of study. Historically, it gives attention to the great variety of texts that human culture has produced over centuries. Conceptually, it aims at developing deep abilities in reading and writing—again of a great variety of texts.

The Department has carefully designed its program of study to represent the challenges and the pleasures of such a diverse field. We reflect this in the variety of courses offered and in the *sequential* way in which we ask our majors to approach their study. That study begins with Eng. 201, *The World of Texts*, which introduces the student to the basic principles underlying the discipline. Students are also required to take at least one half of the American Literature Survey before moving into upper-level American literature courses, one half of the British Literature Survey before moving into upper-level British literature courses. The 300 and 400 level courses presume the solid grounding in literary history and critical reading skills that our 200 level courses are designed to provide. In the student's senior year, the major provides a distinct “capstone” experience through Eng. 450, the Integrative Seminar.

The deep literacy that one can achieve through careful work in the major prepares the student for a range of post-graduate opportunities. Naturally, one can pursue the discipline further, through graduate study in English. But the major in English, in connection with the full experience of coursework that a Bellarmine education provides, can lead also to a range of professional opportunities; recent graduates in English have gone on to work in such fields as banking, law, medicine, management, public relations, advertising, and academic administration.

Many students who are not English majors find the study of language and literature attractive. We welcome such students into our courses, on either a traditional grading or pass/fail basis.

Requirements for a Major In English, 36 hours

Basic courses: Eng. 201, 207, 208, 209, 210, 412, 450, and fifteen hours selected from 300 and 400 level English courses. Students must take at least one upper-level course from the American and one upper-level from the British literature offerings, and at least one upper-level from the 400 level offerings.

Requirements for a Minor in English, 21–24 hours

Eng. 201, two of the following survey courses: Eng. 207, 208, 209, 210; English 412; and nine-twelve hours of electives, no more than three hours of which can be 200-level.

English
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	English 201	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Natural Science Req	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3	Elective	3
Gen Ed History 116 or 117	3	Elective	3
Elective	3		
	16		15

Sophomore Year

English 207	3	English 208	3
English 209	3	English 210	3
Gen Ed Natural Science Req	3	Gen Ed Theology 200	3
Gen Ed Mathematics Req	3	Gen Ed IDC 200 or 201	3
Elective	3	Elective	3
	15		15

Junior Year

English Elective	3	English Elective	3
English Elective	3	Gen Ed Theology Elective	3
Gen Ed IDC 300 or 301	3	Gen Ed Fine Arts Req	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

Senior Year

English 412	3	English 450	3
English Elective	3	English Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

English Course Descriptions

NOTE: The successful completion of Eng. 101 is a prerequisite for all other English courses.

Eng. 101 Expository Writing

(3)

This course in composition combines critical reading and writing. Writing for this course focuses on essays that develop essential abilities in description, explanation, and argument. Through these essays, students are expected to master basic process and rhetorical skills crucial to strong college-level writing. *Every semester.*

Eng. 102 Persuasive Writing

(3)

Persuasion is both the deepest and most comprehensive aim of rhetoric; this course focuses on ways to achieve that aim in a variety of writing situations. Its assignments are designed to develop critical reading and writing skills essential to adapting the writer's mastery of information to the needs of the reader. *Every spring.*

Eng. 200 Reading Literature

(3)

Reading Literature serves as the *common general education course in literature for non-majors*. It aims to help students develop their abilities to read, understand, and appreciate literature—to *experience* it in such a way that they become confident and committed readers. Literary content will vary across sections and can be drawn from various ages and cultures, but the course shares the following emphases: close reading, clear and engaged writing, and strong self-reflection. *Every semester.*

Eng. 201 The World of Texts

(3)

The World of Texts is the foundational course with which the student must begin study in the major. "English" is an unusually varied discipline, taking as its object of study almost every kind of text that human beings produce. Given that diverse range, a sense of fundamental organizing principles and practices is essential—and that is what this course is designed to explore. It introduces students to a range of critical theories, both traditional and contemporary, and provides a chance to practice their application through a strong writing component. *Every semester.*

Eng. 207 American Literature Survey I

(3)

This course surveys American literature from its beginnings in the Native American traditions and the writings of the explorers through the creation of the American myths in texts of the Puritans and the Early Republic, in Transcendentalism, and in the flowering of fiction in the American Renaissance. It ends with attention to the writings that come out of the debates over race, slavery, and abolition, and to the poetry of Walt Whitman and Emily Dickinson. Approaches combine close reading, literary and cultural history, and a variety of methodological lenses (such as gender, class, race, and form). *Every fall.*

Eng. 208 American Literature Survey II

(3)

This course surveys American literature from the Civil War to the present, typically organizing readings into three distinct literary movements: Realism/Naturalism, Modernism, and Postmodernism/Multiculturalism. Approaches combine close reading, literary and cultural history, and a variety of methodological lenses (such as gender, class, race, and form). *Every spring.*

Eng. 209 British Literature Survey I**(3)**

In this first part of the survey sequence, students study British Literature from the Anglo-Saxons to Milton, emphasizing such major authors as the Beowulf poet, the Gawain poet, Chaucer, Shakespeare, Donne, and Milton, and such major genres as epic, romance, lyric poetry, and drama. Students will study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. *Every fall.*

Eng. 210 British Literature Survey II**(3)**

In this second part of the survey sequence, students study British Literature from 1660 to the present, emphasizing such major authors as Swift, Pope, Wordsworth, Mary Shelley, Tennyson, Hardy, Woolf, T. S. Eliot, and Yeats. Lyric poetry and fiction constitute the main genre focus. Students will study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. *Every spring.*

Eng. 300 Advanced Writing: Rhetoric**(3)**

This course is designed to improve cognitive skills and to provide strategies for effective communication and persuasion. Emphasis is placed on the rhetoric of the sentence, rhetorical analysis, identification of audience and audience response, and the construction of persuasive arguments. *As required.*

Eng. 309 Technical Writing**(3)**

This course prepares students for the demands of technical reading and writing called for by today's technological environment. Students write a variety of technical pieces, such as instructions, feasibility reports, specifications, user manuals, internal and external proposals, requests for proposals, query letters, and memos. The use of electronic communication, the ethics of technical communication, and the use of graphics in technical communication are also covered. *As required.*

Eng. 312 Creative Writing: Poetry**(3)**

This course is designed to give students with an interest in writing poetry intense practice of the craft, and the critical and creative feedback that comes with a workshop experience. Students read selected literature and create their own poetry portfolios. *As required.*

Eng. 313 Creative Writing: Fiction**(3)**

This course is designed to give students with an interest in writing fiction intense practice of the craft, and the critical and creative feedback that comes with a workshop experience. Students will read selected literature and create their own fiction portfolios. *As required.*

Eng. 314 Creative Writing: Non-Fiction**(3)**

Creative Non-Fiction is a fairly abstract name for a growing body of work in contemporary writing. This course is designed to give students intense practice in the creation of such creative non-fictional genres as memoir, literary journalism, speculative essay, and so forth. Students will read selected literature and create their own creative non-fiction portfolios. *As required.*

Eng. 321 American Renaissances**(3)**

American Renaissances focuses on one of the periods of marked vitality in American literature: the American Renaissance of the mid-nineteenth century, encompassing such authors as Whitman, Emerson, Thoreau, Hawthorne, Melville; the “Other” American Renaissance—a corresponding blossoming of writing by women in the nineteenth century; the Southern American Renaissance of the early to mid-twentieth century, examining Faulkner, Warren, Welty, O’Connor, and others; or the Harlem Renaissance of the 1920s and 1930s, featuring the work of Langston Hughes, Claude McKay, Zora Neale Hurston, Nella Larsen, and others. *As required.*

Eng. 322 American Modernism**(3)**

Between 1910 and 1950, experimentation (in form and in theme), psychological realism, psychoanalytic awareness, and “Make it new!” were the rallying cries of key literary figures, and the role of literature shifted from confirming social vision to questioning it. *American Modernism* closely examines the literature of this period, focusing on such poets as Eliot, H.D., Stevens, Williams, and Stein, or such fiction writers as Faulkner, Fitzgerald, Hemingway, Porter, Cather, and Stein. It may approach this rich material by either genre or thematic emphases. *As required.*

Eng. 323 Contemporary American Literature**(3)**

Across a variety of genres, contemporary American writers extend, revise, argue with, enrich, question, and honor the literary traditions, themes, and structures established by their foremothers and forefathers. Drawing its readings from the past thirty-five years, this course may focus on multiculturalism, postmodernism, or some combination of those overlapping strains, but will typically consider the questions contemporary authors raise about language, culture, gender, race, ethnicity, and the very idea of literature itself. *As required.*

Eng. 324 Multicultural American Literature**(3)**

Multicultural American Literature may be offered as a survey of the variety of cultural positions from which American authors have written, or as a course in African American, Native American, Latino/a American, or Asian American literature. Whatever its focus, it brings close attention to American literatures that are distinct in their emotional power, narrative complexity, and social engagement. *As required.*

Eng. 331 Topics in Early British Literature: Pre-1500**(3)**

Early British Literature is not a survey course, but rather focuses on study of one or two selected topics from a period covering Anglo-Saxons through late Medieval writings (to 1500). Students might explore, for example, the development of the lyric in English, or read with some depth the works of a major author such as Chaucer. *As required.*

Eng. 332 Topics in Early Modern British Literature: 1500-1800**(3)**

The three centuries covered by *Early Modern British Literature* embrace a rich literary heritage. This course allows focused study on one or two of the period’s central movements or figures: the unconventional, even shocking, imagery of John Donne and the Metaphysical Poets; the political prose and religious epics of John Milton; the wit, variously bawdy and sparkling, of the theatre; women authors; Neoclassicism; the rise of the periodical essay and the novel; the satire of Dryden, Pope, and Swift; and the early stirrings of Romanticism. *As required.*

Eng. 333 Topics in Modern British Literature: 1800-Present (3)

Like the other upper-level British period courses, *Modern British Literature* focuses on study of one or two selected topics from British Literature after 1800. Students might explore, for example, the British Romantic Movement, or the Victorian Literature of Evolution, or read with some depth the works of a major author such as Austen, Keats, George Eliot, Dickens, Woolf, Joyce, or Lawrence. *As required.*

Eng. 350 Contemporary International Literature (3)

The focus of *Contemporary International Literature* is in-depth study of non-Anglo-American literatures from around the world, examining, for instance, trends in Magical Realism, New Realism, allegory, historical fiction, metafiction, and post-colonial literature. It will typically feature authors from the Caribbean, Latin America, South Africa, India, Pakistan, and Europe. In some semesters, the course may take one or two major authors as a focus. *As required.*

Eng. 360 Women's Literature (3)

Using gender as a lens, this course will investigate writing by women in order to ask such questions as: What is women's literature? Does gender shape topic, theme, and structure? Is there a "women's tradition" in literature? Typically, the course will cross national, temporal, and generic boundaries, and will pay attention to the racial, social, and cultural diversity of women's writing. Topics might include the self, other women, men, children, motherhood, politics, race, class, social justice, rituals and ceremonies, sexuality, spirituality, and the process of writing. *As required.*

Eng. 402 Modern Linguistics (3)

Linguistics is the study of language itself: how it works and how we use it. Students will study its structure, starting with the basic building blocks of sound and meaning, and their combination into morphemes, words phrases, and sentences. The class will investigate conversation and other types of discourse and will examine language change and development in such areas as the history of English, the acquisition of first and second languages, and the differences between spoken and written language. Special topics may include dialects (social, regional, gender, and age differences in speech patterns) and registers (notably slang and any others the students use or come across). Students will discover the theories and principles at work—and at play—in their own language as they display and experience it daily. *As required.*

Eng. 412 Shakespeare (3)

"Tragedy, comedy, history, pastoral,...scene individable or poem unlimited"—such is the "stuff" the Shakespeare course is "made on." In a given semester, the class could focus on a survey of the Bard's plays and non-dramatic poetry, exclusively on his tragedies, or on the histories and comedies, or on Shakespeare on film. Whatever the emphasis, attention will be given to critical analyses of the works as well as to the plays in performance. *Every fall.*

Eng. 421 Studies in American Poetry (3)

This course offers advanced, in-depth study of some carefully focused aspect of American poetry. Course content will be variable, making possible such topics as Modern American Poetry, Whitman and Dickinson, and Confessional Poetry, or study of a single major figure. *As required.*

Eng. 422 Studies in American Fiction**(3)**

This course offers advanced, in-depth study of some carefully focused aspect of American fiction. Course content will be variable, making possible such topics as the Twentieth Century American Novel, the Rise of the American Short Story, American Political Fiction, Reading the West, and Studies in the American *Bildungsroman*, or study of a single major figure. *As required.*

Eng. 423 Independent Study**(3)**

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

Eng. 431 Studies in British Poetry**(3)**

This course offers the opportunity for advanced, in-depth study of some carefully focused aspect of British Poetry. Course content will vary, making possible such topics as Victorian Poetry, the Poetry of Satire, and Contemporary British Poetry, or study of a single major figure. *As required.*

Eng. 432 Studies in British Fiction**(3)**

The last three centuries of British literature offer a range great and exciting fiction. This course offers the opportunity for advanced, in-depth study of some carefully focused aspect of that fiction. Course content will vary, making possible such topics as the Victorian Novel, Gothic Fiction, and the Twentieth Century Novel, or study of a single major author. *As required.*

Eng. 433 Studies in Genre**(3)**

In this course, students will examine the development of a particular mode or genre. Examples of possible course topics: the sonnet from the fourteenth century to the present, romance from the twelfth to the nineteenth century, the many expressions of the Arthurian legends in English, or the pastoral from Virgil to the nineteenth century. *As required.*

Eng. 434 Studies in Drama**(3)**

In this course, students will focus on a particular tradition, period, or mode of drama. The course could emphasize the drama of a certain historical period, such as non-Shakespearean Renaissance drama, or the drama of a particular mode, such as comedy from the fifteenth through the eighteenth centuries. Or it could focus on the drama of a particular culture—Ireland or the United States, for example. *As required.*

Eng. 444, 445 Internship I, II**(3, 3)**

As required.

Eng. 450 Integrative Seminar**(3)**

As its catalog title implies, this senior-level seminar gives students the opportunity to consolidate their learning within the major, and to connect it with larger frames of inquiry. Through its exploration of a special topic, the course asks students to reflect upon the ways of knowing that they have developed as English majors, and to integrate them with disciplinary methods and bodies of knowledge they have encountered throughout their college education. The course will demand substantial, independent written research, and an oral presentation of its results. *Annually.*

Foreign Languages

Gabriele W. Bosley, MA, Chair

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E. Page Curry, DML

The Department of Foreign Languages and International Programs is committed to helping Bellarmine students gain understanding, acquire knowledge, and develop skills for living and communicating in the globally interdependent and culturally diverse world of the 21st century.

Foreign language study not only provides students with valuable insights into other cultures, but it also confronts students with their own language, culture, and values. Knowledge of a foreign language serves as a solid basis for a broad liberal arts education. Proficiency in a foreign language provides the extra edge in the highly competitive world of trade and commerce, international relations, government, and research.

The goals of the Department are to teach students to understand, speak, and write a foreign language so that they may:

- develop their intellectual capabilities and study habits through foreign language study.
- increase their understanding of how language functions and, through the study of a foreign language, develop a greater awareness of their own language.
- keep abreast of modern writing, research, and information across national barriers.
- increase their personal culture through the study of great literature, philosophy, art, and music in the original.
- gain a greater understanding of people across national barriers, by developing a sympathetic insight into the ways of thinking of the people whose languages they study.
- be able to reflect on their own heritage and customs.
- enhance their chances in today's competitive world of global employment for initial recruitment and further advancement.

While the majority of Bellarmine students studying a foreign language have cultural, social, political, and economic interests in order to support and broaden their studies in other fields, our program is also geared to preparing students for graduate school and a global job market, by offering a degree in Foreign Languages and International Studies, as well as minors in French, German, and Spanish.

Major in Foreign Languages and International Studies

Program Content

A degree in Foreign Languages and International Studies is an interdisciplinary major, focusing students' attention on the international scene, primarily from historical, political, socio-cultural, and economic perspectives. The degree, therefore, combines studies in two different cultures and languages with studies in history, political science, business, economics, philosophy, theology, communications, and geography. The program provides preparation for participation in internships and exchange programs abroad and builds a foundation for careers in international relations, international business, marketing, commerce, industry, government, human resources, and for graduate degrees in international law, foreign relations, diplomacy, and foreign language teaching.

Program Goals

1. To build a foundation for understanding foreign societies and international relations.
2. To be able to communicate adequately in one foreign language.
3. To acquire basic communication skills in a second foreign language.
4. To develop a set of tools for analyzing foreign cultures, languages, history, economics, politics, and religions.
5. To gain insight into the processes and institutions around which global activities are organized.

Entrance Requirement

201 Proficiency Level in French, German, or Spanish. The proficiency level will be determined by means of a placement test. Students with less or no prior experience in the chosen foreign language, may acquire such at Bellarmine.

Distribution of Credit Hours for Language 1, Language 2 and Cross Disciplinary Requirements :

(21 hours of languages, plus 15 hours of interdisciplinary courses, plus study abroad requirement)

15 hrs in Language 1 at or above 200 level in German, French or Spanish

6 hrs in Language 2 at any level (most likely 101, 102, but excluding French, German, and Spanish 100) (Language 2: French, German, Spanish, Russian, Italian*, Japanese, Chinese) *presently available only through Metroversity or study abroad.

6 hrs Political Science (308, 317, 318, 323, 325, 413, 414 et. al.)/**History** (116, 117, 241, 242, 243, 317, 318, 320, 321, 327, 417, 419, 420, 421 et. al.)

6 hrs Economics 111, 112, 302, 405 et. al.) **Business Administration** (301, 305 et. al.) **or 3hrs Philosophy** (309, 330, 350) **or Communications** (313) **or Theology** (307) **or World Geography** (Metroversity) et. al. = *additional course are available at foreign study sites.

36 hrs Total

International Study Requirement (6–30 hrs, but not more than 12 hrs in Language 1 or Language 2)

One international summer, semester, or year study experience in a Bellarmine approved program abroad, representing Language I or Language 2 as the native tongue. While abroad, a student should focus on language study, but may also use Language 1 or Language 2 as a vehicle for study of electives or interdisciplinary requirements.

A student is asked to carefully review all interdisciplinary courses with his/her advisor, assuring a close link between his/her primary and secondary languages and focus areas. Electives should be chosen from the following special focus areas:

- **Economics/Business Administration**
- **Diplomacy and International Relations**
- **Human and Social Services**
- **Foreign Language Education**
- **Translation and Interpretation**

Minors in Foreign Languages

The Department offers minors in French, German, and Spanish. A minor requires 18 hours beyond 102 or 111. A minor in a second language enhances any major and increases career opportunities.

Available Languages

Chinese	Elementary through intermediate level study at Bellarmine University, with advanced study abroad options at our partner university, the Chinese University of Hong Kong.
French	Elementary through advanced level study, with summer and semester study abroad options in French-speaking nations. Students may minor in French by completing 18 hours beyond 102 or 111.
German	Elementary through advanced level study, with Summer and semester study abroad options in German speaking nations. Students may minor in German by completing 18 hours beyond 102.
Greek (Attic)	Elementary through intermediate level study.
Japanese	Elementary through intermediate level study in residence at Bellarmine, with advanced study abroad options at Kansai Gaidai University in Osaka, Japan, Chukyo University in Nagoya, Japan, and Yokohoma National University, in Yokohoma, Japan.
Latin	Elementary level study at Bellarmine and intermediate and advanced level study available through Metroversity.
Russian	Elementary level study at Bellarmine and intermediate and advanced level study available through Metroversity, with study abroad options in Estonia and Russia.
Spanish	Elementary through advanced level study, with summer and semester study abroad options in Spanish speaking nations. Students may minor in Spanish by completing 18 hours beyond 102 or 111.

Program of Studies in Foreign Languages and Cultures

The introductory 100-level courses introduce the student to the role of language in general, while giving valuable insights into the function of English, developing basic communication skills in the target language, as well as an appreciation of the history and cultures studied.

The intermediate 200-level courses continue the emphasis on developing all four skills through guided readings in literature, culture, conversation, and composition courses dealing with contemporary issues and their critical analysis, employing video, audio, satellite, and computer-assisted instruction outside the classroom.

The advanced 300- and 400-level courses refine the four skill areas while placing special emphasis on the study of civilizations in their historical, political, literary, and contemporary context. Students become thoroughly familiar with critical analysis and cultural values through systematic survey and special topics courses.

Foreign Languages and International Studies
Suggested Requirements for a Bachelor of Arts Degree

Freshman Year

Language 1 201 (Fren, Ger, Span)	3	Language 1 202 (Fren, Ger, Span) ..	3
Gen Ed English 101	3	Interdisciplinary Requirement	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Interdisciplinary Requirement	3	Gen Ed Social Science Elective	3
Elective	3		
	16		15

Sophomore Year

Language 1 211	3	Language 1 212	3
Language 2 101	3	Language 2 102	3
Gen Ed Natural Science Req	3	Gen Ed Natural Science Req	3
Gen Ed English 200	3	Gen Ed Math Req	3
Gen Ed IDC 200 or 201	3	Gen Ed Theology 200	3
Elective	3	Interdisciplinary Requirement	3
	18		18

Junior Year

Language 1 312	3	Language 1 320	3
Language 2 Elective (201)	3	Language 2 Elective (202)	3
Gen Ed IDC 300 or 301	3	Gen Ed Philosophy 301	3
Interdisciplinary Requirement	3	Interdisciplinary Requirement	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Language 1 315	3	Language 1 400	3
Language 2 Elective	3	Language 2 Elective	3
Gen Ed Theology Elective	3	Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Interdisciplinary Requirement	3	Interdisciplinary Requirement	3
	15		15

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

Placement Testing

Any student with previous foreign language experience must take the university's computerized placement test in the ARC (Academic Resource Center), located on Level A of the W. L. Lyons Brown Library. For appointments call 452-8071. A student will receive credit for previous experience, if the student passes the next highest Bellarmine class with a grade of C+ or above. Maximum credit awarded is six hours. For further information, please consult with the department chair. AP and ACCESS credits are accepted up to 6 hours.

Heritage and Native speakers must consult with the department chair regarding placement. Native speakers are only permitted to enroll into courses at the 300 level and above.

Foreign Language Course Descriptions

CHINESE

In addition to the following courses, intermediate and advanced study abroad options are available at our partner university, the Chinese University of Hong Kong.

Chinese 101, 102 Introductory Chinese I, II (3, 3)

This is a two-semester sequence designed to provide basic language skills in Modern Standard Chinese (Mandarin/Putonghua) for beginners. It emphasizes oral communication as a first step, leading gradually to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an understanding of aspects of Chinese culture and society that influence the language and how it is used. By the end of the year students will be able to carry on simple conversations about everyday life with native speakers of Chinese and read and write 400 to 500 Chinese characters. No prior knowledge of Modern Standard Chinese is required. (Prerequisite for Chin. 102 is Chin. 101 or its equivalent.) *As required.*

Chin. 201/202 Intermediate Chinese I, II (3, 3)

This is a two-semester sequence (201/202) designed to provide language skills in Modern Standard Chinese (Mandarin/Putonghua) in a cultural context for those who have studied Chinese at the beginners' level. It is designed to provide a balanced development of the four skills of listening, speaking, reading, and writing in depth and breadth, aiming toward the elementary level of the Chinese Proficiency Test designed and developed by the Chinese Proficiency Test Centre of Beijing Language and Culture University. By the end of the year, students will be able to carry on 15-20 line situational conversations with native speakers of Chinese and read and write about 500 Chinese characters. (Prerequisite for Chin. 201 is Chin. 102 or its equivalent. Prerequisite for Chin. 202 is Chin. 201 or its equivalent.) *As required.*

Chin. 320 Chinese Culture through Films and Fiction (3)

This course is a study of the essential characteristics of Chinese culture as displayed throughout Chinese history in the social, political, economic, and personal spheres of society. Well-known films, novels, and stories with ancient and modern-day settings are studied for the insights they provide into the core values that have survived the many upheavals of current and past centuries. The course is taught in English, using English translations of all course material. No prior knowledge of Chinese is required. *As required.*

Chin. 423 Chinese Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Chin. 424 Chinese Independent Study Abroad (3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a Chinese-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

FRENCH

In addition to the following courses, a variety of other courses are available at our French, Canadian, and African partner universities.

Fren. 100 French for Students and Travelers (3)

This course offers an introduction to the French language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of French is needed. *As required.*

Fren. 101, 102 Introductory French I, II (3, 3)

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

Fren. 111 Intensive Review of French (3)

One-semester review of elementary French: grammar, speaking, reading, writing, and Francophone cultures. Open to students who are placed in this level by test results or departmental direction. Not open to students who have credit for Fren. 101 or 102. *Every fall.*

Fren. 201, 202 Intermediate French I, II (3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Fren. 201 is Fren. 102 or its equivalent; prerequisite for Fren. 202 is Fren. 201 or its equivalent.) *As required.*

Fren. 211, 212 Intermediate French Conversation and Composition I, II (3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of French instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Fren. 211 is Fren. 202 or its equivalent; prerequisite for Fren. 212 is Fren. 211 or permission of instructor.) *As required.*

Fren. 310 French for Business (3)

This course focuses on the development of specialized conversational and written proficiency necessary to import-export business, banking, insurance, business regulation, etc., in the French-speaking world. Activities will require critical thinking in situations students might encounter, and study of relevant cultural aspects, such as France's role in the European Union and Quebec's role in NAFTA, so that students understand recent changes as well as Francophone customs in business dealings. (Prerequisite: Fren. 212 or permission of instructor.) *As required.*

180 Foreign Languages

Fren. 312 Advanced French Conversation and Composition (3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Fren. 212 or permission of instructor.) *As required.*

Fren. 315 Introduction to French Literature (3)

A survey and chronological study of French Literature, social development and intellectual currents in the context of history, art and music. Special emphasis on oral proficiency development through seminar style discussion format. Study of the principles of writing and explication de texte. (Prerequisite: Fren. 202 or equivalent.) *As required.*

Fren. 320 French Culture and Civilization (3)

Advanced systematic study of the contemporary culture of French-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Fren. 212 or permission of instructor.) *As required.*

Fren. 420 Special Topics in French Language, Literature, and Culture (3)

This course may include topics like "French Theater," "Francophone Literature," "Women's Voices Through History," "French Cultural History through Films," and "Francophone Cultural History Through Films." (Prerequisite: Fren. 312 or permission of the instructor.) *As required.*

Fren. 423 French Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Fren. 424 French Independent Study Abroad (3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a French-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

GERMAN

In addition to the following courses, a variety of other courses are available at our German, Austrian, and Swiss partner universities.

Germ. 101, 102 Introductory German I, II (3, 3)

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

Germ. 201, 202 Intermediate German I, II

(3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Germ. 201 is Germ. 102 or its equivalent; prerequisite for Germ. 202 is Germ. 201 or its equivalent.) *As required.*

Germ. 211, 212 Intermediate German Conversation and Composition I, II

(3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of German instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Germ. 211 is Germ. 202 or its equivalent; prerequisite for Germ. 212 is Germ. 211 or permission of instructor.) *As required.*

Germ. 220 The German Cultural Tradition, I

(3)

This course, which is taught in English, gives students an overview of German history and literature in its cultural and social context from the Middle Ages to 1789. *As required.*

Germ. 221 The German Cultural Tradition, II

(3)

This course, which is taught in English, introduces students to the tumultuous story of Germany, its culture, literature, art, and thought from the time of Frederick the Great in the late eighteenth century to the momentous events of 1989–90 and post-wall Germany. *As required.*

Germ. 310 German for Business

(3)

This course focuses on the development of specialized conversational and written language proficiency organized around major business and economic topics that reflect the recent changes in Europe as well as Germany's role in the global economy. In addition, this course is designed to lay the foundation for successful preparation for the prestigious and internationally recognized examination/certificate *Prüfung Wirtschaftsdeutsch International*. (Prerequisite: Germ. 212 or permission of instructor.) *As required.*

Germ. 312 Advanced German Conversation and Composition

(3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Germ. 212 or permission of instructor.) *As required.*

Germ. 320 German Culture and Civilization

(3)

Advanced systematic study of the contemporary culture of German-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Germ. 212 or permission of instructor.) *As required.*

Germ. 330 The German Cultural Tradition, I

(3)

This course gives students an overview of German history and literature in its cultural and social context from the Middle Ages to 1789. Course readings and assignments are in German. (Prerequisite: Permission of instructor.) *Every fall.*

182 Foreign Languages

Germ. 331 The German Cultural Tradition, II (3)

This course introduces students to the tumultuous story of Germany, its culture, literature, art, and thought from the time of Frederick the Great in the late eighteenth century to the momentous events of 1989–90 and post-wall Germany. Course readings and assignments are in German. (Prerequisite: Permission of instructor.) *Every spring.*

Germ. 420 Special Topics in German Language, Literature, and Culture (3)

This course may include topics such as “20th Century German Short Prose,” “The Age of Goethe,” “German Literary Landscapes,” “Voices of Romanticism,” “Women’s Literature,” “German Theater,” and “German 20th Century Cultural History through Films.” (Prerequisite: Germ. 312 or permission of the instructor.) *As required.*

Germ. 423 German Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Germ. 424 German Independent Study Abroad (3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a German-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

GREEK

Grk. 101, 102 Introductory Greek I, II (3, 3)

The purpose of this course is to give students an understanding and mastery of Attic Greek syntax and grammar, and confidence in translating both from the Attic Greek into English and from English to Attic Greek. Students will learn both to write in Greek and to read aloud. (Prerequisite for Grk. 102 is Grk. 101 or its equivalent.) *As required.*

Grk. 201, 202 Intermediate Greek I, II (3, 3)

The purpose of this course is to master the fine points of Attic grammar, and to translate grammatic and syntactic competence into practical competence. By the end of the course students will have translated one short Platonic dialog and a book from Homer’s Iliad or Odyssey. (Prerequisite for Grk. 201 is Grk. 102 or its equivalent; prerequisite for Grk. 202 is Grk. 201 or its equivalent.) *As required.*

JAPANESE

In addition to the following courses, a variety of other courses are available at our Japanese partner universities.

Jpn. 100 Japanese for Students and Travelers (3)

This course offers an introduction to the Japanese language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of Japanese is needed. *As required.*

Jpn. 101, 102 Introductory Japanese I, II

(3, 3)

Beginning courses of the Japanese language-acquisition sequence, emphasizing a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of Japanese-speaking people. Jpn. 101 covers the first syllabary (Hiragana) and part of the second syllabary (Katakana). Jpn. 102 provides complete mastery of both syllabaries. (Prerequisite for Jpn. 102 is Jpn. 101 or its equivalent.) *As required.*

Jpn. 201 Intermediate Japanese I

(3)

Having learned the basics of Hiragana and Katakana in Jpn. 101 and 102, this course introduces the student to the third alphabet of the Japanese language, Kanji. Kanji is the most difficult of the three alphabets, and the most historical. In this class, the student will become proficient at approximately 150 Joyo Kanji. Mastering the Kanji characters also enables the student to obtain a deeper understanding of the Japanese communication system and culture. (Prerequisite: Jpn. 102 or its equivalent.) *As required.*

Jpn. 202 Intermediate Japanese II

(3)

In Jpn. 201, students were introduced to the third and most difficult of the Japanese alphabets, Kanji. In this class, the student will learn an additional 150 characters, amounting to a total of 300 Kanji characters learned by the end of Jpn. 202. Additional cultural aspects will be introduced, centering around social structures, cultural heritage, and historical events. (Prerequisite: Jpn. 201 or its equivalent.)

Jpn. 423 Japanese Independent Study

(3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Jpn. 424 Japanese Independent Study Abroad

(3)

No traditional classroom setting but rather experiential learning through full immersion in and interaction with the culture through direct expose to the fine and performing arts, media, films, museums, etc. while studying in a Japanese-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

LATIN

Additional courses are available through Metroversity.

Lat. 101, 102 Introductory Latin

(3, 3)

This course provides a structured approach to Latin grammar and syntax. In Lat. 102 the grammatical study is supplemented with selected readings from Latin prose and poetry. (Prerequisite for Lat. 102 is Lat. 101 or its equivalent.) *As required.*

RUSSIAN

Additional courses are available through Metroversity.

Russ. 101, 102 Introductory Russian I, II (3, 3)

Beginning courses of the Russian language-acquisition sequence, emphasizing a balanced development of the four skills of listening, speaking, reading, and writing, as well as an appreciation of the history and culture of Russian-speaking people. (Prerequisite for Russ. 102 is Russ. 101 or its equivalent.) *As required.*

SPANISH

In addition to the following courses, a variety of other courses are available at our partner universities in Spain and Latin America.

Span. 100 Spanish for Students and Travelers (3)

This course offers an introduction to the Spanish language and culture. It focuses on the development of simple but adequate conversational skills to meet the needs of students and travelers communicating in situations of everyday life. No prior knowledge of Spanish is needed. *As required.*

Span. 101, 102 Introductory Spanish I, II (3, 3)

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

Span. 111 Intensive Review of Spanish (3)

One semester review of elementary Spanish: grammar, speaking, reading, writing, and Hispanic cultures. Open to students who are placed in this level by test results or departmental direction. Not open to students who have credit for Span. 101 or 102. *Every fall.*

Span. 201, 202 Intermediate Spanish I, II (3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for Span. 201 is Span. 102 or its equivalent; prerequisite for Span. 202 is Span. 201 or its equivalent.) *As required.*

Span. 211, 212 Intermediate Spanish Conversation and Composition I, II (3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of Spanish instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for Span. 211 is Span. 202 or its equivalent; prerequisite for Span. 212 is Span. 211 or its equivalent.) *As required.*

Span. 310 Spanish for Business**(3)**

This course focuses on the development of specialized conversational and written proficiency necessary to import-export business, banking, insurance, business regulation, etc., in the Spanish-speaking world. Activities will require critical thinking in situations students might encounter, and study of relevant cultural aspects, such as Spain's joining the European Union and the impact of NAFTA on the Mexican economy, so that students understand recent changes as well as Hispanic customs in business dealings. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 312 Advanced Spanish Conversation and Composition**(3)**

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 315 Introduction to 20th Century Hispanic Literature**(3)**

Primary emphasis will be placed on reading and discussing Peninsular Spanish and Latin American literary texts, such as poems, essay, short stories, and drama. The course will include a study of the literary movement out of which the individual selection arose. (Prerequisite: Span. 202 or equivalent.) *As required.*

Span. 320 Hispanic Culture and Civilization**(3)**

Advanced systematic study of the contemporary culture of Spanish-speaking countries, focusing on historical, political, social, and educational institutions and issues in their geographical context. (Prerequisite: Span. 212 or permission of instructor.) *As required.*

Span. 420 Special Topics in Spanish Language, Literature, and Culture**(3)**

This course may include topics such as "Spanish Theater," "The Hispanic Short Story," "Women's Literature," "Chicano Literature," "Spanish Cultural History through Films," and "Twentieth Century Novel." (Prerequisite: Span. 312.) *As required.*

Span. 423 Spanish Independent Study**(3)**

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

Span. 424 Spanish Independent Study Abroad**(3)**

No traditional classroom setting, rather experiential learning through full immersion in and interaction with the culture through direct exposure to the fine and performing arts, media, films, museums, etc., while studying in a Spanish-speaking country. In consultation with the instructor, a student may register for this course prior to a semester or academic year abroad. *As required.*

Health Care

Mary Ellen Pike, MSN, RN, Assistant Professor
Miles Hall, Room 206, Phone 502/452-8264

The Health Care minor offers students majoring in liberal arts and science, business, education, nursing and allied health an overview of the health care system. Opportunity to explore various career paths in the health care industry, and exposure to the interface between liberal arts education, business interests and the health care industry is provided.

Requirements for the Minor in Health Care, 18 hours

B.A. 103, 203; Econ. 111; Nurs, 300, 400, and 425.

Course Descriptions

B.A. 103 Introduction to Business

(3)

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

B.A. 203 Business Law I

(3)

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

Econ. 111 Principles of Microeconomics

(3)

This course analyzes the individual components of an economic system. How consumers, business firms, and other decision making units choose is the focus of microeconomics. Also, how markets function and are structured is discussed. Other topics include labor unions, antitrust law, and the role of relative prices. *Every semester.*

Nurs. 300 Introduction to Health Care**(3)**

This course is designed to present an overview of the U. S. health care delivery system, the most massive, costly, and complex health service system in the world. The structure of ambulatory, inpatient and specialty care will be explored. Values and beliefs about health care will be introduced, system resources, including professional services, technology and financing will be analyzed. Systems processes, ways in which care is delivered will be presented and debated. Cost, access, and quality of health care delivery will be evaluated. The final segment of the course will examine the health care delivery system and its future.

Nurs. 400 Health Policy**(3)**

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal levels are used for analysis of the relationship of the health care industry to policy making. Selected organizational systems, legislative, ethical, and regulatory problems provide course content.

Nurs. 425 Financial Aspects of Health Care**(3)**

This course enables the student to gain a broader understanding of the changing issues affecting the financing of health care in today's integrated health care delivery systems. The financial incentive and implications of various models of health care delivery and reimbursement are explored. Basic financial concepts and tools are applied to health care settings.

History

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Eric P. Roorda, PhD; Timothy Welliver, PhD; Robert Pfaadt, MA

The History Department strives to present its program in the truest liberal arts tradition, which helps students correlate their knowledge of history with the other disciplines. This, however, does not imply that history majors receive anything less than an in-depth understanding of their specific discipline. The history program is geared so that a major is prepared to continue study in graduate school, teach on the primary or secondary school level, and participate in many other academic and professional activities.

Requirements for a Major in History, 31–37 hours

Basic courses: Hist. 116, 117, 201, 202, 323, 324, and fifteen hours selected from 300- or 400-level History courses. Required related courses: six hours of ancient or modern language in 100-level courses or equivalent; Pol. Sci. 204; and six hours selected from Art History courses, Music 200, or Econ. 111, 112. For the maximum 37 hours permitted in the department, students may select six additional hours from 300- or 400-level History courses.

Requirements for a Minor in History, 24 hours

Hist. 116, 117, 201, 202, 323, 324, and eight hours selected from 300- or 400-level History courses.

History

Suggested Program for Bachelor of Arts Degree

Freshman Year

History 116	3	History 117	3
Gen Ed Freshman Sem. (IDC 101)	3	Gen Ed Pol. Science 204 (SS Req) .	3
Gen Ed English 101	3	Gen Ed Philosophy 160	3
Foreign Language Req	3	Foreign Language Req	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3		
	16		15

Sophomore Year

History 201	3	History 202	3
Corequisite +	3	Corequisite+	3
Gen Ed IDC 200 or 201	3	Gen Ed English 200	3
Gen Ed Math Req	3	Gen Ed Theology 200	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		18

Junior Year

History 323	3	History 324	1
History Elective	3	History Elective	3
Gen Ed IDC 300 or 301.	3	History Elective	3
Elective	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
	15	Elective	3
			16

Senior Year

History Elective	3	History Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

+Selected from Art History courses, Music 200, or Econ. 111, 112.

Note: Gen Ed or Cognate courses may be taken in different semesters other than those listed above. A student may not take more than 37 hours in History in the 126 hour program.

History Course Descriptions

Hist. 116 The Western World I, 1450 to 1870 (3)

This survey of Western Civilization between the Renaissance and the Age of Imperialism will focus on the development of the modern European and American nation-state and the incredible expansion of the West's economic, religious and political systems in the world.

Hist. 117 The Western World II, 1870 to Present (3)

Surveys the rise and decline of European Imperialism, World War I, the Russian Revolution, the Great Depression, totalitarianism, World War II, the Cold War, postwar society and politics.

Hist. 201 History of the United States to 1877 (3)

Survey of American history from the discovery of America to 1877. The course will examine the political, social, cultural, and diplomatic development of the country using a wide variety of textual sources. *As required.*

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

A continuation of Hist. 201, covering the period since 1877. *As required.*

Hist. 241, 242, 243 Spring courses with International travel

1. Hist. 241 The World of Saints Francis of Assisi and Robert Bellarmine (3)

This course will use the lives of SS. Francis of Assisi and Robert Bellarmine as a lens to focus on the development of the Western world between the Late Middle Ages and the Catholic Reformation. We will study the history of this period from a wide variety of perspectives in weekly meetings during the semester, then engage in a two-week field seminar in Italy, visiting some of the most important sites in the saints' lives: Rome, Assisi, Montepulciano, Florence, and Pisa. *Spring, as required.*

2. Hist. 242 China in Transition (3)

This course will sample the history, politics, religion, arts, and language of China through weekly class sessions and a two-week field seminar in the region of Hong Kong, Guangzhou (Canton), and Macao. This interdisciplinary inquiry will concentrate on the changes brought by the last century. *Spring, as required.*

3. Hist. 243 Caribbean History and Culture - Dominican Republic Field Seminar (3)

This course will examine the politics, religion, language, and society of the Caribbean islands, with focus on the Dominican Republic as an example of the vibrant and diverse history and culture of the region. The field seminar will include visits to Santo Domingo (the oldest city in the hemisphere), beaches, and mountains.

Hist. 301 Ancient Near East (3)

Ancient Mesopotamia, Egypt, and Asia Minor, with special emphasis on the common cultural features passed on to later civilization. *As required.*

Hist. 302 Greece (3)

Growth and development of the history and culture of Ancient Greece. *As required.*

Hist. 303 Medieval History, 330–1100**(3)**

The end of the Roman Empire, growth of the Church, Feudalism, the First Crusade, the political and social development of Europe until 1100. *As required.*

Hist. 304 Medieval History, 1100–1500**(3)**

Scholasticism, the decline of the Church, the Renaissance, the political and social development of Europe until 1500. *As required.*

Hist. 305 Europe, The Age of the Reformation**(3)**

Principal developments of the period, emphasizing the growth of political, social, and religious institutions. *As required.*

Hist. 306 Europe, 1648–1815**(3)**

The age of Absolutism, the Baroque, and the French Revolution and Napoleon. *As required.*

Hist. 313 Rome**(3)**

Growth and development of the history and culture of Ancient Rome to 300 A.D. *As required.*

Hist. 319 The Islamic World to 1500**(3)**

Emphasizing the affinities and interaction of African and southwest Asian civilizations before European expansion. Traces the founding, spread, and impact of Islam; the growth of maritime and caravan trade; Sudanic, Arab, Persian, Berber, and Turkish empires; the decline and fall of the Byzantines. *As required.*

Hist. 320 Modern Africa**(3)**

Explores the history of Africa from the coming of the Europeans to the present. Major themes include the Atlantic slave trade and abolition, Islamic revival, the “Scramble” and resistance, the impact of colonial rule, cultural imperialism, the rise of nationalism, and the challenges of independence. *Spring, alternate years.*

Hist. 321 Modern Middle East**(3)**

The development of southwest Asian institutions and culture since 1500. The flowering and decay of Ottoman civilization, Islamic revival, Western impact, European imperialism, the rise of nationalism, Zionism, oil and superpower intervention, fundamentalism. *Spring, alternate years.*

Hist. 323 Methodology of History**(3)**

A critical investigation of the discipline of history: philosophy of history, theory, research methods, approaches and recent trends in the field. (Prerequisite: Junior/Senior status or permission of instructor.) *Every fall.*

Hist. 324 Practical Historical Research**(1)**

Continuation of History 323, supervised historical research and writing using primary sources. (Prerequisite: Hist. 323.) *Every spring.*

Hist. 326 Race Relations and Civil Rights**(3)**

A survey of race relations and civil rights since 1619 to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with Pol. Sci. 326. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

192 History

Hist. 327 Modern Latin American and Caribbean History Since 1790 (3)

A survey of Latin American and Caribbean history since the period of national wars of independence, focusing on colonial legacies, independence/imperialism, and violence/power. The course format will be interdisciplinary, drawing on literature, art, music, film, religion and contemporary political and economic issues to present a wider perspective on the hemisphere. *As required.*

Hist. 328 The United States Presidency (3)

This interdisciplinary examination of the presidency will focus on the development and use of executive branch power and the changing relationship between American citizens and their chiefs of state. With a theoretical foundation provided by Political Science, the course will examine the policies and personalities of the nation's presidents. Cross-listed with Pol. Sci. 328. (Prerequisite: Hist. 116 or 117.) *As required.*

Hist. 412 Recent History of the United States, 1914 to Present (3)

Wilson and World War I, cultural and social patterns of the 1920s and 1930s, Depression, F.D.R. and the New Deal, foreign policy and World War II, the Cold War, Postwar American society, and domestic and foreign problems of the 1960s and 1970s. *As required.*

Hist. 413, 414 U.S. Foreign Policy I, II (3, 3)

A study of the origins and development of U.S. diplomatic history and implementation of U.S. policies, America's emergence from isolation, and the new position of the United States in world affairs during the twentieth century. Cross-listed with Pol. Sci. 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Hist. 417 South Africa (3)

The evolution of race relations in southern Africa, from the arrival of the Dutch in 1652 to the unraveling of apartheid in the 1980s. Rise of the Zulu kingdom; wars of imperial conquest; emergence of Afrikaner and African nationalism; decolonization in Zimbabwe, Angola, Mozambique, and Namibia. *As required.*

Hist. 419, 420 Special Topics in History I, II (3, 3)

Problems in a specific topical area will be considered. *As required.*

Hist. 421 Nazi Germany (3)

A review of the controversies surrounding the Weimar Era, Adolf Hitler's background, the rise to power of the Nazi party, the implementation of Nazi policies, the tragedies of World War II and genocide in Europe, and the legacy of the Nazi era. *As required.*

Hist. 422 Vietnam and Watergate (3)

An examination of the Vietnam war and the Watergate scandal. The focus will be on the ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with Pol. Sci. 422. *As required.*

Hist. 423 Independent Study (1-3)

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

Hist. 444, 445 Internship I, II (1-3)

As required.

Honors Program

Kathryn West, PhD, Director
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 kwest@bellarmine.edu

The Bellarmine University Honors Program extends to dedicated, motivated students some of the most enriching and exciting educational opportunities a liberal arts college can offer. It features an enhanced track of courses allowing for advanced study in a wide variety of areas and provides in-depth research opportunities across the disciplines. As well as a valuable credential on one's permanent record, an Honors course of study provides ideal preparation for graduate and professional education. The program is open to qualified, motivated students of all majors.

The Program offers innovative seminars for its participants, seminars which connect to Bellarmine's core curriculum and thus fulfill general education requirements, yet allow participants to delve into special, often interdisciplinary, topics. In recent years, Honors seminars have focused on such topics as Justice, Darwinism, Einstein, Science and the Search for God, History of Slavery, the Mideast, and Social Justice in Literature. During the junior year, Honors students engage in a semester or year-long seminar on the Arts, emphasizing creative thought and expression. Also during the junior year, Honors students begin designing independent studies under the guidance of a mentor-professor; these projects continue with in-depth study through the senior year, culminating in a Senior Honors Thesis.

Throughout the four years at the university, Honors students are invited to attend plays, operas, exhibits, concerts, readings, and lectures, taking advantage of the wide and varied cultural opportunities Bellarmine and Louisville offer. Honors students typically receive invitations to meet in small discussion groups with distinguished visitors to the university. In recent years these guests have included poets Gwendolyn Brooks, Wendell Berry, and Seamus Heaney, novelist Leslie Marmon Silko, documentary film producer Ken Burns, theologian Elizabeth Johnson, civil rights leader Julian Bond, and former British Prime Minister Sir Edward Heath.

Honors students are encouraged to take active and creative roles in the academic and cultural life of the University. They are typically found serving in Student Government; working on school publications; participating in various sports, the Mock Trial Team, the Model Arab League, student newspaper, and many other student organizations.

Bellarmino Scholars

Each year up to three freshmen in the Honors Program are designated Bellarmine Scholars. These students are awarded full four-year tuition scholarships. Bellarmine Scholars are required to maintain a 3.5 grade point average and to participate fully in the Honors Program.

Admission to the Honors Program

Admission to the Honors Program is by invitation of the director; interested prospective students are encouraged to contact the director with a letter of application. Students accepted into the program usually have a high school grade point average of 3.7 or higher, an ACT of 27+, and rank in the top ten percent of their graduating class. Beyond such numbers, however, the pro-

194 Honors Program

gram seeks students who demonstrate a love of learning and a desire to pursue advanced education. Students typically join the program upon matriculation at Bellarmine; however, students may be invited by the director, or may apply to the director for admission to the program, through the sophomore year.

Requirements

To remain in good standing in the Honors Program, students must maintain a 3.3 grade point average after the freshman year. A grace period is typically granted if the GPA drops below 3.3. To graduate from the Honors Program with a special certificate and designation in the graduation program and on the transcript, students must complete 15 or more hours of Honors coursework, drawn from Honors 150, 151, 250, 251, 350, 351, 401 (senior seminar) or Honors contract course, plus the 7 hours of research credits (Honors 353, 450 and 451). Students may choose to substitute a regularly scheduled Honors course with an Honors Contract Course, as described below. Honors students must also demonstrate proficiency in a single foreign language equivalent to two years of college-level study. Exceptions to or waivers of any of these requirements must be requested of the director and the Honors Council.

Honors Contract Course

Honors students may ask to be excused from the regularly scheduled Honors seminar one semester and substitute advanced work in some other course. Such contracts are arranged in consultation with the professor of the course in question and the Honors director. This option allows students to offer to do work beyond the typical requirements in a course in which they have a strong interest, and receive Honors credit.

In addition, students who are not regular participants of the Honors Program may apply to the director to take a scheduled Honors course if they have a particular interest in the subject matter; completion of such a course will come with the “Honors” designation for that course on the transcript.

Honors Program Course Descriptions

Hon. 150, 151 Freshman Honors Seminar I, II (3, 3)

Freshman Honors Seminars are offered on a variety of subjects by faculty members from across the university. One semester will count as the core-required Freshman Seminar, while the other will typically count for another of the core requirements. Required for Honors freshmen; open to others with permission of the Honors director. *Honors 150 every fall; Honors 151 every spring.*

Hon. 250, 251 Sophomore Honors Seminar III, IV (3, 3)

Sophomore Honors Seminars may cover a wide range of topics. Typically one semester will count as the core-required American Experience course and the other as the Transcultural Experience course. Required for Honors sophomores; open to others with permission of the Honors director. *Honors 250 every fall; Honors 251 every spring.*

Hon. 350, 351 Junior Honors Seminar in the Arts V, VI (3, 3)

The Junior Honors Seminar provides in-depth consideration of creative thought and expression. Students may opt to take this course one or two semesters; it fulfills the Fine Arts requirement under the core curriculum. One semester required for Honors juniors; open to others with permission of the Honors director. *Honors 350 every fall; Honors 351 every spring.*

Hon. 353 Junior Honors Research Mentorship (1)

The Junior Honors Research Mentorship pairs students with individual faculty members in their major fields of study, to begin work toward the senior research project and Honors thesis. Students also meet as a group three or four times a semester with the director of the program to discuss their progress and the dynamics and processes involved in producing an extended piece of scholarship. *Every spring. (May be taken in the fall by students on a different from normal schedule due to study abroad or other factors.)*

Hon. 401 Honors Senior Seminar (3)

Honors classes may opt to take their core-required Senior Seminar together, to continue the intellectual and collegial relationships they have built through their years in the program. *Once a year.*

Hon. 450 Senior Honors Research (3)

Senior Honors students earn credit for research work leading toward the production of the Senior Honors Thesis. Students may also be asked to meet in research/writing groups periodically through the semester. Required for all Honors seniors. *Every fall.*

Hon. 451 Senior Honors Thesis (3)

The Senior Honors Thesis is the culmination of the Honors program. Each student will work with an advisor in preparing the project, submitting the final research/document, and presenting a summary of it at a public occasion. Students may also be asked to meet in research/writing groups periodically through the semester. Required for all Honors seniors. *Every spring.*

Interdisciplinary Courses

The interdisciplinary courses listed below constitute a special part of Bellarmine's general education program. One of that program's most important goals is *comprehensive integration*—an understanding of those ways in which varied forms of knowing connect with and enrich each other. Many general education requirements are discipline-specific, asking you to build a base of knowledge and skills in such individual areas as mathematics, the sciences, psychology, history, etc. This particular course sequence brings varied separate disciplines together, exploring those ways in which they offer, in combination, a deeper vision of the human enterprise of knowing.

The sequence is also designed to be strongly *developmental*—to help you cultivate and master a set of abilities essential to meaningful education: strongly analytical reading and writing skills; high-level critical thinking; a truly participatory and self-reflective approach to learning. And the interdisciplinary sequence aims to achieve its integrative and developmental goals by connecting the student directly to the intellectual and technological resources available through the W. L. Lyons Brown Library.

The U.S. and Transcultural Experience courses are offered at both the 200 and 300 level. Students are required to take the two courses at these separate levels; for example, completion of a 200 level Transcultural Experience course means that the student *must* take his or her U.S. Experience course at the 300 level (and vice versa). *200 level courses* are designed to build upon the intellectual abilities developed in the Freshman Seminar, and culminate in written research that helps students develop the ability to work with primary and secondary research sources. *300 level courses* are designed to build upon the intellectual abilities developed in the Freshman Seminar and the 200 level courses, and culminate in a project, emerging from the course material, that helps the student develop abilities in original critical analysis.

In short, the interdisciplinary core offers each student an exceptional chance to make his or her education “whole”—to fit the varied experiences of major and general education coursework, and the equally varied development of one's talents and personal development, into that creative, connective understanding that is the best outcome of an authentic liberal arts education.

IDC. 100 Freshman Focus

(1)

Freshman Focus is a one-hour credit course for all traditional-age freshmen. The class will focus on decision making in regard to academic, social, and personal issues, as they relate to college achievement. Students will receive a grade on the A-F scale for this class. *Every fall.*

IDC. 101 Freshman Seminar

(3)

The Freshman Seminar is designed to engage students, at the very start of their college careers, in serious academic inquiry with an interdisciplinary focus. Its topics are set by the individual instructor, in consultation with the Freshman Seminar Director, and reflect a wide range of interdisciplinary concerns. Recent seminars have focused, for example, on such issues as Popular Culture, the American Civil Rights Movement, Einstein, Evolution and Human Nature, and Children's Issues. Students are encouraged to practice both critical and creative approaches to the individual seminar topic, and to develop essential college-level abilities in written and oral communication. *Every semester.*

IDC. 200, 300 U.S. Experience

(3, 3)

The *U.S. Experience* course is designed to focus on an important issue connected with the history and nature of U.S. culture. Whatever the theme of any individual course section, it will be studied through approaches provided by more than one discipline of thought. For example, a course on The American Family might involve working from a combination of sociological, psychological, and literary perspectives; a course on the U.S. Constitution might the philosophical, political, and historical factors that contributed to its writing and character; and one on the American Space Program might combine scientific and historical approaches. (Prerequisite for Idc. 301 U.S. Experience: 200 Transcultural Experience.) *Every semester.*

IDC. 201, 301 Transcultural Experience

(3, 3)

Transcultural Experience courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Whatever the focus of any individual course section, it will be studied through approaches provided by more than one discipline of thought. For example, a course on Latin American Culture and Civilization might approach its subject through art, music, and history; another might combine the disciplines of theology, history, and art in studying the lives of St. Francis and St. Robert Bellarmine, and the Italian culture that frames their work. (Prerequisite for Idc. 301 Transcultural Experience: Idc. 200 U.S. Experience.) *Every semester.*

Since the Experience courses are designed to work as a sequence, it is essential to complete the 200-level course before moving on to the 300-level one.

IDC. 401 Senior Seminar

(3)

This course is the culminating experience in the College's General Education Program. Seniors from various disciplines come together in small groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology. The topics studied each semester are determined by the Senior Seminar Director in conjunction with faculty who teach in the program. (Prerequisite: Senior status.) *Every semester.*

Liberal Studies Program

Robert G. Pfaadt, MA, Program Director
History Department, Phone 502-452-8267 or rpfaadt@bellarmine.edu

The Bachelor of Arts in Liberal Studies is designed for students who wish to pursue a general degree in the liberal arts with emphasis on the humanities or the social sciences. It is a particularly attractive option for adult students who have been away from the classroom for a number of years. While maintaining the high standards of academic excellence at Bellarmine University, the Bachelor of Arts in Liberal Studies offers students more flexibility in designing their program of study than the traditional undergraduate degree and allows them to explore a broader variety of disciplines.

Requirements for a Major in Liberal Studies

- 1. A total of 126 semester hours, of which at least 36 must be taken at Bellarmine University.
- 2. At least 24 semester hours at the 300 and 400 level, exclusive of General Education requirements.
- 3. No more than 24 semester hours in a single discipline. A student who transfers to Bellarmine with more than 24 hours in a single discipline may count all of those hours, but no additional hours taken in that discipline may count toward the degree.

4. Course Requirements:

General Education Requirements	49
Humanities (Art, Communications, English, Foreign Languages, Music, Philosophy, Theatre, Theology)	21
Social Sciences (Economics, History, Political Science, Psychology, Sociology)	15
Electives	41
Total Semester Hours	126

Mathematics

William E. Fenton, PhD, Chair
 Pasteur Hall 006F, Phone 502/452-8430
 wfenton@bellarmine.edu

Michael J. Bankhead, MSc; William J. Hardin, PhD; John A. Oppelt, PhD;
 Marian E. Robbins, PhD; Daylene R. Zielinski, PhD

The Department of Mathematics has five goals for its degree programs:

1. Students should develop skills in problem-solving.
2. Students should develop their ability to communicate mathematical ideas.
3. Students should attain a reasonable proficiency at understanding and creating mathematical proofs.
4. Students should be aware of a broad variety of applications, both in and out of mathematics.
5. Students should appreciate the breadth of mathematics and experience the intellectual rigor of depth in an advanced subject area.

The Mathematics major is designed to fulfill these goals. The intent is to prepare a student for a career that uses her/his mathematical abilities, or for further study at the graduate level. Students majoring in Mathematics are encouraged to complete a minor in an area in which Mathematics is applied, such as Computer Science or Economics.

Requirements for a Major in Mathematics, 41 hours

Basic courses: Math. 117, 118, 120, 215, 216, 301, 314, 331, 403, 450, three hours selected from 315, 332, or 404, and six hours selected from 300- or 400-level Mathematics courses. Students intending to be certified to teach Mathematics at the secondary level must take Math. 117, 118, 120, 215, 216, 301, 305, 347, 403 or 411, 331 or 332, 314 or 352, 450, three additional hours selected from 315, 332, or 404, and three hours selected from 300- or 400-level Mathematics courses. C.S. 130 is strongly recommended.

Requirements for a Minor in Mathematics, 20 hours

Math. 117, 118, 215, 301, one course selected from 205, 314, or 352, and three hours selected from 300- or 400-level Mathematics courses.

Mathematics

Suggested Program for Bachelor of Arts Degree

Freshman Year

Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed English 101	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Gen Ed History 116 or 117	3
Computer Science 130	3	Elective	3
Gen Ed Social Science Elective	3		
	17		16

Sophomore Year

Mathematics 216	3	Mathematics 215	3
Gen Ed Natural Sciences	3	Mathematics 301	3
Gen Ed English 200	4	Gen Ed Natural Sciences	3
Elective	3	Gen Ed IDC 200 or 201	3
Elective	3	Elective	3
	16		15

Junior Year

Mathematics 331 or 403	3	Mathematics Elective* or 315	3
Mathematics Elective or 314	3	Gen Ed Philosophy 301	3
Gen Ed Theology 200	3	Gen Ed IDC 300 or 301	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	6	Elective	3
	15		15

Senior Year

Mathematics 331 or 403	3	Mathematics 450	3
Mathematics 314 or Elective	3	Mathematics 315 or Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		18

* Majors must complete at least one of Math. 315, 332, or 404.

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

Bachelor of Science in Mathematics: Actuarial Science Emphasis

The Actuarial Science major concentrates on applied courses in Mathematics and includes courses directly related to the business world, where actuaries are in high demand.

Requirements for a Bachelor of Science in Mathematics: Actuarial Science Emphasis, 42 hours

Basic courses: Math. 117, 118, 120, 215, 216, 240, 301, 314, 315, 331, 352, 405, 430, 450. Required related courses: Acct. 101; B.A. 103, 315; C.S. 130, 131, 315; Econ. 111, 112, 451.

Mathematics: Actuarial Science Emphasis Suggested Program for Bachelor of Science Degree

Freshman Year			
Mathematics 117	4	Mathematics 118	4
Mathematics 120	3	Computer Science 131	4
Computer Science 130	3	Gen Ed Freshman Sem (IDC 101) ..	3
Gen Ed Economics 111 (SS Req)	3	Gen Ed History 116 or 117	3
Gen Ed English 101	3	Economics 112	3
Freshman Focus (IDC 100)	1		
	17		17
Sophomore Year			
Mathematics 216	3	Mathematics 215	3
Computer Science 315	3	Mathematics 301	3
Gen Ed Philosophy 160	3	Business Administration 103	3
Accounting 101	3	Gen Ed English 200	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 200 or 201	3
	15		15
Junior Year			
Mathematics 331 or 314	3	Mathematics 240	1
Mathematics 405 or Elective	3	Mathematics 315 or 352	3
Gen Ed Theology 200	3	Mathematics 430 or Elective	3
Gen Ed Natural Science	3	Economics 451	3
Business Administration 315	3	Gen Ed Natural Science	3
Elective	3	Gen Ed IDC 300 or 301	3
	18		16
Senior Year			
Mathematics 314 or 331	3	Mathematics 315 or 352	3
Mathematics 405 or Elective	3	Mathematics 430 or Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Mathematics 450	3
Gen Ed Philosophy 301	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
	15		15

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

Mathematics Course Descriptions

NOTE: Math. 116, 117, 125, and 205 assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take Math. 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college algebra course.

Math. 101 Foundations of Mathematics I* (3)

This course is an investigation of our numeration system. The NCTM standards guide the course through an introduction to problem solving, sets, functions, ancient numeration systems, and place value. Next, a thorough examination of addition, subtraction, multiplication and division reveals why these operations behave the way they do and what interconnections exist between these operations. Finally, the counting numbers are extended to include fractions and decimals, and the arithmetic of fractions and decimals is investigated at a deep level. *Every fall.* *Enrollment restricted to Education majors.

Math. 102 Foundations of Mathematics II* (3)

This course begins with an investigation of ratios, rates, and proportions, leading to percentages, uncertainty, and chance. This is followed by an examination of geometry. A study of the basic shapes of one, two, and three dimensions is followed by an investigation of the basic ways these shapes can be transformed: translation, reflection, and rotation. Length, area, surface area, and volume complete the geometric content of this course. (Math. 101 is not a prerequisite for this course.) *Every spring.* *Enrollment restricted to Education majors.

Math. 105 College Algebra (3)

Taught as a preparatory course to remedy deficiencies in algebra. Logic, properties of real numbers, linear equations and inequalities, quadratic equations and inequalities, systems of linear equations, polynomials, functions, algebraic functions. **Students with credit for Math. 116, 117, or 125 may not enroll in Math. 105.** *Every fall.*

Math. 107 Mathematics for Liberal Arts (3)

This course will examine a mathematical issue at a non-technical level. The course will emphasize conjecture and investigation by the students. The students will be expected to communicate mathematics through reading, writing, and presenting their mathematical ideas. *Every spring.*

Math. 116 Elementary Functions and Coordinate Geometry (3)

A study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions. This course is taught with graphing calculators. (Prerequisites: two years of high school algebra and one year of geometry.) *Every fall.*

Math. 117, 118 Calculus I, II (4, 4)

A discovery-based presentation of the concepts of function, limit, derivative, integral, and infinite series. These courses make extensive use of computer explorations and cooperative learning. (Prerequisite for Math. 117 is Math. 116 or its equivalent; prerequisite for Math. 118 is Math. 117.) *Math. 117 every semester; Math. 118 every spring.*

Math 120 Discrete Mathematics

(3)

An introduction to topics involving discrete sets of objects. These include number systems, sets and their operations, propositional logic, quantification, algorithms, functions, recursion, relations, and graphs. The course contains an introduction to proof methodology, including mathematical induction, based on the preceding topics. This course makes extensive use of the computer for exploration and discovery of the concepts. (There is no formal prerequisite for this course. However, students should either have taken a Precalculus course or be enrolled in MATH 116 concurrently.) *Every fall.*

Math. 125 Business Calculus

(4)

Review of algebra; polynomial functions and their applications; exponential and logarithmic functions with applications, especially to finance; differential and integral calculus with emphasis on business applications. (Prerequisite: Math. 105 or its equivalent.) *Every semester.*

Math. 205 Elementary Statistics

(4)

Descriptive statistics; probability, sampling, correlation and prediction, hypothesis testing, estimation. Two years of high school algebra and one year of high school geometry, or their equivalent, are highly recommended as preparation for this course. *Every semester.*

Math. 215 Linear Algebra

(3)

This course covers basic ideas of matrix theory and linear algebra, emphasizing topics useful in applications in Mathematics and other disciplines. The course begins with systems of linear equations, then explores matrices and their relation to systems of linear equations. This includes elementary row operations, the arithmetic of matrices, inverting a matrix, special types of matrices (diagonal, symmetric, triangular), and the determinant of a matrix. Other topics covered are vector spaces (mainly Euclidean space) and linear transformations on vector spaces, including eigenvalues and eigenvectors of a linear transformation. (Prerequisite: Math. 117.) *Every spring.*

Math. 216 Calculus III

(3)

A study of the concepts from Calculus I and II in the multivariable case. This includes partial derivatives, multiple integrals, and vector calculus. The course makes extensive use of computer explorations and cooperative learning. (Prerequisite: Math. 118) *Every Fall.*

Math 240 Actuarial Science Seminar

(1)

An in-depth study of the Actuarial Science profession. Presentations from local Actuaries. Intensive review of material and topics contained in the first and second Actuary examinations. (Prerequisite: Math. 216 and 314.) *Every spring.*

Math. 301 Differential Equations

(3)

The objective of the course is to introduce applications and solution methods for equations which include derivatives. Maple software will be used extensively. The following topics will be covered: basic definitions and terminology; direction fields, phase portraits; first-order differential equations; modeling with first-order differential equations; higher-order differential equations; modeling with initial-value problems and boundary-value problems; the Laplace transform; the Dirac delta function; systems of first-order differential equations; numerical methods for ordinary differential equations. (Prerequisite: Math. 118.) *Every spring.*

Math. 305 Modern Geometry (3)

A survey of topics in advanced geometry from three historical perspectives: synthetic, analytic, and transformational. Topics include advanced results in Euclidean geometry, axiomatics of Euclidean geometry, axioms and results in non-Euclidean geometry, an introduction to projective geometry, the use of coordinates, and insights gained from transformations. (Prerequisite: Math. 215.) *Spring, odd years.*

Math. 312 Point-Set Topology (3)

A topology is a set with certain properties. Thus, this course involves a large amount of set theory. The course first investigates different topologies of the real line and then several possible topologies of the real plane. Topics include bases and subbases of topologies, connectedness, compactness, the separation properties, metric spaces, and continuity of functions under different topologies. (Prerequisite: Math. 216.) *As required.*

Math. 314, 315 Probability and Mathematical Statistics I, II (3, 3)

These courses provide a foundation of classical probability theory and mathematical statistics to help prepare students for the Actuarial Exams as well as for further study in probability and statistics. Math. 314 will focus primarily on probability theory. Topics covered include combinatorics, basic axioms and theorems, random variables and probability distributions, expectations, moments, moment generating functions, and functions of random variables. Math. 315 will build on the probability theory from Math. 314 to develop understanding of mathematical statistics. Topics covered include generation and properties of point estimators, confidence intervals, tests of hypothesis, comparison of classical and Bayesian inference, topics in nonparametric statistics, regression, and an introduction to the analysis of variance. (Prerequisite for Math. 314 is Math. 216. Prerequisite for Math. 315 is Math. 314.) *Math. 314 fall, odd years; Math. 315 spring even years.*

Math 321 Combinatorics (3)

Topics in graph theory, including circuits, coloring, trees and searching. Enumeration methods, including permutations and combinations, the inclusion-exclusion principle, groups and the Polya counting theorem, generating functions and recurrence relations. (Prerequisite: Math. 120.) *Fall, odd years.*

Math. 331 Abstract Algebra (3)

An examination of addition and multiplication, and how their properties resemble other operations in other settings. With a single operation the notion of group is available; adding a second operation extends this to rings and fields. Basic properties of groups, rings, and fields will be examined, including the Fundamental Theorem of Homomorphisms. Applications will be included as time allows. (Prerequisite: Math. 215.) *Fall, even years.*

Math. 332 Advanced Linear Algebra (3)

This course is a continuation of Math. 215. It begins with a review of topics from the earlier course: general vector spaces, linear independence, basis and dimension of a vector space, linear transformations and their representation as matrices. The course then develops more deeply the theory of linear transformations on vector spaces and examines its applications. Topics include inner product spaces, orthogonality, eigenvalues and eigenvectors, and diagonalizable linear operators. (Prerequisite: Math. 215.) *Spring, odd years.*

Math 347 Teaching Mathematics in the Secondary School**(1)**

This course provides an overview of methods and materials including technology that can be used to present the Secondary School Curriculum. Careful attention is paid to the NCTM Standards. (Prerequisite: Junior standing in Secondary Math Certification Program.) *Spring, as required.*

Math. 352 Stochastic Processes**(3)**

This course is valuable to students who wish to take the Actuarial Exams or to study probability and statistics. Generally speaking, a stochastic process (random process) is a sequence of observations X_1, X_2, \dots whose values cannot be predicted precisely beforehand, but for which probabilities of the values can be specified at any particular time. Topics include probability theory, a brief introduction to statistics, Markov chains, queueing theory, Markovian decision processes, game theory, and decision analysis. (Prerequisite: Math. 118.) *Spring, odd years.*

Math. 403, 404 Real Analysis I, II**(3, 3)**

These courses provide a rigorous critical study of calculus of one real variable. Topics include the real number system and its properties, the theory of sequences, limits of functions, continuity, derivatives, integrals, and infinite series. Mathematical writing and the mathematical proof will be emphasized. (Prerequisite: Math. 118.) *Fall, odd years; spring, even years.*

Math. 405 Introduction to Numerical Analysis**(3)**

This course provides a foundation for the Society of Actuaries exam in Numerical Analysis. A numerical method is used to solve a problem approximately when an exact solution cannot be found. The following topics will be covered: properties of a floating point number system and IEEE754; types of errors; stability and conditioning; solution of equations in one variable; interpolation and polynomial approximation; numerical differentiation and integration; and direct methods for solving linear systems. (Prerequisite: Math. 118.) *Fall, even years.*

Math. 411 Complex Analysis**(3)**

An introduction to the theory of functions of a complex variable. Topics include the complex number system, elementary functions, line integrals, contour integrals, analytic and harmonic functions, Cauchy's Theorem, and the Residue Theorem. (Prerequisite: Math. 216.) *Fall, even years.*

Math. 419, 420 Mathematics Research I, II**(1–3, 1–3)**

Selected topics in mathematics, intended to draw together and unify the various subject areas of the mathematics program. Emphasis given to research, written and oral reports. (Prerequisite: permission of instructor.) *As required.*

Math. 423 Independent Study**(1–3)**

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

Math. 430 Operations Research**(3)**

An introduction to deterministic optimization. Topics include linear programming, sensitivity analysis, duality theory, network analysis, integer programming, and game theory. (Prerequisite: Math. 215.) *Spring, even years.*

Math. 441 Topics in Mathematics**(3)**

This course will examine a subject not typically included in our curriculum. Students are encouraged to suggest topics of interest for a possible course offering. (Prerequisite: Permission of instructor.) *As required*

Math. 444, 445 Internship I, II**(3, 3)**

As required.

Math 450 Readings in Mathematics**(3)**

A capstone course for majors in mathematics and actuarial science. Professional readings will be assigned. Satisfactory completion of a major writing project is required. *Every spring.*

Math. 523 Foundations of Mathematics***(4)**

This course is an investigation at the master's level of topics from the P-5 mathematics curriculum. It is not a study of how to do mathematics, but why the way we do mathematics works. The NCTM standards guide the course through a study of problem-solving, sets, functions, ancient numeration systems and numeration in various bases. The four basic operations of addition, subtraction, multiplication, and division are thoroughly examined. The counting numbers are extended to include fractions, decimals and negative numbers. Next, an investigation of ratios, rates, and proportions leads to percentages, uncertainty, and chance. This is followed by an examination of geometry. A study of the basic shapes of one, two, and three dimensions is followed by an investigation of the three basic transformations: translation, reflection, and rotation. Length, area, surface area, and volume complete the geometric content of this course. *Summer; as required.* *Enrollment restricted to graduate Education majors.

Math. 600 Applied Statistics**(4)**

Basic statistical principles and use of computer software packages in statistical analysis. Topics include descriptive statistics and graphical techniques of data presentation, sampling, hypothesis testing, regression and correlation, analysis of variance and covariance. (Prerequisite: Graduate standing in Nursing or by permission.) *As required.*

Music

J. Richard Burchard, MM, Chair
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Alexander T. Simpson, Jr., PhD

The Music Program offers an integrated program of both standard and commercial/popular instruction. Diverse course offerings, numerous and enriching music activities, individual attention from faculty, and a willingness to tailor-make each program according to the unique needs of each student make the Music Program a vital experience for student musicians. The Bachelor of Arts degree is offered for students desiring an instrumental, vocal, or technology emphasis as their main concentration. The Music Program is compatible as a double major.

Entrance Audition

All music majors and minors will be accepted into the program only upon successful completion of an audition. Deficiencies will be noted and indicated to the student prior to acceptance. This requirement is in no way designed to prohibit students from becoming majors or minors in music.

Requirements for a Minor in Music, 21 hours

The minor in music requires Music 101, 102, 204, 326, 403, plus two semesters of applied minor and two semesters of a music ensemble beyond the first year. In order to enroll in Music 101, students must either pass a piano literacy test or enroll concurrently in Music 111.

Music Education

The requirements for certification in music education are listed in the [Education](#) section of this catalog.

Requirements for a Major in Music: Instrumental Emphasis, 48 hours

Basic courses: Music 101, 102, 201, 202, 204, 205, 403, 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied instrumental major; four hours of an approved instrumental ensemble or equivalency; and six hours of specialized courses Mus. 305, 426, or the equivalent agreed upon by the student, student advisor and department chair.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to return their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Instrumental Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Music 101	3	Music 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Instrumental Ensemble	1	Instrumental Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15
Sophomore Year			
Music 201	3	Music 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Instrumental Ensemble	1	Instrumental Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200-201	3
	15		15
Junior Year			
Music 205	3	Music 403	3
Music 305 or equivalent	3	Music Applied Major VI	2
Music: Applied Major V	2	Gen Ed IDC 300-301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17
Senior Year			
Music: Applied Major VII	2	Music 410	1
Music 426 or equivalent	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

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

Requirements for a Major in Music: Vocal Emphasis, 48 hours

Basic music courses: Mus. 101, 102, 201, 202, 204, 205, 403, 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied vocal major; four hours of approved instrumental ensemble or equivalency; and six hours of specialized courses, Mus. 309, 426, or the equivalent, agreed upon by the student advisor and department chair.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Vocal Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year

Music 101	3	Music 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Vocal Ensemble	1	Vocal Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Elective	3		
	16		15

Sophomore Year

Music 201	3	Music 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Vocal Ensemble	1	Vocal Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200 or 201	3
	15		15

Junior Year

Music 309 or Equivalent	3	Music 403	3
Music 205	3	Music: Applied Major VI	2
Music: Applied Major V	2	Gen Ed IDC 300 or 301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17

Senior Year

Music: Applied Major VII	2	Music 410	1
Music 426 or Equivalent	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

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

Requirements for a Major in Music: Technology Emphasis, 48 hours

Basic music courses: Mus. 101, 102, 201, 202, 204, 205, 403, 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied technology major; four hours of approved instrumental ensemble or equivalency; and six hours of specialized courses, Mus. 305, 426, or the equivalent, agreed upon by the student advisor and department chair.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Technology Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Music 101	3	Music 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15
Sophomore Year			
Music 201	3	Music 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200 or 201	3
	15		15
Junior Year			
Music 305 or Equivalent	3	Music: Applied Major VI	3
Music: Applied Major V	2	Music 403	2
Music 205	3	Gen Ed IDC 300-301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17
Senior Year			
Music: Applied Major VII	2	Music 410	1
Music 426 or Equivalent	3	Music: Applied Major VIII	2
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

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

Requirements for a Major in Music: Sacred Music Emphasis, 48 hours

Basic music courses: Mus. 101, 102, 201, 202, 204, 205, 403, 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied major; four hours of approved instrumental ensemble or equivalency; and six hours of specialized courses, Mus. 401, 426, or the equivalent, agreed upon by the student, student advisor and department chair. Related courses are Theo. 200, 300, 408, 426, 441, and one Theology elective at the 300 or 400 level.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Sacred Music Emphasis Suggested Program for Bachelor of Arts Degree

Freshman Year

Music 101	3	Music 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art of Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Music 201	3	Music 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Theology Elective	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200 or 201	3
	15		15

Junior Year

Music 205	3	Music: Applied Major VI	3
Music 401, 426 or Equivalent	2	Music 403	2
Music: Applied Major V	3	Gen Ed Philosophy 301	3
Gen Ed Mathematics Elective	3	Theology 408	3
Gen Ed Natural Science Req	3	Theology 426	3
Theology 300	3	Gen Ed IDC 300 or 301	3
	17		17

Senior Year

Music: Applied Major VII	2	Music 410	1
Gen Ed Senior Seminar (IDC 401)	3	Music: Applied Major VIII	2
Music 401, 426 or Equivalent	3	Elective	3
Theology 441	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

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

Requirements for a Major in Music: Jazz Emphasis, 48 hours

Basic music courses: Mus. 101, 102, 201, 202, 204, 205, 403, 410; sixteen hours (two per semester), ordinarily taken in sequence, in applied jazz major; fours hours of approved instrumental ensemble or equivalency; and six hours of specialized courses, Mus. 307, 308, or the equivalent, agreed upon by the student, student advisor and department chair.

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the piano requirement for degree conferral. Students are highly encouraged to select a foreign language as an elective.

Music: Jazz Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Music 101	3	Music 102	3
Music: Applied Major I	2	Music: Applied Major II	2
Ensemble	1	Ensemble	1
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Fine Arts (Art or Theatre) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed Social Science Req	3		
	16		15
Sophomore Year			
Music 201	3	Music 202	3
Music: Applied Major III	2	Music: Applied Major IV	2
Ensemble	1	Ensemble	1
Gen Ed English 200	3	Music 204	3
Gen Ed Theology 200	3	Gen Ed Natural Science Req	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200 or 201	3
	15		15
Junior Year			
Music 205	3	Music: Applied Major VI	3
Music 307, 308 or Equivalent	2	Music 403	2
Music: Applied Major V	3	Gen Ed IDC 300-301	3
Gen Ed Mathematics Elective	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
	17		17
Senior Year			
Music: Applied Major VII	2	Music 410	1
Gen Ed Senior Seminar (IDC 401)	3	Music: Applied Major VIII	2
Music 307, 308 or Equivalent	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

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

Music Course Descriptions

NOTE: Metroversity registration for Music courses at Bellarmine University is restricted to those courses that do not entail private lessons. If a Metroversity student wishes to enroll in a course that involves private lessons, he/she may register only as a “Visiting Student” and must pay regular tuition and fees. The \$25 application fee is waived.

All individual instruction and ensemble classes must be taken in sequence from beginning level.

A maximum of 12 ensemble hours will apply toward graduation requirements for all Bellarmine students.

Music 101 Theory I: Music Fundamentals (3)

A study of scales, chords, musical notation and rhythms with emphasis on aural perception and ear training. An introduction to Common Practice Theory, figured bass and four-part writing. *Every fall.*

Music 102 Theory II: Music Fundamentals (3)

A continuation of the material introduced in Theory I with expanded emphasis on aural perception, ear training, and part writing. An introduction to music analysis with examples of Renaissance motets and Baroque choral music. (Prerequisite: Music 101.) *Every spring.*

Music 110 Chorus (0)

A non-credit registration for membership in Chorale or College Singers. See Music 120, 320 and 125, 325. *Every semester.*

Music 111, 112, 211, 212, 311, 312, 411, 412 Piano I–VIII (1, 2)

Individual instruction. A study of piano techniques and standard literature. *Every semester.*

Music 113, 114, 213, 214, 313, 314, 413, 414 Music Technology (1, 2)

A study of basic MIDI (Musical Instrumental Digital Interface) techniques, synthesis, music software, electronic music composition, computer music literature, acoustic recording techniques and multimedia performance art. Course offerings vary each semester. (Prerequisite: Permission of Instructor.) *Every semester.*

Music 120, 320 Chorale (1)

A small (16 voice), auditioned, mixed vocal ensemble that performs a wide variety of advanced choral repertoire from 1500 to the present. See Director for audition. *Every semester.*

Music 121, 122, 221, 222, 321, 322, 421, 422 Voice I–VIII (1, 2)

Individual instruction. A study of vocal techniques and standard literature. *Every semester.*

Music 123, 323 Chapel Music Ensemble (1)

An auditioned-member ensemble that examines and performs vocal and instrumental music for weekly Sunday and occasional celebratory mass at Bellarmine University. *Every semester.*

Music 124 Recital Attendance (0)

A non-credit registration for music majors. *Every semester.*

214 Music

Music 125, 325 College Singers (1)

This group is a large mixed-vocal ensemble which performs primarily 19th and 20th century secular and sacred works. See Director for audition. *Every semester.*

Music 126, 326 Handbell Ensemble (1)

This course is designed to introduce the students to both basic and advanced techniques of ensemble and solo handbell ringing. *Every semester.*

Music 127, 327 Show Time (1)

This group is a mixed vocal ensemble which specializes in traditional Show Choir and Music Theater repertoire. Performers must have a facility in both singing and dancing. See director for audition. *Every semester.*

Music 130, 330 Chamber Music (1)

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

Music 132, 332 Early Music Ensemble (1)

An auditioned-member ensemble that examines and performs vocal and instrumental medieval and renaissance music. (Prerequisite: audition by the director.) *Every semester.*

Music 133, 333 Jazz Basics (1)

This instrumental combo is open to all students who are interested in acquiring fundamental jazz performance skills and experiences. No audition required. *Every semester.*

Music 134, 334 Bebop and Beyond (1)

This instrumental ensemble features contemporary performances and techniques relating to jazz through the music of Charlie Parker, Dizzy Gillespie, Thelonious Monk, and Miles Davis as well as bebop-inspired ensemble literature. See director for audition. *Every semester.*

Music 135, 335 Large Ensemble (1)

This instrumental ensemble is comprised of less conventional instrumentation combinations such as percussion ensembles, etc. *Every semester.*

Music 136, 336 Fusion Energy (1)

Jazz/rock fusion is the performance focus for this instrumental ensemble. See director for audition. *Every semester.*

Music 137, 337 Guitar Ensemble (1)

This combo features music specifically written for guitars, primarily with a jazz orientation. See director for audition. *Every semester.*

Music 138, 338 Jazz Trio (1)

This ensemble has traditionally featured the strongest rhythm-section players among jazz students. Its program is typically high-powered and demanding. See director for audition. *Every semester.*

Music 139, 339 Large Jazz Ensemble (1)

This ensemble performs from the standard big-band jazz repertory. The music of Woody Herman, Thad Jones, Count Basie, and others is studied and presented in concert. See director for audition. *Every semester.*

Music 140 Band (0)

A non-credit registration for membership in the Bellarmine Pep Band. Open to all qualified students. *Every semester.*

Music 141, 142, 241, 242, 341, 342, 441, 442 Violin I–VIII (1, 2)

Individual instruction. A study of violin techniques and standard literature. *Every semester.*

Music 143, 144, 243, 244, 343, 344, 443, 444 Viola I–VIII (1, 2)

Individual instruction. A study of viola techniques and standard literature. *Every semester.*

Music 145, 146, 245, 246, 345, 346, 445, 446 Cello I–VIII (1, 2)

Individual instruction. A study of cello techniques and standard literature. *Every semester.*

Music 147, 148, 247, 248, 347, 348, 447, 448 Bass Violin I–VIII (1, 2)

Individual instruction. A study of bass violin techniques and standard literature. *Every semester.*

Music 151, 152, 251, 252, 351, 352, 451, 452 Trumpet I–VIII (1, 2)

Individual instruction. A study of trumpet techniques and standard literature. *Every semester.*

Music 153, 154, 253, 254, 353, 354, 453, 454 Trombone I–VIII (1, 2)

Individual instruction. A study of trombone techniques and standard literature. *Every semester.*

Music 155, 156, 255, 256, 355, 356, 455, 456 French Horn I–VIII (1, 2)

Individual instruction. A study of french horn techniques and standard literature. *Every semester.*

Music 157, 158, 257, 258, 357, 358, 457, 458 Tuba I–VIII (1, 2)

Individual instruction. A study of tuba techniques and standard literature. *Every semester.*

Music 161, 162, 261, 262, 361, 362, 461, 462 Flute I–VIII (1, 2)

Individual instruction. A study of flute techniques and standard literature. *Every semester.*

Music 163, 164, 263, 264, 363, 364, 463, 464 Clarinet I–VIII (1, 2)

Individual instruction. A study of clarinet techniques and standard literature. *Every semester.*

Music 165, 166, 265, 266, 365, 366, 465, 466 Saxophone I–VIII (1, 2)

Individual instruction. A study of saxophone techniques and standard literature. *Every semester.*

Music 167, 168, 267, 268, 367, 368, 467, 468 Double Reeds I–VII (1, 2)

Individual instruction. A study of double reed techniques and standard literature. *Every semester.*

Music 171, 172, 271, 272, 371, 372, 471, 472 Percussion I–VIII (1, 2)

Individual instruction. A study of percussion techniques and standard literature. *Every semester.*

Music 181, 182, 281, 282, 381, 382, 481, 482 Standard Guitar I–VIII (1, 2)

Individual instruction. A study of standard guitar techniques and standard literature. *Every semester.*

Music 183, 184, 283, 284, 383, 384, 483, 484 Classical Guitar I–VIII (1, 2)

Individual instruction. A study of classical guitar techniques and standard literature. *Every semester.*

216 Music

Music 185, 186, 285, 286, 385, 386, 485, 486 Bass Guitar I–VIII (1, 2)

Individual instruction. A study of bass guitar techniques and standard literature. *Every semester.*

Music 200 Music Literature (3)

A **General Education** course designed for **non-majors** to help develop an understanding and appreciation of traditional Western music from antiquity through the present. *Every semester.*

Music 201 Theory III: Harmony and Formal Analysis I (3)

A continuation of the material introduced in Theory II with emphasis on harmony and formal analysis. Music examples of the Baroque and Classical periods are analyzed vertically and holistically. (Prerequisite: Music 102.) *Every fall.*

Music 202 Theory IV: Harmony & Formal Analysis II (3)

The first five weeks is a continuation of Music 201, with study devoted to the chromatic and tonal language of Romantic music, the modal music of the Impressionist composers, and the relationship to Medieval church modes. Techniques for analyzing twentieth-century music are introduced to prepare the student for Music 403 and musical contributions. (Prerequisite: Music 201.) *Every spring.*

Music 203 Music of the World's Cultures (3)

An introduction to music of selected cultures with an emphasis on music emanating from non-western societies. The course will study the music in its various contexts and will, further, explore the technical features of the music which determines its characteristics, distinctive sound. Also taught in the summer in Salzburg, Austria. *As required.*

Music 204 Music History I: Medieval to Baroque Music Literature (3)

An historical survey of medieval, renaissance and early baroque music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. *Every spring.*

Music 205 Music History II: Late Baroque to Romantic Music (3)

An historical survey of late baroque, classical and early romantic music focusing on the study of specific musical monuments, forms, genres, composers, instruments, and styles. (Prerequisite: Music 204.) *Every fall.*

Music 301, 302 Music Improvisation I, II (2)

A study of the art of spontaneous musical performance through the analysis of chords, rhythms, scales, transcribed improvised solos, and recordings. (Prerequisite: Music 102.) *As required.*

Music 303 Improvisation III (2)

A continuation of improvisation I and II with an emphasis on ear-training and tools for the professional jazz educator and musician. (Prerequisite: Mus. 301 and 302.) *As needed.*

Music 305 Chamber Orchestration I (3)

A study of techniques in orchestration and arranging music for large and small instrumental ensembles. (Prerequisite: Music 202.) *As required.*

Music 306 Chamber Orchestration II (3)

A continuation of Chamber Orchestration I. A study of techniques in orchestration and arranging for large and small instrumental ensembles. (Prerequisite: Mus. 305 or permission from the instructor.) *As needed.*

Music 307 Jazz Harmony I**(3)**

A study of harmony and music theory focusing on the interpretation of both traditional and contemporary jazz nomenclature. (Prerequisite: Mus. 201 or permission from the instructor.) *Every spring.*

Music 308 Jazz Harmony II**(3)**

Continued study of the topics begun in Jazz Harmony I with more in-depth focus in the areas of ear training and analysis. (Prerequisite: Mus. 307 or permission from the instructor.) *As needed.*

Music 309 Vocal Methods**(3)**

This course is designed to present the student with the practical, aesthetic, and musical requirements for the proper performance of the solo and choral masterworks of this repertoire. *As required.*

Music 400 Instrumental Methods**(3)**

A broadly based course which considers the problems of marching bands, stage bands and other instrumental ensembles from both an organizational and an instrumental perspective. *As required.*

Music 401 Special Topics**(3)**

A study of musical issues in selected areas, especially those of current concern. (Prerequisite: Mus. 201, 304.) *As needed.*

Music 403 Music History III: Twentieth Century Symphonic Literature**(3)**

An historical survey of late Romantic Twentieth Century and contemporary music focusing on the study of specific musical moments, forms, genres, composers, instruments and styles. (Prerequisites: Music 204 and 205.) *Every spring.*

Music 406 Choral Arranging**(3)**

A study of writing and arranging music for choral ensembles. (Prerequisite: Music 201.) *As needed.*

Music 410 Recital**(1)**

Public performance during the senior year.

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

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

Music 426 Conducting**(3)**

A study of fundamental conducting techniques by observation and practice in conducting choral and/or instrumental ensembles. (Prerequisite: permission of instructor.) *As required.*

Music 431 Music in the Popular Culture**(3)**

This course will explore twentieth-century culture through the phenomena of its popular folk musics. Specifically, the blues, jazz, and rock music will be examined. *As required.*

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

As required.

Nursing

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Margaret E. Miller, PhD, RN; Mary E. Pike, MSN, RN;
Marian Ruth Helm Smith, MSN, RN; Amy L. Verst, MSN, CPNP, ATC;
Nancy L. York, MSN, RN

All full-time nursing faculty are registered nurses (RNs).

BSN Program Accreditation

The Bachelor of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, tel. (212) 363-5555, and by the Commission on Collegiate Nursing Education, One Dupont Circle, NW #530, Washington, DC 20036, tel. (202) 887-6791.

BSN Program Purpose

The purpose of the Bachelor of Science in Nursing program is to provide basic professional education. Graduates are prepared to function independently or in collaboration with other health care providers to serve individuals and families in hospitals and community settings. The program is designed to encourage students' active participation in achieving program outcomes. Upon completion of the program, the graduates will have a recognition of and desire for continuing professional development and a sound foundation for pursuing graduate education in nursing.

BSN Program Objectives

Graduates of the BSN program will be able to:

1. Demonstrate the application of critical thinking skills.
2. Communicate effectively through oral, written, and technological means.
3. Use therapeutic nursing interventions in accordance with the ANA standards of care.
4. Function as a professional in accordance with the ANA standards of professional performance.
5. Develop caring relationships that facilitate health and healing.
6. Demonstrate leadership and political awareness to foster advocacy, health promotion, and health care delivery.
7. Provide service to the profession and community.
8. Possess the foundation for graduate education and the pursuit of lifelong learning.

KBN Regulation Regarding Denial of RN Licensure

Beginning January 1, 1998, an applicant shall not be eligible for the NCLEX examination or licensure if the applicant has been convicted (1) of an applicable felony (as listed in the regulation) within five years of the date of filing an application or (2) of a misdemeanor (as listed in the regulation) within two years of filing an application. See BSN Handbook for regulations.

BSN 4-Year Track**Admission to the Nursing Major**

Admission to Bellarmine University does not automatically admit a student to the BSN program. Students must make a formal application and be accepted into the nursing major by the BSN Admission, Progression, and Graduation Committee. Admission to the nursing major grants the student the right to take nursing courses in the professional sequence.

Requirements for Admission

1. A minimum cumulative grade point average of 2.5.
2. Completion of 29 or more hours of academic credit, including Biology 108/109.
3. A minimum grade of C in natural science courses.
4. A minimum grade of C+ in Nursing 110.
5. An application for admission to the nursing major on file in the School of Nursing.
6. A personal interview, if requested by the BSN Admission, Progression, and Graduation Committee.

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

Basic courses: Nur. 110, 200, 205, 206, 220, 311, 230, 310, 312, 330, 340, 405, 410, 430, 435.

Required related courses: Biol. 108, 109, 202, 300; Chem. 214; Math. 205; Psy. 101, 218.

Bachelor of Science in Nursing
Suggested BSN Curriculum—4-Year Track

Freshman Year

Gen Ed Biology 108	4	Nursing 110	2
Gen Ed History 116 or 117	3	Gen Ed Biology 109	4
Gen Ed English 101	3	Nursing 200	3
Gen Ed Psychology 101 (SS Req)	3	Psychology 218	3
Freshman Focus (IDC 100)	1	Gen Ed Freshman Sem (IDC 101) ..	3
	14		15

Sophomore Year

Nursing 220	2	Chemistry 214	4
Biology 202	4	Nursing 230	5
Nursing 205	4	Nursing 311	3
Nursing 206	3	Gen Ed Mathematics 205	4
Gen Ed IDC 200 or 201	3		
	16		16

Junior Year

Nursing 310	7	Nursing 330	5
Nursing 312	3	Nursing 340	5
Biology 300	4	Gen Ed English 200	3
Gen Ed Philosophy 160	3	Gen Ed IDC 300 or 301	3
	17		16

Senior Year

Nursing 405	5	Nursing 430	5
Nursing 435	3	Nursing 410	5
Gen Ed Theology 200	3	Gen Ed Senior Seminar (IDC 401) ..	3
Gen Ed Philosophy 301	3	Gen Ed Theology Elective	3
Gen Ed Fine & Performing Arts	3		
	17		16

Note: Gen Ed courses may be taken in different semesters than those listed above.

BSN Accelerated Track

This is an accelerated program for individuals who hold a bachelor’s degree in any discipline and wish to pursue a career in professional nursing. The curriculum is designed to be completed in one calendar year. Upon successful completion of the program, a Bachelor of Science in Nursing degree is conferred.

Admission to the BSN Accelerated Track

Requirements for admission are:

- 1. Completion of a bachelor’s degree in any discipline from an accredited college or university.
- 2. A minimum GPA of 2.5.
- 3. A minimum grade of C in natural science courses (Anatomy & Physiology, Chemistry, Microbiology).
- 4. An application for the nursing major for the BSN–Accelerated Track on file in the Lansing School of Nursing.
- 5. A personal interview, if requested, by the BSN Admission, Progression, and Graduation Committee.
- 6. Completion of the following prerequisite courses:

General Psychology	Nutrition	Chemistry (3 hrs.)
Developmental Psychology	Ethics	Anatomy & Physiology (8 hrs.)
Statistics	Microbiology	

BSN Accelerated Curriculum

Semester 1

<u>Session 1</u> (7 weeks)		<u>Session 2</u> (7 weeks)	
Nursing 220	2	Nursing 230	5
Nursing 205	4	Nursing 311	3
Nursing 206	3	Nursing 312	3

Semester 2

<u>Session 3</u> (7 weeks)		<u>Session 4</u> (7 weeks)	
Nursing 310	7	Nursing 330	5
Biology 300	4	Nursing 340	5

Semester 3

<u>Session 5</u> (7 weeks)		<u>Session 6</u> (7 weeks)	
Nursing 405	5	Nursing 410	5
Nursing 435	3	Nursing 430	5
Theology 200	3		

Note: Students will use computers as integral components of their studies. Students who do not have computer skills should take C.S. 116.

BSN RN Track

This track is for registered nurses who wish to pursue a bachelor’s degree in nursing. The curriculum is designed to be completed on a part-time basis. RNs who wish to be full-time students may meet with their faculty advisor to plan their course of study.

Requirements for Admission

- 1. Completion of a state-approved prelicensure program for registered nursing.
- 2. Successful completion of the RN Mobility II examinations (diploma graduates only).
- 3. A resume on file in the School of Nursing.
- 4. A personal interview, if requested by the Admission, Progression, and Graduation Committee.
- 5. Completion of the following lower-level General Education Requirements:

English Composition	3
Natural Sciences*	15
Social Sciences**	9
Lower-Level Nursing Courses (ASN or ADN)	28
Total	55

* May include Chemistry, General Biology, Anatomy and Physiology, Microbiology, or Nutrition.

** May include Introduction to Psychology, Introduction to Sociology, Life-Span Development, or other Social Science courses.

General Education Requirements and Electives

U.S. Experience (IDC 200–300)	3
Biology 300	4
Fine & Performing Arts	3
Literature–English 200	3
Mathematics 205	4
Philosophy 160	3
Philosophy 301	3
Theology 200	3
Theology Elective	3
Transcultural Experience (IDC 201–301)	3
Western Tradition–History 116 or 117	3
Senior Seminar (IDC 401)	3
Electives	6
Total	44

Students should take C.S. 116 if they do not have prior computer experience.

Nursing Requirements

Nursing 301	3
Nursing 302	3
Nursing 311	3
Nursing 312	3
Nursing 313	2
Nursing 410	5
Nursing 431	4
Nursing 435	3
Nursing Elective	3
Total	29

Nursing Course Descriptions

For all nursing courses, 45 hours of clinical equals 1 credit hour.

Nur. 110 Introduction to Nursing (2)

This course is designed to introduce the student to the discipline and current concepts of nursing, with emphasis on the development of attitudes and values supporting the role of the professional nurse. Students will learn to perform selected basic nursing skills. (1 hr. class, 3 hrs. laboratory/clinical.)

Nur. 200 Nutrition (3)

This course is designed to assist students to gain an understanding of the basic principles of nutrition, selection of food, and diet therapy. Nutritional wellness across the lifespan will be examined. Emphasis will be placed on clinical application.

Nur. 205 Foundations of Nursing (4)

This course is designed to introduce the nursing process, knowledge, concepts, and skills of nursing care. The nursing process is used to examine alterations in health status and functioning. The Skills Lab and acute care facilities provide the setting for clinical experiences. (2 hrs. class, 6 hrs. laboratory/clinical.) (Prerequisites: Nur. 110; Biol. 108, 109.)

Nur. 206 Nurse-Client Interaction (3)

This course provides theory and practice using interpersonal communication as a foundation for nursing care. The nursing process is discussed as it relates to communication and group dynamics. Cooperative, assertive, and advocate roles of the nurse are explored through the development of self awareness. (2 hrs. class, 3 hrs. laboratory/clinical.) (Prerequisites: Nur. 110; Biol. 108, 109; Psy. 101, 218.)

Nur. 220 General Principles of Drug Classification (2)

This course focuses on the action and therapeutic use of medication and application of drug therapy. Major classes of drugs are examined for pharmacological properties and effects. (Prerequisites: Nur. 205, 206. Corequisite: Nur. 230.)

Nur. 230 Nursing Process with Ill Adults, I (5)

This course focuses on implementation of the nursing process with ill adults who are experiencing fluid and electrolyte, cardiac, respiratory, hematologic, and neoplastic disorders. Perioperative care and pain management are also examined. (3 hrs. class, 6 hrs. clinical.) (Prerequisites: Nur. 205, 206, 220; Pre/corequisites: Biol. 202; Nur. 311.)

Nur. 301 Dynamics of Professional Nursing (RNs Only) (3)

The role of the baccalaureate prepared, professional nurse is examined. Topics include nursing history, health care delivery, leadership, practice roles, theory, and research. Trends and issues such as legal, ethical, and political aspects are discussed. For diploma graduates, validation of prior learning using the RN Mobility Examinations II is accomplished.

Nur. 302 Nursing Process with Chronic Illness (RNs Only) (3)

This course will provide RN students the opportunity to explore a health/illness concept and to practice therapeutic nursing interventions with a specific population. Communication and theory application will be emphasized. The student, in collaboration with faculty, will implement an individualized learning plan. (2 hrs. class, 3 hrs. clinical.) (Prerequisite: Nur. 301.)

Nur. 310 Nursing Process with Ill Adults, II**(7)**

This course offers a continued focus on the nursing process with ill adults. Emphasis is placed on the nursing care of adults experiencing disorders of gastrointestinal, renal, neurological, musculoskeletal, and endocrine function. Further opportunity is provided for the application of nursing concepts and skills in the clinical setting. (3 hrs. class and 12 hrs. clinical.) (Prerequisites: Nur. 230, 311, 220.)

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

This course focuses on health assessment of individuals across the life span. Students will develop skills for obtaining health histories and performing physical examinations. (2 hrs. class and 3 hrs. laboratory.) (Prerequisites for prelicensure students: Nur. 205, 206. No prerequisites for RNs.)

Nur. 312 Nursing Research**(3)**

This course provides an introduction to the basic principles of the research process and problem solving method. It includes examination of selected nursing research for applicability to clinical practice. Critical analysis of nursing research studies is emphasized. (Prerequisites: Nur. 230, 302. Pre/corequisites: Nur. 310, Math. 205.)

Nur. 313 Pharmacology (RNs Only)**(2)**

This course focuses on concepts of clinical pharmacology. Emphasis is placed on the role of the registered nurse in the safe administration of medications, and patient monitoring and education relating to medication usage. (No prerequisites.)

Nur. 330 Nursing Process with Woman and Childbearing Families**(5)**

This course focuses on a wellness approach to the developmental changes women experience. The nursing process will be used to meet the health care needs of childbearing family and women throughout the lifespan. (3 hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 310, 312; Biol. 300.)

Nur. 340 Nursing Process with Psychiatric–Mental Health Clients**(5)**

The focus of this course is on the theory and practice of psychiatric mental health nursing. Emphasis is on the development of therapeutic relationships using the nursing process with individuals. Clinical experience is provided for application of related theory. (3 hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 310, 312; Biol. 300.)

Nur. 346 Selected Topics in Nursing and Health Care**(1–3)**

This course offers the student the opportunity to explore contemporary issues in health care delivery or subjects affecting health care for specific population groups.

Nur. 405 Nursing Process with Children**(5)**

This course provides application of the nursing process in a family-centered approach to the care of children. The focus is on nursing care of children and families with a goal of health promotion, disease prevention, or illness management. Clinical experiences will be in primary, secondary, and tertiary care settings. (2 hrs. class and 9 hrs. clinical.) (Prerequisites: Nur. 330, 340.)

Nur. 410 Nursing Process in the Community (5)

This course provides an introduction to the theories, principles, practices, and research relating to the past, current, and future issues in the delivery of health care to a community. The nursing process is emphasized in the provision of nursing care to families and aggregates in the community setting. (3 hrs. class, 6 hrs. clinical.) (Prerequisites: Nur. 311, 312, 330, 340; Biol. 300; Phil. 301.)

Nur. 430 Complex Health Problems (5)

This course focuses on the provision of professional nursing care to clients with complex health problems. Emphasis is placed on use of the nursing process with individuals and families in secondary or tertiary settings. (3 hrs. class and 6 hrs. clinical.) (Prerequisites: Nur. 312, 330, 340. Pre/corequisite: Nur. 435.)

Nur. 431 Complex Health Problems (RNs Only) (4)

This course focuses on the case management of clients with complex health problems. Emphasis is placed on use of the nursing process with individuals and families in primary, secondary, and/or tertiary settings. (2 hrs. class and 6 hrs. clinical.) (Pre/corequisites: Nur. 410, 435.)

Nur. 435 Nursing Leadership and Management (3)

This course focuses on the baccalaureate nursing graduate's leadership roles in practice. Leadership theories and models of planned change and decision making are used to develop plans for solving problems in the health care setting. Management roles and functions are addressed. Trends and issues in nursing and their relationship to practice are analyzed. (Prerequisites: Nur. 312, 330, 340.)

Philosophy

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Douglas J. Den Uyl, PhD; Joshua L. Golding, PhD; Steven Berg, PhD; Barry Padgett, PhD

The Philosophy Department is an integral part of the liberal arts tradition of Bellarmine University. The department is committed to the task of educating the student in the richest philosophic traditions of Western Civilization insofar as these traditions have created and shaped, along with Judeo-Christianity, the finest thoughts and feelings of our culture.

The approach taken is systematic and historical. It is systematic to the extent that it attempts to present sound philosophical principles in a logically coherent and orderly way, indicating that all truths and values are interrelated and connected. On the other hand, it is historical insofar as it acknowledges the importance of the developmental character of Western thought as found in representative philosophers from the early Greeks to the present. The developmental approach is intended to offset any tendency toward dogmatism that might arise from a purely systematic approach.

A major in philosophy not only provides the foundation for graduate studies and degrees in philosophy, but also provides a sound basis for other graduate and professional programs, depending on the interests, goals, and qualifications of the student.

Requirements for a Major in Philosophy, 30–36 hours

Basic courses: Phil. 160, 301, 302 or 317, 310 or 350 or 413, 311 or 312, 313 or 314, and twelve hours selected from other courses in Philosophy. For the maximum of 36 hours permitted in the department, six additional hours may be selected from other courses in Philosophy.

Requirements for a Minor in Philosophy, 18 hours

The Philosophy Department offers two minors of 18 hours each, a generic philosophy minor and a specialized minor in applied ethics. A student choosing to minor in philosophy must choose one of the available minors, but not both.

1. Generic Minor in Philosophy: Phil. 160, 301, 302, one course selected from 310 or 350 or 413, plus six hours of additional philosophy courses.
2. Applied Ethics Minor in Philosophy: Phil. 160, 301, 401, one course selected from 430 or 431 or 432, and two courses selected from 309, 330, 416, 430, 431, or 432.

Philosophy
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Philosophy 160	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed English 200	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Science Req	3
Gen Ed History 116 or 117	3	Gen Ed Mathematics Req	3
Gen Ed Social Science Elective	3	Gen Ed Fine Arts Req	3
Gen Ed Natural Science Req	3		
	16		15

Sophomore Year

Philosophy 301	3	Philosophy 310, 350 or 413	3
Philosophy 302 or 317	3	Elective	3
Gen Ed Theology 200	3	Elective	3
Gen Ed IDC 200 or 201	3	Elective	3
Elective	3	Elective	3
	15		15

Junior Year

Philosophy 311 or 312	3	Philosophy 313 or 314	3
Philosophy Elective	3	Philosophy Elective	3
Gen Ed IDC 300 or 301	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	15		18

Senior Year

Philosophy Elective	3	Philosophy Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Philosophy Course Descriptions

Phil. 160 Introduction to Philosophy (3)

A course designed to acquaint the beginning philosophy student with the basic forms of critical reasoning and with some of the central issues and thinkers in the history of Western philosophy. *Every semester.*

Phil. 301 Ethics (3)

The examination of the theoretical foundations and justifications for moral conduct. (Prerequisite: Phil. 160.) *Every semester.*

Phil. 302 Logic (3)

A study of the principles of Aristotelian formal logic, together with a consideration of more recent insights provided by Boolean and mathematical methodologies. (Prerequisite: Phil. 160.) *Every fall.*

Phil. 309 Social and Political Philosophy (3)

A study of the great political theories and their relevance to modern political questions. (Prerequisite: Phil. 160.) *As required.*

Phil. 310 Philosophy of Knowledge (3)

The course examines prominent epistemological positions with respect to such issues as the nature of knowledge, the validation of cognition, criteria of knowledge, and the relation between cognitive experience and its object. (Prerequisite: Phil. 160.) *As required.*

Phil. 311 History of Ancient Philosophy (3)

A study of the great philosophers of ancient Greece. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 312 History of Medieval Philosophy (3)

A study of the great thinkers in philosophy in the Middle Ages. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 313 History of Modern Philosophy (3)

A study of the great thinkers in philosophy from Descartes to Kant. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 314 History of Contemporary Philosophy (3)

A study of important contemporary thinkers in philosophy. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 315 Existentialism (3)

A study of existential thought through the works of such authors as Kierkegaard, Nietzsche, Sartre, Marcel, and Heidegger. (Prerequisite: Phil. 160.) *As required.*

Phil. 316 American Philosophy (3)

The course focuses on the development of those philosophical traditions and movements originating within America. Special emphasis will be given to evolutionary theories, pragmatism, and American philosophical idealism. (Prerequisite: Phil. 160.) *As required.*

230 Philosophy

Phil. 317 Symbolic Logic (3)

An introduction to the formal analysis of arguments. The student will translate English sentences into symbolic language and learn “truth table” and “proof” methods for testing the validity of arguments. This course covers sentential through relational predicate logic. The aim of the course is to sharpen reasoning skills and develop ability for rigorous philosophical analysis. (Prerequisite: Phil. 160.) *As required.*

Phil. 320 Philosophical Foundations of the U.S. Constitution (3)

A study of the philosophical foundations of the American Constitution, as they evolved from classical and modern sources through discussion and debate among the founding fathers. *Every two years.*

Phil. 323, 324 Basic Issues in Philosophy I, II (3, 3)

Subject matter to be announced by the instructor each semester. (Prerequisite: Phil. 160.) *As required.*

Phil. 330 Philosophical Anthropology: Reflections on Human Existence (3)

A study of what it means to be a human being, through an exploration of the unity, structure, origin, and destiny that constitute the human being as a person, as a knowing, free and loving being. (Prerequisite: Phil. 160.) *As required.*

Phil. 333 Dimensions of Consciousness (3)

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, socio-biology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with Psy. 333. (Prerequisite: Phil. 160.) *As required.*

Phil. 350 Philosophy of Being (3)

An investigation into the ultimate nature of reality through an exploration of the various ways important thinkers have answered the question: What is being? (Prerequisite: Phil. 160.) *As required.*

Phil. 401 Applied Ethics (3)

The application of ethical theories, principles, and techniques to contemporary social problems and controversies, e.g., abortion, euthanasia, sexual equality, animal rights, pornography, etc. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 402 Philosophy of Art (3)

An examination of the nature and context of art and artistic activity by focusing on the experiences of those artifacts that stand as exemplars of art, the experience of those who create them, and the experiences of those who appreciate and criticize them. (Prerequisite: Phil. 160.) *Every two years.*

Phil. 413 Philosophy of God (3)

A philosophical study of God's nature and attributes. Topics include God's existence, simplicity, power, knowledge, and will. (Prerequisite: Phil. 160.) *As required.*

Phil. 415 Philosophy of Religion

(3)

A study of the rationality of the belief in the existence of God, including an investigation of whether it is appropriate to seek reasons for religious belief. Topics covered include the relation between science and religion, the nature of rationality, religious experience, mysticism, evil, and human freedom. (Prerequisite: Phil. 160.) *As required.*

Phil. 416 Philosophy of Science

(3)

A survey of the philosophy of science, centering on the topic of science's explanation of empirical phenomena. Specific topics include the difference between scientific and other types of explanation, and the status of unobservable entities mentioned in scientific explanations. (Prerequisites: Phil. 160 and two courses in science.) *As required.*

Phil. 423 Independent Study

(1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: Phil. 160.) *As required.*

Phil. 430 Health Care Ethics

(3)

An application of ethical principles to health care issues. Topics to be considered include patient rights, withholding/withdrawing treatment, the definition of death, reproductive technology, experimentation on human subjects, allocation of medical resources and the right to health care. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 431 Business Ethics

(3)

A systematic discussion of the application of ethical principles to business practices, focusing on some of the more important moral issues facing persons involved in the business world today. (Prerequisites: Phil. 160, 301.) *As required.*

Phil. 432 Philosophy of Law

(3)

A philosophical treatment of jurisprudence, including a study of the basic schools of legal theory (natural law, legal positivism, legal realism). Also dealt with will be the relationship between morality and law, economics and law, and legal reasoning. (Prerequisites: Phil. 160, 301.) *As required.*

Physical Therapy

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David Boyle, MS; Patricia D. Gillette, PhD; Christine Laliberte King Price, MMSc;
Nancy L. Urbacheit, PhD

The Physical Therapy program offers professional preparation in physical therapy. The program awards the BHS degree after 126 credit hours and completion of all general education requirements. The MPT degree in physical therapy is awarded at the conclusion of the graduate program.

Physical Therapists are health professionals who evaluate and treat individuals whose ability to function is impaired or threatened by disease or injury. The physical therapist assesses joint motion, muscle strength and endurance, function of the heart and lungs, and performance of activities required in daily living, among other responsibilities. Treatment includes therapeutic exercise, cardiovascular endurance training, the application of heat, cold and electricity, and training in daily living.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, home health agencies, pediatric facilities and nursing homes.

Program Start Date and Student Matriculation

Fall 2001	Incoming Freshmen
Fall 2001	Transfer students who will meet the Bellarmine University program requirements
Summer 2001	Students who have met University of Louisville prerequisite requirements and will begin the course of study in the major in the Junior year.

Physical Therapy
Program for Bachelor of Science Degree in Health Sciences
and a Master of Science Degree in Physical Therapy

Freshman Year

Freshman Focus (IDC 100)	1	Gen Ed English 101	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Gen Ed Psychology 101	3	Gen Ed History 116 or 117	3
Gen Ed Mathematics 117*	4	Mathematics 205	4
Biology 130	4	Gen Ed Chemistry 117	4
Gen Ed Chemistry 116	4		
	19		17

Sophomore Year

Gen Ed Theology 200	3	Gen Ed Fine Arts	3
Psychology 218/225/230/or 304	3	Gen Ed Theology Elective	3
Gen Ed IDC 200 or 201	3	Physics 206	4
Physics 205	4	Gen Ed Philosophy 301	3
Biology 108	4	Gen Ed English 200	3
		Biology 109	4
	17		20

Summer

Biol. 513	1
Biol. 515	4
PT 516	3
PT 520	2
PT 540	4
	14

Junior Year

Gen Ed IDC 300 or 301	3	Gen Ed Senior Sem (IDC 401)	3
Biology 300	4	PT 513	3.5
PT 500	2	PT 525	4
PT 502	3	PT 545	4
PT 535	2	PT 555	3
PT 550	1	PT 655	2
PT 560	5		
PT 580	1		
	21		19.5

** Bachelors in Health Sciences (BHS) awarded after 127.5 hours and all core requirements completed.

Summer

PT 530	2
PT 531	1
PT 610	4
PT 615	5
PT 617	1
PT 620	2
	15

234 **Physical Therapy**

Graduate			
Hum 543	3	PT 510	3
PT 619	1	PT 605	3
PT 625	2	PT 618	5
PT 640	2	PT 621	1
PT 650	4	PT 630	3
PT 660	3	PT 635	3
PT 670	4	PT 645	4
PT 680	1		
	20		22

Summer	
PT 710	10
PT 720	starts in summer and concludes in fall (10)
	10

Graduate	
PT 720	10
PT 730	10
	20

* Students not prepared for Mathematics 117 should take Mathematics 116.

** Upon successful completion of the program of study, the student will be awarded the Master's degree in Physical Therapy (MPT).

Physical Therapy Course Descriptions

PT 500 Patient Care (2)

An introduction to patient care procedures necessary for physical therapists, especially in in-patient settings. The course will emphasize patient and practitioner safety, including prevention of nosocomial injuries and infections. (Prerequisite: Permission of program director required.)

Summer semester. Offered yearly.

PT 502 Research in Physical Therapy I (3)

An introductory course in physical therapy research. Validity and reliability issues in clinical research, basic clinical tests and measures and research consumerism that articulate with the professional courses taught during the first year fall semester will be emphasized. Permission of program director required. *Fall semester. Offered yearly.*

PT 510 Tissue Trauma and Healing (3)

This course deals with the healing response to wounds and factors affecting the healing of wounds. The role of the physical therapist in management of wound and burn patients in the acute, sub-acute, and chronic phases of rehabilitation will be addressed. Students will develop skills related to assessment of tissue trauma and therapeutic intervention to facilitate healing. Format includes lecture, discussion, laboratory, audiovisuals, and patient interaction. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 513 Clinical Education I**(3.5)**

The first clinical education experience in the curriculum consists of two components: (1) a series of discussions related to patient and practitioner interaction, teaching and learning in the clinical setting, professional behavior, and operational particulars to prepare students for the clinical education experience; (2) eight full days in a local clinical facility. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

Biol. 513 Human Gross Anatomy**(4)**

Human gross anatomy will be explored via cadaver dissection. All organ systems will be examined. Students will be introduced to basic radiographic osteology as well as common traumatic injury. *Summer semester.*

Biol. 515 Dissection Laboratory in Human Anatomy**(4)**

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

PT 516 Psychosocial Responses to Illness, Disability, and Health Care**(3)**

Examination of factors at the individual and society levels that affect the health care system and influence illness behavior. There will be opportunity to explore the factors that affect successful patient-provider interaction, touching on communication, cultural issues and values of the client and provider. The student will also study issues of the dying patient and professional burnout. (Prerequisite: Permission of the program director required.) *Fall semester. Offered yearly.*

PT 520 Principles of Exercise**(2)**

This course will be an introductory course on the scientific and clinical application of exercise to a patient population. The role of exercise in physical therapy and the foundation of basic exercise principles will be presented. Introduction to and delivery of basic types of exercise, including passive, active-assistive, active range of motion, stretching, and progressive resistive exercise will be presented. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 525 Exercise Physiology and Nutrition for Physical Therapists**(4)**

This course will prepare the student to perform a health risk assessment, fitness and exercise evaluation, and body composition analysis and interpret the results to develop an exercise prescription for the well individual. Factors that affect exercise performance and the body's adaptation to strength and endurance training will be covered. Basic nutrition needs for health, athletic performance, and rehabilitation will be addressed. Alternative nutritional delivery methods such as IVs and feeding tubes will be explored as well as the nutritional needs of patients with burns, cancer, or skeletal fractures and osteoporosis. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 530 Physical Therapy Modalities Lecture**(2)**

This course provides instruction to the first year students in the Physical Therapy Program about the physiological effects, mechanical operation, and appropriate application of massage; superficial heat and cold; ultrasound; diathermy; hydrotherapy; ultraviolet radiation; traction; intermittent compression; topical hyperbaric oxygen; electrical stimulation; and biofeedback. The course will also describe the role of the physical therapist assistant in the delivery of the above modalities. (Prerequisites: Permission of program director required.) *Summer semester. Offered yearly.*

236 **Physical Therapy**

PT 531 Physical Therapy Modalities Laboratory (1)

This course will provide the laboratory instruction to go with the lectures of PT 530. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 540 Functional Anatomy (4)

Basic clinic applications of static situations, connective tissue biomechanics, and vertebral and extremity muscle kinesiology. Clinical applications of joint mechanics, arthrology, normal and pathological human locomotion, and other movement patterns will be discussed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 545 Neuroscience for Physical Therapy (4)

This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology to patient populations. From this understanding, theories of motor control and movement science will be addressed. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 550 Histology for Physical Therapy (1)

This course provides an overview designed to acquaint the physical therapy student with a basic understanding of cell and tissue structure. Students will study bone, cartilage and other connective tissues, the integument, nervous tissue, the cardiovascular and pulmonary systems, and muscle tissue.

PT 555 Orthopaedics for Physical Therapists (3)

The role of the physical therapist in the management of common orthopaedic problems will be presented. Etiology, pathology, evaluation, diagnosis and medical and surgical treatment of the patient will be presented. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 560 Basic Patient Problems (5)

A study of the methods by which one can identify, quantify and assess basic patient problems such as joint mobility, flexibility, muscle strength, posture, functional mobility, sensation and soft tissue integrity. The course will also provide instruction and experiences in the proper methods of documentation of patient evaluation and assessment. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 580 Gerontology (1)

An overview of social, psychological, emotional, physiological changes that occur with aging and their cultural and socioeconomic influence on the aged adult population, with special emphasis on physical therapy management and intervention. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 605 Research in Physical Therapy II (3)

This is the fourth course in physical therapy research. Students will be instructed in the effective development of illustrations, graphics, tables, slides, and videotapes to enhance written and oral professional presentations. Integration of current research with the second year fall semester courses will be emphasized. Permission of program director required. *Spring semester. Offered yearly.*

PT 610 Clinical Measures and Treatment I (4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with extremity musculoskeletal dysfunction. (Prerequisites: PT 560 and permission of program director required.) *Summer semester. Offered yearly.*

PT 615 Clinical Education II (5)

The second clinical experience in the curriculum consists of a minimum of 160 hours (four weeks full time) in a clinical facility scheduled in the last half of the second summer of the curriculum. Development of the therapeutic skills in musculoskeletal evaluation and therapeutic intervention will be emphasized. (Prerequisite: permission of the program director required.) *Summer semester. Offered yearly.*

PT 617 Integration I (1)

A series of integration seminars that will include case study analysis, integrating previous and concurrent course work. May also include attendance at rounds relevant to orthopedic course work. (Prerequisites: Completion of first year PT curriculum and permission of the program director required.) *Summer semester. Offered yearly.*

PT 618 Clinical Education III (5)

The third clinical experience consists of four weeks full time in a clinical facility evaluating and treating patients. Students assignments will reflect the most recently learned content areas of cardiopulmonary and pediatric physical therapy. (Prerequisites: Completion of first year PT Curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 619 Integration II (1)

A series of integration seminars in the fall semester. These seminars will include case study analysis of patients, integrating current and previous course work. Students may also have the opportunity to attend rounds and clinics relevant to pediatric and cardiopulmonary course work. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 620 Cardiopulmonary Assessment and Application (2)

This course will prepare the student to perform specialized evaluation procedures, including vital signs, auscultation, and cardiovascular and pulmonary assessments, as appropriate for program planning in physical therapy. Special cardiovascular/pulmonary tests and diagnostic procedures performed by other health care personnel will be reviewed. Basic treatment procedures, including postural drainage and percussion, breathing exercises, and cough facilitation techniques, will be presented. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 621 Integration III (1)

A series of integration seminars in the final didactic semester, integrating concurrent and previous course work. Will include case study analysis of complex medical problems, movement disorders, and cultural issues. May also include attendance at rounds and clinics relevant to concurrent course work. (Prerequisites: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 625 General Neurology for Physical Therapists (2)

Neurological conditions and pathologies will be presented with an emphasis on the general medical approaches for the etiology, diagnosis, pathology, prognosis and the general medical treatment of the neurological patient. Pathology, medications, diagnostic tests and the neurological exam will be covered in depth to enhance the physical therapist's understanding of the neurological patient. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 630 Management and Treatment of Adult Neurological Patient (3)

Basic clinical application in attempting to design and understand treatment programs for the neurophysiologically damaged adult patient. Concepts in motor control, motor relearning and treatment philosophies will be discussed and opportunities to apply them to real and simulated patients in order to create an effective rehabilitation program will be available. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 635 Pathophysiology of Complex Problems (3)

Students in this course will analyze the physical therapy management of complex patients with multiple medical problems. The pathophysiology of medical problems related to nutritional disorders, infectious disease, gastrointestinal disorders, hepatic disorders, endocrine dysfunction, metabolic dysfunction, renal dysfunction, genitourinary dysfunction, connective tissue disease, hematological disorders, oncology, and immunodeficiency will be discussed in depth. Age and gender related factors will be integrated into the course. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 640 Pediatric Physical Therapy (2)

This course will be an overview of normal motor and cognitive development in the first five years of life; the common motor and cognitive delays treated by physical therapists in children under 5 years old; assessment of developmental delays in children and treatment planning for delays. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 645 Rehabilitation Techniques in Physical Therapy (4)

The rehabilitation management of patients with selected disabilities (spinal cord injury, arthritic patient, amputee) and the application of the specialized knowledge of the physical therapist to the long term rehabilitation setting. Information on orthotics, prosthetics, and wheel chair prescription will be presented. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 650 Clinical Measures and Treatment II (4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with vertebral column and trunk musculoskeletal dysfunction. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 655 Teaching and Learning in Physical Therapy Practice (2)

Basic principles of teaching and learning will be applied to physical therapy practice. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, other health professionals requiring on the job training, and other students. Sensitivity to age, gender, literacy, disability, and cultural differences will be addressed. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 660 Physical Therapy Management of Cardiopulmonary Patient (3)

This course will prepare the student to treat the pediatric, adult, and geriatric patient with cardiovascular and/or pulmonary dysfunction in all settings ranging from acute care, to rehab, to home health, to long term care. This course will also cover physical therapy management of the diabetic patient. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 670 Management in Physical Therapy (4)

This course is designed to introduce the student to management and supervision issues common to physical therapy clinics and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. Permission of program director required. *Fall semester. Offered yearly.*

PT 710 Internship I (10)

One of a series of three 8-week internships that are scheduled following completion of all didactic course work. PT 710 is a fulltime internship in acute care physical therapy practice. Students will be assigned to a facility or facilities providing acute care physical therapy to patients requiring medical and/or surgical intervention, such as hospitals and subacute units. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 720 Internship II (10)

One of a series of three internships that follow completion of all academic course work. PT 720 is an eight week, full-time experience in physical therapy rehabilitation. Clinical experiences will include one or more of the following: rehabilitation following spinal cord injury, cerebral vascular accident, traumatic brain injury, amputation, burns, or multiple trauma. Appropriate facilities include rehabilitation hospitals, hospitals with rehabilitation units, extended care facilities or subacute units with appropriate patient populations. (Prerequisites: Completion of 1st year Curriculum and permission of program director required.) *Summer semester. Offered yearly.*

PT 730 Internship III (10)

One of a series of three internships that follow completion of all didactic course work. PT 730 is an eight week full-time experience in community based physical therapy, most often in outpatient settings. Students may select an area of interest, such as pediatrics, geriatrics, orthopedics, ergonomics, or sports medicine. Appropriate experiences include providing physical therapy intervention in private practice, schools, pediatric clinics, home health, industry, hospices, extended care facilities, adult day-care, and community reentry programs. (Prerequisites: Permission of program director required.) *Fall semester. Offered yearly.*

Physics

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Physics courses will help increase students' scientific literacy and understanding of the physical world. Courses listed below are designed with the ultimate goal of developing problem-solving skills, critical thinking and conceptual understanding of the physical universe. Some of these courses are used as service courses for students majoring in Biology, Chemistry, Health Sciences and Computer Science.

Students may obtain a minor in Physics by completing 18 credit hours as indicated below. Students wishing to pursue a concentration in Physics should consult with a faculty member in the Chemistry and Physics Department. Additional courses in Physics are available through the Kentuckiana Metroversity.

Requirements for a Minor in Physics, 18 hours

Phys. 205, 206, 307, 308, and either Phys. 111 or Chem. 308.

Physics Course Descriptions

NOTE: All physics courses assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take Math. 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college algebra course.

Phys. 101, 102 College Physics I, II (Advanced Placement only) (3, 3)

Introduction to classical theories of mechanics, electromagnetism, and heat, as well as modern theories of special relativity, quantum mechanics, and the nucleus. Application of physical principles to biology is emphasized.

Phys. 105 Introduction to Astronomy (3)

The early history of astronomy; origin of modern astronomy; modern methodology, structure and origins of the solar system; the earth, moon and eight planets; comets, meteorites and asteroids; life in the universe. Two hours lecture, two hours laboratory. *Every fall.*

Phys. 106 Exploration of the Universe (3)

The stars and distances; the sun; the birth, youth, middle age and death of stars; supernovae; pulsars and other neutron stars; stellar black holes; structure of milky way galaxy; galaxies; quasars; cosmology; the Big Bang theory; past and future of the universe. Two hours lecture, two hours laboratory. *Every spring.*

Phys. 110 Electrical Principles (3)

Fundamentals, Ohm's law, power and resistor, series and parallel circuits, network analysis, DC instruments, AC generation, inductance, capacitance, AC circuits. Three hours lecture; three hours laboratory-recitation section. *Fall, odd years.*

Phys. 111 Electronic Circuits

(3)

Diodes, transistors, DC biasing BJT, BJT small-signal analysis, multistage systems, OP-amps, and digital ICs. Three hours lecture; three hours laboratory-recitation section. *Spring, even years.*

Phys. 205 General College Physics I

(4)

Classical, nonrelativistic mechanics. For science, mathematics, and preprofessional students. Three hours lecture; three hours laboratory-recitation section. (Prerequisite: Math. 117.) *Every fall.*

Phys. 206 General College Physics II

(4)

Continuation of General College Physics I covering sound, heat, electricity, magnetism, geometrical optics. Three hours lecture; three hours laboratory-recitation section. (Prerequisite: Phys. 205 or permission of instructor.) *Every spring.*

Phys. 214 Health Science Physics

(3)

This is an algebra based course *designed for students interested in the Health Science industry.* Subjects studied include the following: (1) Classical mechanics: covering vectors, motion in one and two dimensions, force, work, momentum, energy, and gravity; (2) Fluid mechanics: thermal energy, heat transfer, first law of thermodynamics, wave propagation, waves on strings, sound waves; (3) Reflection and refraction of light; (4) Coulomb's Law, electric field and potential; (5) Magnetism, and (6) Simple AC and DC circuits. Three hours lecture, one hour recitation, two hours laboratory. *Every spring.*

Phys. 307 Modern Physics

(3)

Special theory of relativity; the Lorentz transformation; relativity and electromagnetism; black body radiation; photo electric effect; Compton effect; introduction to quantum mechanics; the Schrodinger equation; particle in a Box; simple harmonic oscillator; the Hydrogen atom; the wave functions for hydrogen; atomic spectra; x-rays; molecules and solids; band theory of solids; free-electron theory of metals; nuclear structure; nuclear physics applications. Three hours lecture; one hour recitation. (Prerequisite: Phys. 205, 206, and Math. 117, or permission of instructor.) *Fall, even years.*

Phys. 308 Physical Optics

(4)

Review of geometric optics; Maxwell's equations, plane electromagnetic waves, and electromagnetic spectrum; interference of light, phasor addition of waves, change of phase, and thin films; Fraunhofer diffraction; Fresnel diffraction; diffraction grating and diffraction of s-rays by crystals; spectrum of light and light scattering; polarization of light waves, Brewster's law; polarization by double refraction; interference of polarized light; magneto-optics and electro-optics. Three hours lecture; one hour recitation; two hours laboratory. (Prerequisite: Phys. 205, 206, and Math. 117, or permission of instructor.) *Spring, odd years.*

Political Science

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Michael G. Krukones, PhD; Eric P. Roorda, PhD

The Political Science discipline prepares students for graduate school and for careers in government, law, and related areas. Every effort is made to instill in the Political Science major the habits of objective analysis and open-mindedness along with a positive attitude toward the problems and potentials of the political system.

For students majoring in Political Science, the program is designed to instruct them in the function of American government at the national, state, and local level. For students majoring in other areas, Political Science courses provide a general understanding of the political system and the possibilities for responsible citizen participation. For both groups, the program encourages extracurricular political participation so that classroom theory can be tested in actual operation.

Requirements for a Major in Political Science, 24–36 hours

Basic courses: Pol. Sci. 101, 203, 204, 260, 308, and 9 hours selected from upper-level courses in Political Science. For the maximum of 36 semester hours permitted in the Department, 12 additional hours may be selected from other courses in Political Science. Required related courses: Math. 205; Hist. 201 or 202; Econ. 111.

Requirements for a Minor in Political Science, 18 hours

Pol. Sci. 101, 203, 204, 260, 308, and one course selected from 300- or 400-level courses.

Political Science
Suggested Basic Program for Bachelor of Arts Degree

Freshman Year

Political Science 101	3	Political Science Elective	3
Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Elective	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Gen Ed Natural Sciences Req	3
Gen Ed History 116 or 117	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Political Science 203	3	Political Science 204	3
Gen Ed Mathematics 205	4	Political Science 260	3
Gen Ed Economics 111 (SS Req)	3	History 201 or 202	3
Gen Ed IDC 200 or 201	3	Gen Ed English 200	3
Gen Ed Natural Science Req	3	Elective	3
	16		15

Junior Year

Political Science 308	3	Political Science Elective	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 300 or 301	3
Gen Ed Theology 200	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Political Science Elective	3	Political Science Elective	3
Gen Ed Philosophy 301	3	Gen Ed Senior Seminar (IDC 401) ..	3
Elective	3	Gen Ed Theology Req	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

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

Political Science Course Descriptions

Pol. Sci. 101 American National Government (3)

A survey of national government in the United States with emphasis on the Constitution, the structure of government and the political process. *Every fall.*

Pol. Sci. 102 State and Local Government (3)

A study of the forms and functions and some of the contemporary problems facing state and local government in the United States. *Every spring.*

Pol. Sci. 203 Early Political Theory (3)

A study of the basic political ideas of Western people as developed by political thinkers from the time of Plato to the Renaissance. *Every fall.*

Pol. Sci. 204 Modern Political Theory (3)

Political thought from the sixteenth century to the present, including those theories from which contemporary political systems are derived. *Every spring.*

Pol. Sci. 260 Scope and Methods of Political Science (3)

An introduction to the basic concepts and theories of political science, including the nature of science, the traditions and approaches used within the discipline, and an analysis of research methodology for political scientists. *Alternate years.*

Pol. Sci. 303 American Political Parties and Interest Groups (3)

A study of the role, function, composition, and organization of political parties and pressure groups, with emphasis on current research concerning contemporary problems and trends in the field. *As required.*

Pol. Sci. 308 Comparative Political Systems (3)

A study of the structure and performance of selected contemporary governments, democratic and non-democratic. *Alternate years.*

Pol. Sci. 323 International Political Problems: Selected Topics (3)

Readings and research on various aspects of the international political system. (Prerequisites: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 324 Contemporary Political Problems: National (3)

Readings in the operation of national governmental institutions and research into specific political issues. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 325 International Relations (3)

Readings and discussion of the formation of U.S. foreign policy and analysis of contemporary international relations. (Prerequisite: Pol. Sci. 101 or 102, Junior/ Senior status, or permission of instructor.) *As required.*

Pol. Sci. 326 Race Relations and Civil Rights (3)

A survey of race relations and civil rights since 1619 to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with Hist. 326. (Prerequisite: Junior/ Senior status, or permission of instructor.) *As required.*

Pol. Sci. 328 The United States Presidency

(3)

This interdisciplinary examination of the presidency will focus on the development and use of executive branch power and the changing relationship between American citizens and their chiefs of state. With a theoretical foundation provided by Political Science, the course will examine the policies and personalities of the nation's presidents. Cross-listed with Hist. 328. (Prerequisite: Hist. 116 or 117.) *As required.*

Pol. Sci. 330 Public Administration

(3)

An analysis of the operation of the administrative agencies of government on the national, state, and local levels, with emphasis on the organizational personnel and functions of these agencies. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 331 Politics and Film

(3)

An analysis of political ideas and events as portrayed in motion pictures along with a study of the interaction of the political process in the motion picture industry. *As required.*

Pol. Sci. 413, 414 U.S. Foreign Policy I, II

(3, 3)

Origins and development of U.S. diplomatic history and implementation of U.S. foreign policies. American emergence from isolation and the new position of the United States in world affairs during the twentieth century. Cross-listed with History 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

Pol. Sci. 418 Administrative Law

(3)

A study of problems in administrative law, with special emphasis on the role of the judiciary in applying constitutional standards of due process of law and delegation of powers. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 419 Public Policy

(3)

The study of the procedures involved in policy analysis through the examination of current political, economic, and social problems in the U.S. (Prerequisite: Pol. Sci. 101 or 102, Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 422 Vietnam and Watergate

(3)

An examination of the Vietnam war and the Watergate scandal. The focus will be on the ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with Hist. 422. (Prerequisite: Junior/Senior status, or permission of instructor.) *As required.*

Pol. Sci. 423 Independent Study

(1–3)

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

Pol. Sci. 444, 445 Internship I, II

(3)

As required.

Pre-Professional Programs

Pre-Law Program

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Horrigan Hall 012F, Phone 502/452-8028

Evanthia D. Speliotis, PhD, Philosophy
Alumni Hall 116, Phone 502/452-8232

Timothy K. Welliver, PhD, History
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The prospective lawyer will usually find a broad, general education the best preparation for legal studies. In order to provide a sound foundation for a sophisticated legal education and competent lawyering, the American Bar Association Section of Legal Education and Admissions to the Bar recommends the development of particular skills and values as well as significant bodies of knowledge as important goals of the undergraduate experience.

The core skills and values that are essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interest of others while also promoting justice. Good legal education teaches students to “think like a lawyer”.

Students should seek courses and other activities that will give them experience in structuring and evaluating arguments for and against propositions that are susceptible to reasoned debate. Preparation for legal education should also include substantial experience at close reading and critical analysis of complex textual material. These requisite critical reading abilities may be acquired in a variety of ways, including the close reading of complex material in literature, political or economic theory, philosophy, or history. Students should also seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism. Finally, students wishing to prepare for legal education should select courses and seek experiences that will require them to plan a research strategy, to undertake substantial library research, and to analyze, organize and present a reasonably large amount of material.

In addition to the fundamental skills and values discussed above, there are some basic areas of knowledge that one should possess in order to derive the maximum benefit from a legal education. Some of the types of knowledge that are most useful include the following:

- A broad understanding of history, particularly American history;
- A fundamental understanding of political thought and theory;
- A basic understanding of ethical theory;
- A grounding in economics, particularly micro-economic theory;
- Some basic mathematical and financial skills; and
- A basic understanding of human behavior and social interaction.

The skills, values and knowledge that are essential to success in law school and to competent

lawyering may be acquired in a variety of ways. Pre-law students are encouraged to major in areas in the humanities or social sciences that provide an especially valuable background for the study of law. Apart from a particular major, some courses are especially beneficial. These courses include Acct. 317 (Taxation I), Acct. 318 (Taxation II), B.A. 203 (Business Law I), B.A. 403 (Business Law II), Comm. 325 (Communications Law), Econ. 415 (Law and Economics), Econ. 418 (Forensic Economics), Phil. 302 (Logic), Phil. 320 (Philosophical Foundations of the American Constitution), Soc. 210 (Criminal Justice) in addition to courses in History and American Government.

In addition to their major advisors, pre-law students are guided in their program of study by faculty serving as pre-law advisors. Prospective law students should consult closely with their pre-law advisor. That individual can assist students in selecting courses or professors that will be particularly helpful in developing the skills and knowledge foundation emphasized above. Taking difficult courses from demanding instructors is the best generic preparation for legal education. The pre-law advisor can also assist students in choosing law schools to which to apply that are appropriate in light of the student's interests and credentials. Any student interested in a legal career should contact a pre-law advisor as early as possible.

Pre-Medical Studies

Thomas E. Bennett, PhD, Biology, Chair, Pre-Medical Advisory Committee
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Joanne J. Dobbins, PhD, Biology
Pasteur Hall 109, Phone 502/452-8109

Graham W.L. Ellis, PhD, Chemistry
Pasteur Hall 225, Phone 502/452-8218

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Joseph F. Sinski, PhD, Chemistry
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Bellarmino University prepares students for medical school by providing the necessary science background in a framework of liberal arts. While most pre-medical students tend to major in either biology or chemistry, the medical schools place no restrictions upon a student's choice of major.

Medical school admission is extremely competitive. Students must have a strong undergraduate academic record (typically, a cumulative GPA of 3.50 out of 4.00) and acceptable scores on the required Medical College Admissions Test (MCAT). In addition, students must show evidence of familiarity with the day-to-day aspects of medicine by volunteering (or working) in a health care facility (hospital, clinic, etc.) and/or by shadowing physicians for a significant length of time. Other essential elements for admission include a strong recommendation from Bellarmine's Pre-medical Advisory Committee (PMAC) and a successful Interview with the Medical School Admissions Committee. Extracurricular activities (especially in leadership positions) and a commitment to community service are also positive factors for medical school admission. In general, students need to be highly motivated and make a commitment to pursuing a medical career early in their college studies.

The following science courses are recommended prior to taking the Medical College Admissions Test (MCAT). The MCAT must be taken in April of the Junior year for students planning to matriculate into medical school in August following their graduation from Bellarmine.

Biol. 130 Principles of Biology (with lab)

Biol. 231 Cell Biology (with lab)

Biol. 314 Vertebrate Physiology (with lab)

Chem. 116 Introductory Chemistry I: Structure (with lab)

Chem. 117 Introductory Chemistry II: Bonding (with lab)

Chem. 216 Intermediate Chemistry I: Reactivity (with lab)

Chem. 217 Intermediate Chemistry II: Synthesis (with lab)

Math. 117 Calculus I (some medical schools require two college math courses)

Phys. 205 General College Physics I (with lab)

Phys. 206 General College Physics II (with lab)

Both the Biology and Chemistry curricula are designed to provide the proper sequence of courses which permit application to medical school at the end of the Junior year. Students not majoring in science must contact one of the pre-medical advisors as soon as possible in order to incorporate the required science courses into their field of study.

Psychology

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 Pasteur Hall 164, Phone 502/452-8438,
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Pamela G. Cartor, PhD; Ann M. Jirkovsky, PhD; Hank Rothgerber, PhD;
 Thomas L. Wilson, PhD

The psychology major has a demanding program which emphasizes a scientific approach to the study of human behavior supported by field placements at appropriate community agencies. The department offers three program options. A research project of the student's choice is required. This research is completed under close supervision and interaction with the entire faculty in psychology.

The psychology major prepares students for graduate work in psychology and related disciplines. Also it provides the foundation for numerous careers in psychology, human services, and human resources.

The Department of Psychology has five goals for its degree programs

1. Students should develop an understanding of the scientific methods that are the basis of psychology.
2. Students should develop an overview and understanding of the major psychological theories and research.
3. Students should be prepared for graduate school and careers in psychology.
4. Students should have opportunities for experiential and applied learning through individual and group activities, research projects, laboratories, practica and internships.
5. Students should increase their understanding of self and others by learning about the relevance of psychology to everyday life.

The Psychology Department offers three program options:

1. The Traditional emphasis prepares the student for graduate work and has numerous electives to broaden, enrich, and stimulate the intellectual, emotional and social growth of the student.
2. The Human Services emphasis prepares the student for careers in the helping profession. It is more structured and training oriented. An Internship at a field placement is required.
3. The Human Resource emphasis prepares the student for careers in organizational and business settings working with people. The program is designed toward developing practical skills and is training oriented. An Internship working in a human resource position is required.

Requirements for a Minor in Psychology, 18 hours

Psy. 101, 102, 218, 230, 317, and three hours selected from 300- or 400-level Psychology courses.

Requirements for a Major in Psychology: Traditional Emphasis, 25–43 hours

Basic courses: Psy. 101, 102, 200, 310, 311, and twelve hours elected from Psy. 208, 218, 230, 304, 307, 313, 315, 317, 342, 402, 405. Required related course: Math. 205. Students with no computer experience should take C.S. 116. For the maximum of 43 hours permitted in the Department, eighteen additional hours may be selected from other Psychology courses. Any student who is considering entering a graduate program in psychology should consult her/his academic advisor. Successful application to some programs requires that the student complete certain courses not required by the Psychology major.

Psychology: Traditional Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Psychology 102	3	Psychology 101	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed Social Science Elective	3	Elective	3
Elective	3		
	16		15
Sophomore Year			
Psychology Elective	3	Psychology 200	1
Gen Ed IDC 200 or 201	3	Psychology Elective	3
Gen Ed Natural Science Req	3	Gen Ed Mathematics 205	4
Elective	3	Gen Ed Natural Science Req	3
Elective	3	Gen Ed English 200	3
		Elective	3
	15		17
Junior Year			
Psychology 310	3	Psychology 311	3
Psychology Elective	3	Psychology Elective	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Gen Ed IDC 300 or 301	3	Elective	3
Elective	3	Elective	3
	15		15
Senior Year			
Psychology Elective	3	Gen Ed Senior Seminar (IDC 401)..	3
Gen Ed Theology Elective	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Requirements for a Major in Psychology: Human Services Emphasis, 40 hours

Basic courses: Psychology 101, 102, 200 208, 218, 230, 304, 310, 311, 317, 342, 402, 405, 444.

Required related course: Math. 205. Students with no computer experience should take C.S. 116.

Psychology: Human Services Emphasis

Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 102	3	Psychology 101	3
Gen Ed English 101	3	Gen Ed History 116 or 117	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed Social Science Elective	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Psychology 208	3	Psychology 200	1
Psychology 218	3	Psychology 230	3
Gen Ed IDC 200 or 201	3	Gen Ed Mathematics 205	4
Gen Ed Natural Science Req	3	Gen Ed Natural Science Req	3
Elective	3	Gen Ed English 200	3
		Elective	3
	15		17

Junior Year

Psychology 304	3	Psychology 311	3
Psychology 310	3	Psychology 342	3
Psychology 317	3	Gen Ed IDC 300 or 301	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
	15		15

Senior Year

Psychology 405	3	Gen Ed Theology Elective	3
Psychology 444	3	Psychology 402	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

**Requirements for a Major in Psychology: Human Resource Emphasis,
37 hours**

Basic courses: Psychology 101, 102, 208, 230, 300, 310, 311, 317, 320, 342, 402, 405, 444.
Required related courses: B.A. 103, 203; Econ. 111; Math. 205. Students with no computer
experience should take C.S. 116.

**Psychology: Human Resource Emphasis
Suggested Program for Bachelor of Arts Degree**

Freshman Year			
Psychology 102	3	Psychology 101	3
Gen Ed English 101	3	Business Administration 103	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus IDC 100	1	Elective	3
Gen Ed Economics 111	3	Elective	3
Gen Ed History 116 or 117	3		
	16		15
Sophomore Year			
Psychology 208	3	Psychology 200	1
Gen Ed IDC 200 or 201	3	Psychology 230	4
Gen Ed Natural Science Req	3	Gen Ed English 200	3
Elective	3	Gen Ed Mathematics 205	4
Elective	3	Business Administration 203	3
		Elective	3
	15		18
Junior Year			
Psychology 310	3	Psychology 311	3
Psychology 317	3	Psychology 342	3
Gen Ed Natural Science Req	3	Psychology 320	3
Gen Ed Theology 200	3	Gen Ed Philosophy 301	3
Elective	3	Gen Ed IDC 300 or 301	3
		Elective	3
	15		18
Senior Year			
Psychology 405	3	Psychology 402	3
Psychology 444	3	Gen Ed Theology Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
	15		15

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

Psychology Course Descriptions

Psy. 101 Introductory Psychology I

(3)

An introduction to the topics in psychology most relevant to the professional practice of psychology. Topics covered include the history of psychology, developmental, personality, social behavior, testing, psychological disorders and treatment, and health psychology. *Every semester.*

Psy. 102 Introductory Psychology II

(3)

An introduction to the topics in psychology associated with the scientific study of behavior and mental processes and the application of psychology to everyday life. Topics covered include research methods, learning, motivation, the brain, sensation and perception, memory, cognition, and social behavior. (Psy. 101 is not a prerequisite for this course.) *Every semester.*

Psy. 200 Introduction to Professional Psychology

(1)

This course will provide an introduction to the profession of psychology. Information will be provided on career opportunities and graduate school programs in psychology. Students will identify their career interests and goals and will develop plans to help them achieve their goals. (Prerequisite: Sophomore standing in the psychology major.) *Every spring.*

Psy. 208 Personality: Theories and Research

(3)

A review and evaluation of the more influential theories of personality with a survey of relevant research. *As required.*

Psy. 209 Current Issues in Psychology

(3)

A study of psychological issues in selected areas with an emphasis on liberal-arts or interdisciplinary topics. Topics will be announced in advance. *As required.*

Psy. 215 Human Sexuality

(3)

A study of human sexual behavior as influenced by physical, emotional, interpersonal, social, cultural, and ethical factors. *As required.*

Psy. 218 Life-Span Development

(3)

A study of the principles of growth and development, covering the span of life from infancy to late adulthood. This course focuses on how individuals develop physically, socially, and intellectually. Implications of development theories and research on counseling, education, parenting, and health services are also discussed. *Every semester.*

Psy. 225 Dynamics of Small Group Behavior

(3)

An experiential and theoretical study of the formation, development, interaction and behavioral influences of small groups. *As required.*

Psy. 230 Psychology of Learning

(3)

A study of the influence of the environment on the acquisition and maintenance of behavior, including traditional and contemporary approaches to learning and the application of human learning principles in an individual behavior modification project. *Every spring.*

254 Psychology

Psy. 250, 251, 350, 351 Practicum: Applied Psychology I-IV (1-3)

This course is designed to provide students with the opportunity to develop and apply their psychological knowledge through directed observation and participation in practical settings such as business, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is strongly recommended. (Prerequisite: Approval of the Psychology Practicum coordinator.) *Every semester.*

Psy. 304 Abnormal Psychology (3)

A study of current concepts as to the causes, manifestations, and treatment of maladaptive behavior in modern American culture. (Prerequisite: Junior standing.) *Every spring.*

Psy. 307 History and Systems in Psychology (3)

An introduction to the history of psychology. This course focuses on the philosophical and scientific influences on the development of psychology, the major schools of psychology, and the influence of each of these schools on psychology today. *As required.*

Psy. 310 Research Methods in Behavioral Science I (3)

Lecture and laboratory. Basic principles of design, conduct and analysis in behavioral research. Students in small groups carry out a research project of their own choice. Each student is required to design and submit an independent research project which may be carried out in Psy. 311. (Prerequisites: Math. 205 and Psy. 102 or permission of instructor.) *Every fall.*

Psy. 311 Research Methods in Behavioral Science II (3)

Lecture and laboratory. Study of research techniques in Human Behavior with emphasis on human resources, personality, social psychology and program evaluation. Each student carries out the individual research project designed in Psy. 310. (Prerequisite: Psy. 310.) *Every spring.*

Psy. 313 Memory and Cognition (3)

A comprehensive study of contemporary theories and research on human memory and cognition. Topics include verbal learning, information processing, models of memory, and the representation of knowledge. Mental processes involved in concept formation, language comprehension, and problem solving will be discussed along with strategies for improving memory. Two hours lecture, two hours laboratory. (Prerequisites: Psy. 102, Psy. 230, and Junior standing.) *As required.*

Psy. 315 Sensation and Perception (4)

A comprehensive study of the psychological theories and research of human perception and psychophysics. The techniques and methods of perceptual research are emphasized along with the application of these methods to investigate the perceptual construction of conscious experience. Students also will be introduced to the physiological/anatomical mechanisms involved in the various human sensory systems. Other topics include the sensory capabilities and dysfunctions, perceptual illusions and constancies and speech perception. Three hours lecture, three hours laboratory. (Prerequisites: Psy. 102, Psy. 230, and Junior standing.) *As required.*

Psy. 317 Social Psychology (3)

Influence of others on the behavior of the individual: theoretical perspectives; methods of investigation; the self; social judgment; interpersonal attraction; altruism; aggression; prejudice and discrimination; social influence; game theory. (Prerequisite: Junior standing.) *Every fall.*

Psy. 320 Human Resource Management

(3)

Management principles and practices for attracting, retraining, and motivating human resources in organizations; specific attention is given to the basic personnel processes of staffing, appraisal, compensation, and labor relations. (Prerequisite: B.A. 103 or Junior standing and permission of the instructor.)

Psy. 333 Dimensions of Consciousness

(3)

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, sociobiology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with Phil. 333. (Prerequisite: Phil. 160.) *As required.*

Psy. 342 Tests, Measures, and Evaluation

(3)

Fundamental principles of testing and measurement, emphasizing their usefulness in the objective evaluation of individual and organizational performance. Topics include reliability, validity, assessment of intellectual and cognitive functioning, psychological and personality attributes and functioning, interest testing, performance appraisal, organizational effectiveness criteria, and the interrelation of these topics. (Prerequisite: Junior standing or permission of instructor.) *As required.*

Psy. 402 Organizational Behavior and Leadership

(3)

The principles of organizational behavior experientially studied with particular emphasis upon the organization as a problem-solving enterprise. Fundamental concepts concerning the behavior of individuals and groups within organizational settings, public and private. Specific attention is devoted to analyzing and influencing behavior, managing group processes of conflict and communication, and using power constructively and ethically in meeting individual and organization goals. (Prerequisite: Senior standing or permission of instructor.) *As required.*

Psy. 405 Counseling and Psychotherapy

(3)

Survey and evaluation of the principal theories and practices of counseling and psychotherapy. Development of increased self awareness and training in interviewing skills are integral goals. (Prerequisite: Psy. 208, Junior/Senior standing or permission of instructor.) *Every fall.*

Psy. 409 Current Issues in Psychology

(3)

Topic will be selected each semester. (Prerequisite: Junior/Senior standing or permission of instructor.) *As required.*

Psy. 423 Independent Study

(1-3)

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

Psy. 444, 445 Internship I, II

(1-3, 1-3)

The objective of the experience is to provide students with an opportunity to apply their psychological knowledge in a business or human service setting. (Prerequisite: Permission of psychology internship coordinator.) *As required.*

Sociology/Criminal Justice

Curtis R. Bergstrand, PhD, Program Director
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Sociology attracts majors who fulfill a variety of post-baccalaureate occupations in many areas of community service and involvement. Sociology majors have the option of completing six hours of directed community internship in an area of their choice. Such an internship provides laboratory and clinical experiences designed to create opportunities to apply theory and instruction in real life settings.

Requirements for a Minor in Sociology, 18 hours

Soc. 101, 201, 205, 410, and six additional hours in Sociology, at least three of which must be at the 300- or 400-level.

Requirements for a Major in Sociology: Traditional Emphasis, 24–36 hours

Basic courses: Soc. 101, 201, 205, 405, 410, 419, and six hours selected from other courses in Sociology. Required related course: Math. 205. Students with no computer experience should take C.S. 116. For the maximum of 36 hours permitted in the Department, twelve additional hours may be selected from other courses in Sociology. The 24-hour major may include a maximum of three hours of Soc. 444 (Internship). The 36-hour major may include a maximum of six hours of Soc. 444, 445 (Internship) and a maximum of three hours of Soc. 423 (Independent Study).

**Sociology: Traditional Emphasis
Suggested Program for Bachelor of Arts Degree**

Freshman Year

Sociology 101	3	Sociology 201	3
Gen Ed English 101	3	Gen Ed Natural Science Req	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed History 116 or 117	3	Elective	3
Gen Ed Social Science Req	3		
	16		15

Sophomore Year

Sociology 205	3	Sociology 405	3
Gen Ed Mathematics 205	4	Gen Ed IDC 200 or 201	3
Gen Ed Natural Science Req	3	Gen Ed Theology 200	3
Gen Ed English 200	3	Elective	3
Elective	3		
	16		15

Junior Year

Sociology Elective	3	Sociology Elective	3
Gen Ed Philosophy 301	3	Gen Ed IDC 300 or 301	3
Gen Ed Fine Arts Req	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
		Elective	2
	15		17

Senior Year

Sociology 410	3	Sociology 419	3
Gen Ed Senior Seminar (IDC 401)	3	Gen Ed Theology Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Requirements for Major in Sociology: Criminal Justice Emphasis, 30 hours

Basic courses: Soc. 101, 201, 205, 210, 306, 307, 331, 405, 410, 419. Required related courses: Math. 205, Psy. 304.

Sociology: Criminal Justice Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year			
Sociology 101	3	Sociology 201	3
Gen Ed English 101	3	Gen Ed Natural Science Req	3
Gen Ed Freshman Sem (IDC 101)	3	Gen Ed Philosophy 160	3
Freshman Focus (IDC 100)	1	Elective	3
Gen Ed History 116 or 117	3	Elective	3
Gen Ed Social Science Req	3		
	16		15
Sophomore Year			
Sociology 205	3	Sociology 210	3
Gen Ed Mathematics 205	4	Sociology 405	3
Gen Ed Natural Science Req	3	Gen Ed IDC 200 or 201	3
Gen Ed English 200	3	Gen Ed Theology 200	3
Elective	3	Elective	3
	16		15
Junior Year			
Sociology 306	3	Sociology 307	3
Sociology 331	3	Psychology 304	3
Gen Ed Fine Arts Req	3	Gen Ed IDC 300 or 301	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	2
			17
Senior Year			
Sociology 410	3	Sociology 419	3
Gen Ed Senior Seminar (DC 401)	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Gen Ed Theology Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Sociology/Criminal Justice Course Descriptions**Soc. 101 Introduction to Sociology****(3)**

Basic concepts in the study of man in social groups. Analysis of roles, institutional patterns, structures and process. *Every semester.*

Soc. 150, 151, 250, 251, 350, 351 Practicum: Applied Sociology I-VI**(1-3)**

This course is designed to provide students with the opportunity to apply their sociological knowledge and/or develop sociological knowledge through directed observation and participation in practical settings such as businesses, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is recommended. (Prerequisite: Approval of the Sociology Practicum coordinator.) *Every semester.*

Soc. 201 Contemporary American Social Problems**(3)**

Investigation of current problems and issues affecting social relationships, in such areas as population, poverty, marriage, mental health and crime. *As required.*

Soc. 205 Sociological Theory I**(3)**

An overview of the major theoretical schools of sociology, including their historical development and contemporary expressions. (Prerequisite: Soc. 101.) *Fall, even years.**

Soc. 210 Criminal Justice**(3)**

An overview of the criminal justice system including the history of law, the police and police powers, the courts, prisons, and strategies for criminal rehabilitation. (Prerequisite: Soc. 101.) *As required.*

Soc. 235 Social Inequality**(3)**

Theories of social stratification and the role of power in societies are examined. These principles are then applied to an understanding of the social position of minorities, the poor and other underprivileged groups in society. *As required.*

UNLESS OTHERWISE NOTED, 300 AND 400 LEVEL SOCIOLOGY COURSES HAVE SOC. 101 OR PERMISSION OF INSTRUCTOR AS PREREQUISITES.

Soc. 306 Juvenile Delinquency**(3)**

The Juvenile Court as seen through recent Supreme Court decisions as they affect the determination, handling and rehabilitation of delinquents. Analysis of causal factors. *As required.*

Soc. 307 Criminology**(3)**

Social factors involved in crime. Evaluation of methods of rehabilitation and trends in crime prevention. *As required.*

Soc. 323 Marriage, Family and Sex Roles**(3)**

A historical review of the contemporary American family. Comparison of family forms, marriage patterns and sex roles in a variety of societies. *As required.*

Soc. 331 Corrections**(3)**

Trends in correctional philosophy. Community-based methods of aiding the offender's return to society: halfway houses, work and education release, diversion. *As required.*

260 Sociology/Criminal Justice

Soc. 341 Topics in Sociology

(1-3)

Selected specialized topics in sociology. *As required.*

Soc. 405 Sociological Theory II

(3)

An in-depth examination of selected classical and contemporary works in sociology. (Prerequisite: Soc. 205.) *Spring, odd years.**

Soc. 410 Research Methods

(3)

Basic concepts of research methods and design. Each student is guided through the logical steps of constructing a research design which may later be carried out in Soc. 419. (Prerequisite: Math. 205) *Fall, odd years.**

Soc. 419 Advanced Research Methods

(3)

An advanced methodology course in which the student carries out a previously designed research project. Intensive supervision and guidance by the instructor in the conduct of research and the writing of professional research reports is emphasized. (Prerequisite: Soc. 410.) *Spring, even years.**

Soc. 423 Independent Study

(1-3)

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

Soc. 444, 445 Internship I, II

(3, 3)

Students are given the opportunity to do guided internships in community agencies. Service areas include corrections, aging, medical and community organization. (Prerequisite: 9 hours of Sociology.) *As required.*

* See Sociology/Criminal Justice website for future offerings of Soc. 205, 405, 410, and 419.

Theatre

Mark Sawyer-Dailey, MFA, Associate Professor, Program Director
 Resident Company Actor with Actors Theatre of Louisville;
 114 Music Building, Phone 502/452-8032
 msawyerdailey@bellarmine.edu

Part-time Staff: Sharon Kinnison, Acting & Movement; Dru Pilmer, Voice. Various professionals from the area will guest teach and lecture.

The Theatre Program offers students the opportunity to study theatre with professional actors, directors, playwrights, and technical specialists and to participate in a variety of student productions. The rich cultural community surrounding the Bellarmine campus provides a unique environment for expanding and enriching classroom activity through extended off-campus observation and participation. Students majoring in Arts Administration may select a Theatre Emphasis. Students may also combine a Theatre minor with any major field of study to broaden and enhance their overall education.

Requirements for a Minor in Theatre, 18–21 hours

Thea. 110, 202, 310 or 311, 350, and six to nine hours selected from other courses in Theatre or Eng. 412. No more than one hour each of Thea. 150 and 151 may count toward the Theatre minor.

Thea. 110 Acting I: Beginning Acting

(3)

As a primary objective, each student should acquire a self-concept as a performing artist. The course content includes study in basic concepts and techniques of performance; physical training in stage movement, voice, and gesture; and development of script analysis techniques for performers. Required activities: study of several acting and performance texts; several written essays and script/character analyses. *As required.*

Thea. 111 Acting II: Improvisation/Scene-Study

(3)

This course focuses on basic acting skills and tools using improvisational methodologies such as theatre games and role playing. Students learn to trust themselves and their own creative sensibility by examining how scenes are structured, how to find the arch of the character, and how to remain spontaneously present inside the moment of the scene. They discover how improvisational techniques assist both the actor and the director with the rehearsal process. The course culminates in a final Evening of Improvisational Theatre. (Prerequisite: Thea. 110 or permission of instructor.) *As required.*

Thea. 112 Voice and Articulation

(3)

An introductory course for improving the voice and professional speaking habits; to assist in developing one's own unique voice. Emphasis is placed on regular practice to develop relaxed tone support, breath control, efficient articulation, resonance and vocal variety and flexibility. Listening and hearing skills are stressed, as is the international Phonetic Alphabet.

Thea. 150 Theatre Practicum: Production
(1)

This course awards academic credit for participating in theatre or video productions as a production technician. Required activities: a determined number of hours of rehearsal and/or performance work, a written analysis of the experience, and a journal diary. *Every semester.*

Thea. 151 Theatre Practicum: Performance
(1)

This course awards academic credit for participating in theatre or video productions as a performing artist. Required activities: a determined number of hours of rehearsal and/or performance work, a written analysis of the experience, and a journal diary. *Every semester.*

Thea. 202 Introduction to Theatre
(3)

Students receive an introductory overview of Western theatre and drama. The course addresses the art of theatre from the point of view of the audience/reader. Required activities: attendance at various performance events, several written essays and examinations, and study of several dramas. *As required.*

Thea. 203 Movement for the Actor
(3)

Movement is a natural activity that becomes an artistic expression when structured and formed by the elements of principles of dance using compositional forms. This course instructs the student in movement for the stage and integrates movement into the acting process. It provides an environment where the student is allowed and encouraged to explore how the activity of movement creates communication.

Thea. 204 Stage Management
(3)

This course will assist students in understanding the elements of Stage Management. Course content emphasizes organizational and communication skills; technical theatre knowledge; and professional rehearsal and performance protocol and practice, according to the rules of Actors Equity Association. Required activities: half of the hours will be spent in the classroom, half at Actors Theatre of Louisville, observing and assisting with a professional production. (Prerequisite: Thea. 202.) *As required.*

Thea. 310, 311 Theatre History I, II
(3, 3)

An examination of the history of theatre, including theatrical structures, design, performance, and production, as well as the context in which theatre occurs. Theatre History I: The Ancient era to the Renaissance. *Every fall.* Theatre History II: Restoration drama to the present. *Every spring.*

Thea. 312 Acting III: Verse
(3)

A continuation of Thea. 110, the student will discover that acting means translating the text into a series of actions and that physical actions take on a particular shape and style according to the given circumstances of the text. In this course, the texts will be that of William Shakespeare, Moliere, and Sophocles. The student will learn to create characterization through action, analysis, development, and performance of roles studied in depth. (Prerequisite: Thea. 110 or permission of professor.) *Once a year.*

Thea 320 Playwriting**(3)**

This course will assist students in understanding the elements of writing a play. Through readings and experiences in writing and working with elements of playwriting, students will gain experience in writing monologues, dialogues, scenes, and short plays. Students will develop an understanding of dramaturgical concepts such as plot, character (emotion, needs, conflict, motivation, character development), structure, theme, and dialogue. Student will also read and discuss each others' work. *As required.*

Thea. 350 Theatrical Directing**(3)**

This course introduces advanced students to the theory and practice of stage management and theatrical direction. Course content emphasizes script analysis, use of basic staging techniques, implementation of traditional rehearsal methods and exercises, and theatrical production organization and management. Required activities: study and research of directing theory texts, preparation of several production scripts, direction of several short performances in the studio, and direction of a one-act drama for public presentation. *As required.*

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

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

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

Students participate in an on-the-job training program with a selected theatre, organization, or individual. Required activities: supervised theatre training and a written analysis of the experience. (Prerequisite: Junior or Senior standing.) *As required.*

Theology

Clyde F. Crews, PhD; George A. Kilcourse, PhD

Alumni Hall 100, Phone 502/452-8178

The Department of Theology offers a program of courses that prepare students for graduate studies either in academic religious studies or in ministerial or pastoral ministry services. Students majoring in Theology may choose either an Academic Emphasis or a Pastoral Ministries Emphasis. The Academic Emphasis is excellent preparation for teaching in the area of religious studies, and the Pastoral Ministries Emphasis prepares students for work in leadership and service at congregational levels.

Requirements for a Major in Theology: Academic Emphasis, 30–36 hours

Basic courses: Theo. 200, 300 or 403, 301 or 401, 302 or 304, 305 or 306, 310, 420, 426, and six hours selected from other Theology courses. For the maximum of 36 hours permitted in the Department, six additional hours may be selected from other Theology courses.

Requirements for a Major in Theology: Pastoral Ministries Emphasis, 30–36 hours

Basic courses: Theo. 200, 300 or 403, 301 or 401, 302 or 304, 305 or 306, 310, 408, 420, 426, 430. Required related courses: B.A. 103; Comm. 302; Psy. 218; Soc. 201. For the maximum of 36 hours permitted in the Department, six additional hours may be selected from other Theology courses.

Requirements for a Minor in Theology: Academic Emphasis, 18 hours

Basic courses: Theo. 200, 301 or 410, 302 or 304, 310, 426, and three hours selected from other Theology courses.

Requirements for a Minor in Theology: Pastoral Ministries Emphasis, 18 hours

Basic courses: Theo. 200, 301 or 401, 302 or 304, 310, 426, and three hours selected from other Theology courses. Required related courses: B.A. 103; Comm. 302; Psy. 218; Soc. 201.

Theology: Academic Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3	Gen Ed Mathematics Req	3
Elective	3	Electives	3
Elective	3		
	16		15

Sophomore Year

Theology 200	3	Theology 300 or 403	3
Gen Ed English 200	3	Gen Ed Fine Arts Req	3
Gen Ed IDC 200 or 201	3	Elective	3
Gen Ed Natural Science Req	3	Elective	3
Gen Ed Elective	3	Elective	3
	15		15

Junior Year

Theology 305 or 306	3	Theology 302 or 304	3
Theology 310	3	Theology 426	3
Gen Ed IDC 300 or 301	3	Gen Ed Philosophy 301	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			18

Senior Year

Theology 301 or 401	3	Theology Elective	3
Theology 420	3	Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Theology: Pastoral Ministries Emphasis
Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101	3	Gen Ed Freshman Sem (IDC 101) ..	3
Freshman Focus IDC 100	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req	3
Gen Ed Social Science Req	3	Gen Ed Mathematics Req	3
Elective	3	Elective	3
Elective	3		
	16		15

Sophomore Year

Theology 200	3	Theology 300 or 403	3
Psychology 218	3	Theology Elective	3
Gen Ed IDC 200 or 201	3	Business Administration 103	3
Gen Ed English 200	3	Sociology 201	3
Elective	3	Elective	3
	15		15

Junior Year

Theology 305 or 306	3	Theology 302 or 304	3
Theology 310	3	Theology 426	3
Gen Ed Natural Science Req	3	Communications 302	3
Gen Ed IDC 300 or 301	3	Gen Ed Fine Arts Req	3
Elective	3	Elective	3
	15	Elective	3
			18

Senior Year

Theology 301 or 401	3	Theology 408	3
Theology 420	3	Theology 430	3
Gen Ed Senior Seminar (IDC 401)	3	Elective	3
Gen Ed Philosophy 301	3	Elective	3
Elective	3	Elective	3
Elective	3		
	18		15

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

Theology Course Descriptions

Theo. 200 Ultimate Questions

(3)

An investigation of the fundamental questions of human meaning and of the nature of religious experience as response to such questioning. The course provides an introduction to religious experience, to theological terms, concepts, and methods, and to the ways that ultimate questions are dealt with in a religious context, with specific focus on the basic themes in Christianity. *Every semester.*

Theo. 300 Catholicism

(3)

This course will present an introduction to the distinctiveness of the church catholic and apostolic and to the essentials of a Catholic approach to theology. Attention is given to the ways in which Catholic faith is expressed in (1) scriptural-historical sources; (2) systematic theological reflection; (3) ethical-pastoral action; (4) mysticism and spirituality; and (5) worship. A unique feature of the course is the emphasis given to the reciprocal relationship between belief and practice, Catholic faith and ethical responsibility. (Prerequisite: Theo. 200.) *Every spring.*

Theo. 301 The Hebrew Scriptures

(3)

The nature of revelation, tradition, scripture, inspiration and literary forms. The Hebrew Scriptures are considered as a source of Jewish and Christian theology. (Prerequisite: Theo. 200.) *As required.*

Theo. 302 New Testament: Gospels

(3)

Studies in the New Testament with special emphasis on the Gospels. The course examines both historical development and current categories. (Prerequisite: Theo. 200.) *As required.*

Theo. 304 New Testament: Epistles

(3)

Studies in the New Testament with special emphasis on the Epistles. The course examines both historical development and current investigations. (Prerequisite: Theo. 200.) *As required.*

Theo. 305 The Quest for God

(3)

A cultural and theological description of the contemporary search for transcendence and God. (Prerequisite: Theo. 200.) *Every fall.*

Theo. 306 The Christ

(3)

Studies in Christology from the ancient to the modern. (Prerequisite: Theo. 200.) *Every spring.*

Theo. 307 World Religions

(3)

An introduction to the great world religions: Hinduism, Buddhism, Islam, Confucianism, Taoism and Judaism. Additionally the course offers a comparative recapitulation of Christianity and an examination of the structures of religious experience. (Prerequisite: Theo. 200.) *As required.*

Theo. 310 History of Christianity

(3)

A survey history of major doctrines, movements and personalities in Christianity's twenty centuries. The course includes studies in Catholic, Orthodox and Protestant traditions. (Prerequisite: Theo. 200.) *Alternate fall semesters.*

Theo. 315 Saints and Sacred Places (3)

A study of great-hearted individuals in history and of sacred or intensity places across the world. Such persons and places often serve as critical elements of self-definition for individuals and societies. The study will focus on examples in the Christian tradition, but will include many others as well, e.g., Gandhi, Buddha, Native American locales, and Shinto shrines. (Prerequisite: Theo. 200.) *Spring, alternate years.*

Theo. 321 Monastic Spirituality (3)

A study of the Western monastic tradition originating with Benedict of Aniane, with an emphasis upon the Cistercian reform movement. The course includes an experiential component with at least one visit to the Abbey of Gethsemani for the Liturgy of the Hours and Eucharist as well as presentations by and dialogue with the monks. (Prerequisite: Theo. 200.) *Spring, alternate years.*

Theo. 401 History of Judaic Thought I (3)

Jewish thought from pre-Biblical times to the period of the Enlightenment. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: Theo. 200.) *Every fall.*

Theo. 402 History of Judaic Thought II (3)

Contemporary Jewish thought and its antecedents. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: Theo. 200.) *Every spring.*

Theo. 403 Foundations of Protestant Theology (3)

An examination of the main sources and developments of Protestant theology. (Prerequisite: Theo. 200.) *As required.*

Theo. 408 The Church in Renewal (3)

A study of the community of Christian believers developing from New Testament models through contemporary ecumenical projects and Third World "basic Christian communities." Historical expressions of institutional Church life are related to theological critiques and reforms. (Prerequisite: Theo. 200.) *As required.*

Theo. 409 Faith and Imagination (3)

This course integrates the study of human religious experience, theological reflection and literary expressions. Analysis of imaginative literature emphasizes the novel genre, examining the work of selected modern and contemporary fiction writers. (Prerequisite: Theo. 200.) *As required.*

Theo. 415 American Religious Experience (3)

A historical investigation of major types of religions that have contributed to American pluralism. Special emphasis is placed on the interplay of the religious traditions and the social and personal values of the American people. The role of the churches as "loyal critics" in American life and as developers of social compassion and deepened sensibilities is also examined. (Prerequisite: Theo. 200.) *Alternate fall semesters.*

Theo. 420 Christian Ethics (3)

An analysis of foundations of ethics in the Christian tradition. Basic themes include biblical resources; sin as fundamental option; development of conscience; natural law; and the role of norms. Applications will be made to significant issues of peacemaking, social justice, and biomedical technology. (Prerequisite: Theo. 200.) *Every fall.*

Theo. 421 Christian Classics**(3)**

An introduction to selected classics of Western Christian spirituality. The course will focus primarily on literature, but may consider classics in other genres such as art and music. The meaning of the terms “classic” and “spirituality” will be explored, with particular attention to a uniquely Christian spirituality. Among figures likely to be considered are Augustine, Dante, Teresa of Avila, Juliana of Norwich, Eckhart, Francis of Assisi, Ignatius Loyola, Newman, and Merton. (Prerequisite: Theo. 200.) *As required.*

Theo. 423 Independent Study**(1–3)**

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: Theo. 200 and permission of Department.) *As required.*

Theo. 426 Spirituality of Sacraments**(3)**

A systematic validation of the Christian sacraments and their liturgical expression, with emphasis on Baptism and Eucharist in the context of major ecumenical dialogues. (Prerequisite: Theo. 200.) *Alternate spring semesters.*

Theo. 430 Practicum**(1–3)**

Supervised experience in ministerial education, coordinated through local religious agencies. (Prerequisite: Theo. 200.) *As required.*

Theo. 441 Special Issues in Theology**(3)**

A study of theological issues in selected areas, especially those of current concern. (Prerequisite: Theo. 200.) *As required.*



Graduate Studies

Graduate programs at Bellarmine University aim at facilitating the goals of their students by developing well-prepared professionals in the areas of business, education, and nursing. This aim is accomplished through rigorous, value-based academic programs that develop skills in leadership, cooperation, communication, critical thinking, and analysis. Through mastery of professional practice, advanced theory, research methods, and contemporary trends, Bellarmine graduate students prepare to serve their organizations and communities effectively with high professional, intellectual, and ethical standards.

Graduate Degree Programs

Business

Master of Business Administration (MBA)
 Weeknight MBA Program
 Weekend MBA Program
 Executive MBA Program
 5 year BA Accounting/MBA

Education

Master of Arts (MA)
 Elementary Education, Grades P–5
 Middle School Education, Grades 5–9
 Learning and Behavior Disorders, Grades P–12

Master of Arts in Teaching (MAT)
 Elementary Education, Grades P–5
 Middle School Education, Grades 5–9
 Secondary Education, Grades 8–12

Learning and Behavior Disorders Certification, Grades P–12

Rank I Post-Masters Program

Nursing & Health Sciences

Master of Science in Nursing (MSN)
 Nursing Administration
 Nursing Education

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

Master of Science in Physical Therapy (MPH)

Admission

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

Business

Laura Richardson, MBA Director
W. Fielding Rubel School of Business
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: (502) 452-8258 or 1-800-274-4723

Education

Theresa Klapheke
Administrative Director
Graduate Programs in Education
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: (502) 452-8037 or 1-800-274-4723

Nursing

Office of Admission
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: (502) 452-8131 or 1-800-274-4723

Physical Therapy

Mark R. Wiegand, Ph.D., P.T.
Physical Therapy Program
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: (502) 452-8001 or 1-800-274-4723

Procedures and Requirements

Candidates for admission to any graduate program are required to submit:

1. A completed graduate application form.
2. A nonrefundable \$25.00 application fee.

3. Official college transcripts of all graduate and undergraduate credits from all accredited institutions.

Candidates for whom English is a second language must also submit an official report of their TOEFL scores.

For additional, program-specific admission requirements and procedures, consult the “Requirements for Admission” section in each program description that follows.

Status upon Admission

Applicants will be admitted to take courses in a graduate program in one of three categories:

1. **Regular Admission** — Applicants who fulfill all admission requirements are admitted unconditionally, are in good standing, and meet the established norms determined by the specific graduate program. They may enroll in courses without restrictions.
2. **Conditional Admission** — Applicants who have not taken the required graduate admission examinations or satisfactorily completed all prerequisites. The precise courses and number of courses may be limited until all prerequisites are fulfilled.
3. **Probationary Admission** — Applicants have not met the established norms required for regular admission. The precise courses and number of courses may be limited until all prerequisites are fulfilled. These students are required to maintain a consistent cumulative 3.0 average in their first 15 semester hours of course work to continue in the program. Failure to maintain a cumulative 3.0 average during any one semester will subject the student to dismissal. Students in graduate Education programs should check with their program director on this policy.

Failure to maintain a cumulative 3.0 average during any one semester will subject the student to dismissal. Students in graduate Education programs should check with their program director on this policy.

Tuition and Fees

The tuition charge at Bellarmine covers both the cost of instruction and supporting services. Bellarmine, as a private institution, receives no support through taxes or other public revenues. Tuition covers only a part of the total educational cost, and Bellarmine depends upon support of alumni and other friends for gifts and grants to supplement tuition and fees in paying the total cost of educating its students.

All charges are subject to change upon action of the Board of Trustees of Bellarmine. Notice of any change will be given to students and applicants after changes are approved. Tuition is due and payable in full at the Bursar's Office of the University on the dates indicated in the Class Schedule. An appeals process exists for students or parents who feel that individual circumstances warrant exemptions from published policy. Contact the Bursar in the Business Office.

Tuition for 2001–2002

Tuition fee per credit hour for most graduate courses Varies by program

Some special programs have a total tuition charge for the program. These programs include the Executive MBA, MBA cohort program, Accelerated MAT and Masters in Physical Therapy. Each program has a special rate due to required classroom materials that vary with each program.

Audit fee per course (for those who wish to audit a course rather than taking it for credit). Plus any course fees if applicable 50% of the above rate
Education art fee (Educ. 531) 40.00*

Computer usage fee, per each applicable course 20.00 to 46.00*

Lab fee (Natural Sciences and Nursing) 14.00 to 115.00*

Student teacher and intern fee, per each applicable course 60.00*

Fee for comprehensive examination in any course for which full academic credit might be awarded one graduate credit hour

Portfolio evaluation fee 70.00*

Portfolio tuition fee one graduate credit hour

**Fees in addition to the regular tuition rate.*

Other Fees

Technology Fee \$200 per semester full-time
\$25 per class part-time

Application fee (on filing first application only) \$25.00

Service charge for each approved change of course or section after registration 5.00

Transcript of grades:
First copy (each request) 3.00
Each additional copy 1.00

Student insurance, per semester (where applicable) TBA

Parking Fee 30.00

Penalties and Fines

Fee for late payment of bill (1½% per month of unpaid balance) variable fee

Fee for each check issued to the University on which the bank refused payment (first offense only) 15.00

Fee on any check refused for payment by the bank after the first occurrence 25.00

Room and Board

Room and board accommodations are open to graduate students on a space-available basis. Students interested in housing information should contact the Residence Life Office at (502) 473-3000.

Tuition Payment

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

Special Payment Plans

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

Scholarship grants: Scholarship and student aid grants must be applied first to direct college expenses and then for other purposes.

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

Adjustments and Refunds of Tuition

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

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

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

Any student, who withdraws from any or all of the courses that they had registered to take, may be entitled to an adjustment of the amount of tuition charged. The amount of the reduction is

contingent on the following factors:

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

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

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

Military Service and Serious Illness or Injury

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

Penalties for Delinquent Accounts

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

Personal Liability

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

Scholarships and Student Aid

The Student Aid Program at Bellarmine University has a dual purpose: to recognize superior academic achievement and to provide assistance to qualified students who without such aid would be unable to attend college. All aid given through Bellarmine is intended to supplement the resources of the student and his or her parents.

To determine financial need with a degree of uniformity, Bellarmine requires that students submit the Free Application for Federal Student Aid (FASA), designating Bellarmine as one of the information recipients. To receive financial assistance a student must apply for admission to Bellarmine University and be accepted by the Office of Admission. The appropriate forms may be obtained from the Office of Admission.

Satisfactory Progress

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

Quantitative: Undergraduate students, based upon full-time status (minimum of 12 hours per semester), will be required to earn a minimum of 12 hours per semester. Undergraduate students attending part-time will be required to earn a minimum of 6 hours per semester. A maximum of six (6) academic years will be permitted for completion of a baccalaureate degree, or a total of 144 hours attempted. Graduate students, based upon full-time status (9 hours per semester), will be required to earn a minimum of 9 hours per semester. Graduate students attending part-time will be required to earn a minimum of 5 hours per semester. A maximum of three (3) academic years will be permitted for completion of a graduate degree, or a total of 54 hours attempted.

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

Qualitative: Bellarmine University undergraduate students who have earned 60 hours or greater will be required to have a cumulative Grade Point Average (GPA) of 2.0 or better. Graduate students must maintain a cumulative 3.0 GPA in order to retain financial aid.

If a recipient becomes ineligible to receive aid, reinstatement of that aid will occur either when the student successfully meets the above requirements following a subsequent semester, or the Committee for Financial Aid Appeals approves the continuation of aid through an appeal. The Committee for Financial Aid Appeals shall consist of at least one representative from the Office of Financial Aid, Office of the Registrar, faculty, and student body.

Stafford Loans

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

Scholarships and Grants

Education

Christa McAuliffe Fellowship Program
BPW Career Advancement Scholarship
Minority Teachers Scholarship
Professional Educators Incentive Program
Special Education Traineeship
Special Education Tuition Scholarship
WHAS Crusade for Children Scholarships

For information on the above, contact the Director of Graduate Programs in Education.

Nursing

BecVar Nursing Grant
Kentucky Board of Nursing Scholarship
Owsley Graduate Nursing Grant

For information on the above, contact the Director of Graduate Programs in Nursing

Academic Information

Classification of Students

Full-time

A full-time graduate student is one who is enrolled in at least three courses and is registered for not less than eight semester hours exclusive of audit courses. Full-time graduate students are entitled to all benefits extended to full-time undergraduate students except where excluded by other regulations.

Auditors

Persons wishing to audit a graduate course should submit an audit application, a graduate application, and an application fee to the appropriate graduate admission office listed in the "Admission" section above. Auditors do not receive a grade or credit for the course.

Visiting Students

Bellarmine graduate students who wish to take graduate courses at another accredited institution must obtain permission from the director of their graduate program. A student is limited to six hours of transferable credit as a visiting student.

Transfer Students

Bellarmine University reserves the right to accept or reject any credits earned by applicants at other institutions. A maximum of six to twelve credit hours may be accepted for application toward a graduate program. (Consult director of the specific program.) Any credit that is ac-

cepted must represent work applicable to the current curriculum of the appropriate graduate program. Transcript credit evaluations are made by the director of a graduate program in conjunction with the Registrar, with final authority residing in the respective graduate committee.

Residency Requirement

A student seeking a graduate degree from Bellarmine must complete a minimum of 24 credit hours in his or her program at Bellarmine. Any exception to this requirement must be approved by the appropriate graduate committee.

Academic Status

Academic status is expressed in a Quality Point Index. A student's Quality Point Index is found by dividing the sum of quality points by the sum of hours attempted (see "Grading Policies" below). For analysis of academic status, Bellarmine computes both a semester index and a cumulative index. To be eligible for graduation, a graduate student must have a cumulative Quality Point Index of 3.00 or higher.

Good Standing

The status of good standing indicates that a student has a cumulative Quality Point Index of 3.00 or better and that s/he is making satisfactory progress toward a degree. Refer to the Student Affairs section of this Catalog regarding on-academic good standing.

Academic Probation

Students whose semester GPA falls below a 3.00 average in any semester are placed on probation. Students who have been admitted in good standing have one semester in which to raise their cumulative grade-point average to 3.00. Students who have been admitted on probation are subject to dismissal if their cumulative grade-point average should fall below 3.00 in any semester up to the completion of 15 semester hours. If after completing 15 hours a student's cumulative grade-point average falls below 2.80, the student's file will be reviewed by the appropriate graduate committee and the student may be dismissed from the University.

Grading Policies

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

A	4 quality points earned per hours
B	3 quality points earned per hours
C	2 quality points earned per hours
F	0 quality points earned per hours
I	In complete (0 hours, 0 points)
W	Withdrawal (0 hours, 0 points)
AU	Audit (0 hours, 0 points)

Grade reports are issued by the Registrar's Office at the end of each semester.

Withdrawal from a Course

A student may withdraw from a course during the first week of classes with no entry on his or her official transcript. From the second through the eighth week of classes (or one third of the semester for classes not offered on a regular semester basis), a student may withdraw from a course with a grade of W on the transcript. Withdrawal dates for various programs are published in the Class Schedule. A student may not withdraw after the end of the eighth week of classes except for documented reasons of serious illness or family or financial problems. To withdraw after the eighth week, a student must obtain the permission of the Dean. Withdrawal from a graduate course after the first week of classes requires use of the proper form, which is available in the Registrar's Office. The signature of the instructor in the course and of the student's advisor is required for withdrawal from any graduate course.

Transcripts

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

Waivers and Exceptions

Students seeking an exception to or waiver of any academic regulation must do so by petitioning the appropriate graduate committee. Students are advised to meet informally with their graduate director and then, if formal action is warranted, submit a written request for a waiver or exception to the graduate director for action by the graduate committee.

Thesis

Some graduate programs require a thesis or offer a thesis option. The description, requirements, and guidelines for thesis work are available from the program director.

Application for Degree

All degree candidates must submit an application for degree by the date specified in the Bellarmine calendar for the semester in which they expect to complete degree requirements. The proper form is available in the Registrar's Office.

Responsibilities of Students

Graduate students at Bellarmine University have the responsibility to meet all the requirements for their chosen degree; seek academic advice when necessary; be knowledgeable of University policies, procedures, and requirements; and become acquainted with their graduate advisor and review regularly their progress toward a degree.

Severe Weather

In all cases of severe weather, the Provost will officially announce delayed or cancelled classes. Information regarding severe weather announcements and procedures are published in the Class Schedule.

Student Affairs

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

Graduate students are encouraged to make use of all resources offered through Student Affairs. The most commonly used services include the Counseling Center, Campus Ministry, Career Center, Disability Services, Intramural Sports, and International Student Services. Although there are no separate housing facilities for graduate students, accommodations are available for graduate students. Descriptions of these and other services offered through Student Affairs can be found in the undergraduate Student Affairs section of this catalog.

Master of Business Administration

Daniel L. Bauer, DBA
Dean, W. Fielding Rubel School of Business

Laura Richardson, MBA Director
Horrigan Hall, 502/452-8258

Daniel L. Bauer, DBA; John T. Byrd, III, PhD; David T. Collins, PhD, CPA;
Alan B. Deck, PhD, CPA, CMA; Eric P. Eller, PhD; Thomas J. Herring, MBA;
Michael R. Luthy, PhD; Michael D. Mattei, PhD; Myra J. McCrickard, PhD;
Rob R. Poole, PhD; Francis E. Raymond, PhD; Keith W. Richardson, PhD, CPA;
Mike H. Ryan, PhD; Frank Slesnick, PhD; Richard W. Schrader, PhD;
Julie Toner-Schrader, PhD;

The mission of the MBA Program of the W. Fielding Rubel School of Business is to facilitate the short and long term goals of our students and to provide well prepared general managers for business, governmental, and not-for-profit organizations both in Louisville and throughout our region. This mission focuses faculty resources on the School's core competency: inspired teaching to achieve inspired learning.

This mission is accomplished through rigorous, cross-functional, value-based academic programs that develop those demonstrable and measurable skills in leadership, team achievement, communication, critical thinking, and analysis that will prepare our students for professional success and life long learning as well as equip them for adaptation to changing global, technological, social, and economic conditions. Our goal is to prepare our students to serve their organizations and communities effectively with high professional, intellectual, and ethical standards. This student growth is linked, inexorably, to continuous faculty intellectual growth and development. A major component of the MBA Program is the application of outcome assessments to assure the continued accomplishment of the School's objectives.

The MBA Program of the W. Fielding Rubel School of Business provides students with close personal contact with faculty in an entrepreneurial learning environment characterized by a wide range of teaching and classroom experiences that provide students with the cross cultural, theoretical, and practical experiences they will need for success in the managerial stages of their professional careers. These experiences incorporate and are enriched by the diverse intellectual perspectives available at a liberal arts college as well as by the wealth of resources in the Louisville professional and business communities.

Requirements for Admission

1. Official college transcripts of all graduate and undergraduate work from an accredited institution.
2. Two letters of recommendation.
3. Satisfactory GMAT (Graduate Management Admissions Test) scores.

4. Completed graduate application with accompanying \$25.00 fee.
5. Official report of TOEFL (Test of English as a Foreign Language) scores if applicable.

All applications and correspondence relevant to admission should be directed to the MBA Program Office. Application forms may be obtained by writing or calling:

Laura Richardson, MBA Director
 W. Fielding Rubel School of Business
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8258
 lrichardson@bellarmine.edu

Requirements for Degree

1. Completion of 48 hours of graduate credits in MBA courses as specified in the curriculum below, at least 36 hours of which must be earned in residence at Bellarmine University.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
3. Completion of at least 20 months of full-time work experience in the United States.
4. Completion of all degree work within six years from date of entry.

MBA Program Structure

Cohort Structure

To facilitate team formation and the development of group problem solving skills, students in the Bellarmine MBA program will take all of their courses with the same group of classmates. This *cohort* of students will be registered for the same courses throughout their MBA experience.

Planned Pace of Progress

Upon admission to the MBA program, students must select a Planned Pace of Progress from the following options:

- **Weeknight MBA.** Classes meet two nights per week. Student will graduate in 2½ years.
- **Weekend MBA.** Classes meet on alternate weekends (Friday evenings/Saturday). Student will graduate in 22 months.
- **Executive MBA.** Accelerated format for individuals with significant management experience. Classes meet twice each month for 16 months.

Students are expected to maintain their selected pace throughout their enrollment in Bellarmine's MBA program. Students may, however, transfer to a different pace track with the approval of the MBA Program Committee.

The Curriculum

The MBA curriculum is divided into six modules. Students must successfully complete each module before beginning course work in a subsequent program module.

Module I – Introduction to Leadership & Management
MBA 701 Foundations of Management & Leadership I
MBA 702 Foundations of Management & Leadership II

Module II – Introduction to Strategic Management
MBA 703 Foundations of Strategic Management
MBA 704 Environmental Influences on Management

Module III – Managerial Planning and Implementation
Basic Firms – Single Product/Market
MBA 705 Basic Managerial Planning
MBA 706 Basic Managerial Implementation

Module IV – Managerial Planning and Implementation
Complex Firms – Multi-Product/Market
MBA 707 Intermediate Managerial Planning
MBA 708 Intermediate Managerial Implementation

Module V – Managerial Planning and Implementation
Very Complex – Diversified/Global
MBA 709 Advanced Managerial Planning
MBA 710 Advanced Managerial Implementation

Module VI – Strategic Leadership
MBA 711 Strategic Management, Leadership and Vision

International Experience
MBA 720 International Management

Electives

Completion of three additional BA, MBA, or MGM classes at 500 level or higher.

MBA Program Information

Students

Over ninety percent of the MBA students are employed on a full-time basis. The average age is 31. The majority have over five years of managerial experience. Approximately eighty percent receive tuition reimbursement from their employer.

Facilities

The Rubel School of Business is housed in Horrigan Hall, located off Newburg Road, on the campus of Bellarmine University. This facility features modern classrooms and two computer laboratories. The campus library houses over seven hundred business periodicals available to the institution's graduate students, faculty and staff.

Financial Assistance

Graduate assistantships are available. This appointment requires service to the MBA program. Applications for the assistantship should be made by letter to the MBA Director. Preference is given to applicants with high academic standing. Student loans are available to all students who can demonstrate financial need. Students applying for need-based aid must carry six or more graduate credit hours and must submit a Stafford Loan application to the Office of Financial Aid.

MBA Student Advisory Committee

All MBA students are eligible to join the MBA Student Advisory Committee. The organization provides channels for students to impact academic policies and curriculum and hosts activities to promote networking within the school as well as with alumni and the business community.

Master of Business Administration Course Descriptions

MBA 701, 702 Foundations of Management & Leadership I, II (3, 3)
Introduction to the concepts of leadership, vision, quality, systems thinking, learning organizations, and values based management.

MBA 703 Foundations of Strategic Management (3)
Introduction to mission development, goal setting, strategic planning, budgeting, and evaluation. (Prerequisite: MBA 702.)

MBA 704 Environmental Influences on Management (3)
Effects of macroeconomic influences on business strategy; competitive analysis, legal and regulatory environment of business. (Prerequisite: MBA 703.)

MBA 705 Basic Managerial Planning (3)
Introduction to managerial analysis and planning with a focus on the problems facing the small, entrepreneurial one product–one market firm. Introduction to functional analytic skills in marketing, finance, operations, and organization design. (Prerequisite: MBA 704.)

MBA 706 Basic Managerial Implementation (3)
Introduction to managerial implementation with a focus on the problems facing the small, entrepreneurial one product – one market firm. Introduction to implementing and integrating basic function plans in marketing, finance, operations, and organizational design. (Prerequisite: MBA 705.)

MBA 707 Intermediate Managerial Planning (3)
Application of managerial analysis and planning in medium size multi-product – multi-market firms. Application of integrated functional analytic skills in marketing, finance, operations, and organizational design. (Prerequisite: MBA 706.)

MBA 708 Intermediate Managerial Implementation (3)
Application of managerial implementation in medium size multi-product – multi market firms. Implementing integrated functional strategies and plans in marketing, finance, operations, and organizational design. (Prerequisite: MBA 707.)

MBA 709 Advanced Managerial Planning (3)

Advanced applications of managerial analysis and planning in global, transnational diversified firms. Advanced applications of integrated complex functional analytic skills in marketing, finance, operations, and organizational design. (Prerequisite: MBA 708.)

MBA 710 Advanced Managerial Implementation (3)

Advanced applications of managerial implementation strategies global, transnational diversified firms. Implementing the integration of complex functional strategies and plans in marketing, finance, operations, and organizational design. (Prerequisite: MBA 709.)

MBA 711 Strategic Management, Leadership and Vision (3)

Long range strategic planning. The role and functions of the strategic and visionary leader. Succession planning. (Prerequisite: MBA 710.)

MBA 720 International Management (6)

The goal of this course is to give students hands-on experience in the problems of managing and transacting business in unfamiliar cultural settings. Midway through their graduate program, students travel outside the United States to become familiar with managing across national and cultural boundaries. The course combines classroom and on-site internship experiences. Available sites currently include Russia, Nicaragua, and France.

ELECTIVES

MGM 524 Human Resource Management (3)

Examines the role of the human resource/personnel function and its influence on outcomes such as performance, satisfaction, retention, and attendance. Outcomes, activities, and external influences are treated from a functional perspective, including analyzing individuals and jobs, personnel planning, staffing, compensation, and labor relations.

MGM 528 International Finance & Economics (3)

An overview course covering both theoretical and applied issues in international trade. A portion of the course covers foreign exchange markets and the causes of currency fluctuations. Each component is embellished by outside readings in the area being studied. Issues covered include third-world debt, the rise of the Pacific Basin, the world monetary system, the European Community, institutional forces, and policy prescriptions from an economic viewpoint.

MGM 529 International Marketing (3)

Responding to modern management's growing international challenges, this course focuses on the need for looking abroad for both markets and sources of supply; the case for cultural sensitivity and creative research in assessing local markets around the world; and imaginatively fashioning product, distribution, promotion, and pricing strategies for multinational business operations.

MGM 531 Topics in Corporate Finance (3)

A study of the present theoretical concepts of corporate finance, with particular emphasis on the assumptions made and subsequent application to corporate decision making.

MGM 533 Buyer Behavior

(3)

Concerned with the managerial applications of the behavioral sciences to marketing, this course explores the effects of personality, attitudes, perception, past learning, and social and environmental forces on the buying behavior of individuals and organizations.

MGM 534 Production Planning and Control

(3)

This course will investigate the changing nature of production systems and the impact that new approaches are having in the production/operations area. The managerial and quantitative approaches to quality and efficient production will be discussed in detail. Topics included are material requirements planning, master scheduling, capacity planning, inventory management, production activity control, and Just-In-Time systems.

MGM 536 Investment Analysis

(3)

An analysis of investment decisions in light of business conditions, capital markets, industry trends and corporate financial statements. This course includes analysis of securities and the formulation of portfolio strategies.

MGM 570 Communications in Management

(3)

A study of effective management communication skills as a major component of any organization's successful performance. Both oral and written skills are emphasized.

MGM 601 Financial Statement Analysis

(3)

An in-depth examination of the financial statement analysis done by both internal and external stakeholders of a business entity.

MGM 607, 608 Contemporary Issues in Business I, II

(3, 3)

Topics as needed in such areas as entrepreneurship, small business ventures, entrepreneurship, etc. The topic may also reflect the instructor's research.

MGM 623 Independent Research

(3)

Plan for independent research project on an actual business problem must be submitted for approval to MBA Program Director before the start of the semester for which the project is contemplated.

MGM 626 International Accounting

(3)

An accounting-oriented analysis of the global events that are increasingly affecting business organizations. Includes an in -depth examination of the multinational dimension of: financial accounting and reporting, diversity in accounting practices and resulting harmonization efforts, foreign currency translations, financial statement analysis, performance evaluation, transfer pricing, and taxation.

MGM 628 Contemporary Accounting Thought

(3)

An in-depth examination of financial accounting topics currently being investigated by the American Institute of Certified Public Accountants, the Financial Accounting Standards Board, and/or the Securities and Exchange Commission.

Graduate Programs in Education

Maureen R. Norris, Ph.D., Dean
Miles Hall 120, 502/452/8191

Cindy Gnadinger, Ed.D., Director
Miles Hall 113, 502/452-8259

Theresa Klapheke, Administrative Director
Miles Hall 120, 502/452-8037

Anne Bucalos, M.S.Ed., Carrie Burton, M.A.Ed., Carole A. Cobb, Ph.D., Jan Goings, M.P.A., Carol E. Hall, M.A.Ed., Isaac Larison, Ph.D., Anne Moll, Ed.D., Anne Raymond, Ph.D., Marie Sanders, M.A.Ed.

“Teacher As Reflective Learner”

The Annsley Frazier Thornton School of Education offers two master's degrees, a certificate program and a post-masters program:

Master of Arts in Education (MAEd.)

Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Learning and Behavior Disorders, Grades P-12

Master of Arts in Teaching (MAT)

Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Secondary Education, Grade 8-12

Learning and Behavior Disorders Certification, P-12

Rank I Post-Masters Program

All teacher education programs at the advanced level are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496 and approved by the Kentucky Education Professional Standards Board.

Requirements for Admission to Graduate Studies

1. MA and MAT Programs

- a. A baccalaureate degree from a regionally accredited institution.
- b. A 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework.
- c. A 3.0 grade point average in the applicant's undergraduate major.
- d. Satisfactory scores on the Graduate Record Examination (GRE).
- e. Two letters of recommendation from professors, employers or supervisors attesting to the applicant's potential as a graduate student.

- f. A letter of intent to pursue the graduate degree; the letter should include a statement of the applicant's professional goals.
- g. A valid Kentucky Provisional or Professional Certificate at the program level for which the applicant is making application (MA only).
- h. Official transcripts of all previous higher education course work from regionally accredited institutions.
- i. A student for who English is a second language must submit a report of their Test of English as a Foreign Language (TOEFL) scores.

2. Rank I Post-Masters Program

- a. A valid Kentucky Rank II Certificate or equivalent in elementary education, middle school, junior high, high school, or Teacher of Exceptional Children.
- b. Official transcripts of all previous graduate coursework from an accredited institutions.

All applications and correspondence relevant to admission should be directed to the Administrative Director of Graduate Programs in Education. Application forms may be obtained by writing or calling:

Theresa Klapheke
 School of Education
 Administrative Director of Graduate Programs
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: (502) 452-8037

Master of Arts in Education (MAEd.) Programs

Available Programs

Early Elementary Education, Grades P-5
 Middle School Education, Grades 5-9
 Learning and Behavior Disorders, Grades P-12.

Degree Requirements

- 1. Completion of a minimum of 36 hours of graduate course work, at least 30 hours of which must be taken at Bellarmine University.
- 2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
- 3. An exit evaluation consisting of:
 - a. Performance Assessment Experience and one of the following:
 - b. Portfolio or Master's Thesis in Education
- 4. Completion of all degree work within six years from date of entry.

**Early Elementary Education, Grades P-5 and Middle School Education, Grades 5-9
MA Program of Studies, 36 hours**

1. Core Curriculum (12 hours)

- Educ. 600 Research Methodology
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum and Methods
- Educ. 663 Diagnosis of Reading Difficulties

2. Specialization Component (18 hours)

Twelve hours selected from the following courses:

- Educ. 509 Classroom Management Strategies*
- Educ. 512 Procedures for Children with Learning and Behavior Disorders*
- Educ. 514 Nature and Needs of Children with Learning and Behavior Disorders*
- Educ. 515 Speech and Language Development*
- Educ. 562 Educational Measurement*
- Educ. 582 Early Education of the Exceptional Child*
- Educ. 608 Educational Resources*
- Educ. 609 Advanced Classroom Management*
- Educ. 610 Parents, School and Community (required)
- Educ. 612 Advanced Field Placement*
- Educ. 640 Special Topics in Elementary and Special Education I*
- Educ. 641 Special Topics in Elementary and Special Education II*
- Educ. 642 Teaching Science II
- Educ. 648 Technology Across the Curriculum (required)
- Educ. 649 Multimedia Across the Curriculum
- Educ. 662 Advanced Assessment
- Educ. 666 Teaching Mathematics II

*Students adding LBD certification must choose twelve hours from * courses. Additional hours are required to complete the certification.

3. Electives (6 hours)

All specialization courses may be taken as electives.

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Educ. 699 Master's Thesis in Education
- Professional Development credit may be taken with approval of the faculty advisor.

*Students who elect to write a thesis must register for six hours of Educ. 699.

Students who do not have undergraduate equivalent courses may also select 500-level courses. A maximum of 12 hours of 500-level courses may be applied toward the 36-hour MA degree.

Learning and Behavior Disorders, Grades P-12
MA Program of Studies, 36 hours

1. Core Curriculum (12 hours)

- Educ. 600 Research Methodology
- Educ. 618 Advanced Child Development
- Educ. 636 Advanced Curriculum and Methods
- Educ. 663 Diagnosis of Reading Difficulties

2. Specialization Component (12 hours)

Twelve hours selected from the following courses:

- Educ. 608 Educational Resources
- Educ. 609 Advanced Classroom Management
- Educ. 610 Parents, School, and Community (required)
- Educ. 612 Advanced Field Placement
- Educ. 639 Strategies and Tactics for Teaching Writing
- Educ. 640 Special Topics in Elementary Special Education I
- Educ. 641 Special Topics in Elementary Special Education II
- Educ. 642 Teaching Science II
- Educ. 648 Technology Across the Curriculum (required)
- Educ. 649 Multimedia Across the Curriculum
- Educ. 662 Advanced Assessment
- Educ. 666 Teaching Mathematics II

3. Electives (6 hours)

All specialization courses may be taken as electives.

- Educ. 697 Applying Research to Practice I
- Educ. 698 Readings and Research in Education I
- Educ. 699 Master's Thesis in Education
- Professional Development credit may be taken with approval of the faculty advisor.

*Students who elect to write a thesis must register for six hours of Educ. 699.

Students who do not have undergraduate equivalent courses may also select 500-level courses. A maximum of 12 hours of 500-level courses may be applied toward the 36-hour MA degree.

Master of Arts in Teaching (MAT) Programs

The MAT degree is open to applicants who hold a baccalaureate degree from an accredited institution and are seeking initial teaching credentials at the graduate level. The MAT is an accelerated, outcome-based, cohort program. Classes meet evenings and selected Saturdays per semester with the exception of the final professional (student teaching) semester.

Available Programs

Early Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Secondary School Education, Grades 8-12

Requirements for Admission to Teacher Education Programs

MAT applicants admitted to Graduate Studies must meet the following requirements at the end of Module I for admission to teacher education programs leading to initial certification:

1. Evidence of specified competency in oral and written communication, reading, writing, and computation.
2. A minimum of 2.75 on all previous higher education coursework prior to enrolling.
3. A minimum of a C+ in English 101-102 (all majors) and Mathematics 101-102 (P-5 majors and middle school Mathematics majors).
4. Satisfactory scores on the Graduate Record Exam (GRE).
5. Recommendations from Bellarmine faculty members.
6. An interview, with judgment by the Teacher Education Unit that the student demonstrates maturity, interpersonal and communication skills, and the attitude, knowledge, competence, and judgment necessary to be an effective teacher.

Early Elementary Education, Grades P-5

Middle School Education, Grades 5-9

Secondary School Education, Grades 8-12

MAT Program of Studies- Elementary School Education, Grades P-5

NOTE: Early Elementary, Grades P-5, requires 21 hours of specialization in one of the following areas: English/Communications, Fine Arts/Humanities, Mathematics, Science, Social and Behavioral Sciences, or Special Education.

All necessary coursework in the specialization area must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations and Tools

Educ. 533- Foundations of Elementary Education

Educ. 618- Advanced Child Development

Educ. 612- Advanced Field Placement

MODULE II- Literacy and Pedagogy

Educ. 534- Literature for Children and Youth

Educ. 535- The Teaching of Reading

Educ. 556- Curriculum Design Methods

MODULE III- Foundations and Tools

Educ. 600- Research Methodology

Educ. 616- Computer Applications in Education

MODULE IV- Math/Science and Pedagogy

Educ. 642- Teaching Science

Educ. 666- Teaching Mathematics

MODULE V- Professional Semester

Educ. 518- Supervised Student Teaching, Elementary School, Grades P-5

Educ. 519- Supervised Student Teaching, Elementary School, Grades P-5

SPECIAL TOPICAL WORKSHOP- At least annually, participation in a series of topic workshops will be required. These workshops will focus on the fine arts as a compliment to and tool for reinforcing academic content.

MAT Program of Studies- Middle School Education, Grades 5-9

NOTE: Middle School, Grades 5-9, requires 24 hours of specialization in two of the following areas: English/Communications, Mathematics, Science, Social and Behavioral Studies, or Special Education. All necessary coursework in the specialization areas must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations of Education

- Educ. 502- Foundations of Middle/Secondary Education
- Educ. 509- Classroom Management Strategies
- Educ. 612- Advanced Field Placement
- Educ. 616- Computer Applications in Education
- Educ. 618- Advanced Child Development

MODULE II- Principles of Learning

- Educ. 547- Parallel Culture Education
- Educ. 600- Research Methodology
- Educ. 610- Parents, School & Community
- Educ. 612- Advanced Field Placement
- Educ. 694- Case Study Analysis

MODULE III- Middle/Secondary Pedagogy

- Educ. 545 – Reading in the Content
- Educ. 546- Middle Grades Curriculum
- Educ. 612- Advanced Field Placement
- Educ. 666- Teaching Mathematics II **and/or**
- Educ. 642- Teaching Science II **and/or**
- Educ. 538- Teaching Social Studies **and/or**
- Educ. 539- Teaching Language Arts

MODULE V- Professional Semester

- Educ. 543- Supervised Student Teaching, Middle School Grades 5-9
- Educ. 544- Supervised Student Teaching, Middle School Grades 5-9
- Educ. 562 – Education Measurements

MAT Program of Studies- Secondary School Education, Grades 8-12

NOTE: Secondary School Education, Grades 8-12, requires thirty-six (36) hours of specialization in one of the following areas: Biology, Chemistry, English, Mathematics or Social Studies. All necessary coursework in the specialization area must be completed prior to the Professional Semester (Student Teaching).

MODULE I- Foundations of Education

- Educ. 502- Foundations of Middle/Secondary Education
- Educ. 509- Classroom Management Strategies
- Educ. 612- Advanced Field Placement
- Educ. 616- Computer Applications in Education

Educ. 618- Advanced Child Development

MODULE II- Principles of Learning

Educ. 547- Parallel Culture Education

Educ. 600- Research Methodology

Educ. 610- Parents, School & Community

Educ. 612- Advanced Field Placement

Educ. 694- Case Study Analysis

MODULE III- Secondary Pedagogy

Educ. 545 – Reading in the Content

Educ. 566- Curriculum Design/Methods for Secondary Schools

Educ. 612- Advanced Field Placement

Educ. 548- Teaching Secondary Mathematics **or**

Educ. 557- Teaching Secondary Social Studies **or**

Educ. 558- Teaching Secondary English **or**

Educ. 549- Teaching Secondary Science

MODULE IV- Professional Semester

Educ. 541- Supervised Student Teaching: Secondary

Educ. 545- Reading in the Content

Educ. 562- Education Measurements

Rank I Post-Masters Program

Students have two options: (1) to pursue a program in an area of certification they do not hold or (2) to plan an individualized continuing education program with a faculty advisor.

Available Areas

Elementary School Education, Grades P-5

Middle School Education, Grades 5-9

Learning and Behavior Disorders, Grades P-12

Other areas to be arranged

Program Completion Requirements

1. A formal, written, program-of-studies contract planned in advance by the student with their Bellarmine faculty advisor and signed by both the student and the advisor.
2. Thirty hours of course work beyond the master's degree, at least 15 hours of which must be taken at Bellarmine University.

Graduate Programs in Education Course Descriptions

Educ. 502 Foundations of Middle and High School Education (3)

Orientation to adolescent students in the school, to the teaching profession, and to the school as a social, economic, historical and political institution.

Educ. 509 Classroom Management Strategies (3)

Examines theories of discipline and uses simulation techniques to apply selected procedures for classroom organization and management. (Prerequisite: Educ. 533 or equivalent.)

Educ. 512 Procedures for Children with LBD (3)

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for mildly handicapped persons.

Educ. 514 Nature and Needs of Children with LBD (3)

An in-depth study of mildly disabled individuals typically described as either learning disabled, behavior disordered, orthopedically handicapped or educable mentally retarded.

Educ. 515 Speech and Language Development (3)

Designed to introduce the student to the normal development of speech and language of children, with emphasis on providing opportunities for enriching experiences in classroom settings.

Educ. 518, 519 Supv Student Teaching, Elementary Educ, P-5 (5, 4)

Directed observation, participation, and student teaching in the elementary school grades (P-5). (Prerequisite: Admission to Student Teaching.)

Educ. 520 Supervised Student Teaching, LBD Grades P-12 (6)

Directed observation, participation, and student teaching in special education settings. (Prerequisite: Approval of School of Education faculty.)

Educ. 522 Field Based Instruction, Middle Grades 5-9 (1)

One semester hour taken in association with Educ. 502, and with two additional professional education methodology courses (for a total of three semester hours). Involves a two-hour weekly experience in a middle school.

Educ. 529 School Music Methods (3)

Survey of song texts, teaching techniques, and musical instruments for classroom use; practical application of music fundamentals.

Educ. 531 School Art Methods (3)

Principles, media, and methods of art for the classroom teacher.

Educ. 533 Foundations of Early Elementary Education (3)

An overview of early elementary education with special emphasis on the school, the teacher, and the teaching/learning process. (Corequisite: one hour of Educ. 612.)

Educ. 534 Literature for Children and Youth (3)

A survey of the historical development of literature for children and an evaluation of selected works of the past and present.

Educ. 535 The Teaching of Reading (3)

An analysis of methodology and instructional techniques; application of methods to the skill and content area of reading. Demonstration classes and observation required. (Corequisite: one hour of Educ. 612).

Educ. 536 The Teaching of Mathematics I (3)

Instructional approaches and materials for teaching mathematics. Includes a survey of mathematics curriculum, microteaching sessions which are videotaped, and observations in regular classrooms. (Prerequisites: Math. 101, 102 or 523.)

Educ. 538 Teaching Social Studies (3)

An analysis of methodology and instructional techniques; application of methods of the skill and content area of middle school social studies. Demonstration classes and observation required.

Educ. 539 Teaching Language Arts (3)

Designed for the middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

Educ. 541, 542 Secondary Supervised Student Teaching (6)

Pre-service teachers will spend twelve weeks of observation, participation and student teaching in a secondary school. Pre-requisites: Admission to Student Teaching.

Educ. 543, 544 Supervised Student Teaching: Middle Grades 5-9 (3-6)

Directed observation, participation, and student teaching in middle grades, 5-9. (Prerequisite: Admission to Student Teaching.

Educ. 545 Reading in the Content Areas (3)

The goal of the course is to familiarize middle and secondary preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas.

Educ. 546 Middle School Curriculum (3)

Examines middle school philosophy and other components determining curriculum and teacher practices with middle grade learners.

Educ. 547 Parallel Cultures (3)

Designed to assist pre-service teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students. Using materials that reflect the perspective of different groups, pre-service teachers build bridges between home/community and school experiences by helping their students see connections between their lives and what they are learning in school. *(With special arrangements and appropriate enrollment, offered as an elective to any Bellarmine student.)*

Educ. 548 Teaching Secondary Mathematics**(3)**

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching mathematics in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration. Taken the semester prior to student teaching.

Educ. 549 Teaching Secondary Science**(3)**

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching biological science in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration. Taken the semester prior to student teaching.

Educ. 556 Curriculum Design and Methods for Elementary School Education, Grades P-5**(3)**

An examination of basic curriculum design, content; and study of the implementation of curriculum in various elementary programs.

Educ. 557 Teaching Secondary Social Studies**(3)**

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching social studies in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

Educ. 558 Teaching Secondary English**(3)**

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching English in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

Educ. 562 Educational Measurement**(3)**

An introduction to the foundations, techniques, procedures and application of measurement and evaluation to the regular and special education classroom and other settings.

Educ. 566 Curriculum Design/Methods for Secondary Schools**(2)**

A general curriculum development and instructional planning course; pre-service teachers will examine and evaluate basic course design, appropriate pedagogy and content. A study of the implementation of curriculum in various middle and high school programs will aid them in the creation of unit and semester plans.

Educ. 582 Early Childhood Education of the Exceptional Child**(3)**

Designed to introduce the student to the current practices, research and program issues in the early childhood education of exceptional children.

Educ. 600 Research Methodology**(3)**

An introduction to the basic methods of research in education.

Educ. 608 Educational Resources**(3)**

A practical approach to selecting and producing materials designed for the needs of the learner. Course presentations relevant to instructional materials development include educational accountability, instructional design, research strategies, and formative evaluation.

300 Graduate Studies

Educ. 609 Advanced Classroom Management (3)

Communication skills and problem-solving strategies applied to the classroom.

Educ. 610 Parents, School and Community (3)

An examination and analysis of the interrelationship of the parent, school, and community.

Educ. 612 Advanced Field Placement (1-6)

Designed to provide field experiences in conjunction with relevant courses in the curriculum of the program. (Prerequisite: permission of instructor.) May be repeated with permission.

Educ. 616 Computer Applications in Education (3)

This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the Internet in instruction, and ways to use integrated applications software to promote learning. *Every semester.*

Educ. 618 Advanced Child Development (3)

The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior from infancy through adolescence.

Educ. 620 Mainstreaming: Teaming and Collaboration II (3)

The purpose of this course is to assist regular and special education teachers to approach the teaching of exceptional children in the “mainstream” as a shared responsibility involving collaboration which results in the careful and systematic interfacing of the regular education program and classroom.

Educ. 636 Advanced Curriculum and Methods (3)

An examination of the determinants of curricula with focus on processes, concepts, resources, and relationships in curriculum design and development.

Educ. 640, 641 Special Topics in Elementary Grades P-5 and Learning and Behavior Disorders Grades P-12 I, II (3, 3)

Special topic to be indicated. Involves examination of special issues or topics related to elementary and/or special education.

Educ. 642 Teaching Science II (3)

This course covers biological, physical, and earth sciences. Instruction for the course will give equal attention to theory and classroom application.

Educ. 645 Reading in the Content Areas (3)

Designed to familiarize middle and secondary school teachers with the reading process as it relates to teaching content area material. Special emphasis is placed on identifying and meeting individual needs of students in the content areas. Students will develop materials for teaching reading in specific content areas. Observations and demonstration activities are required.

Educ. 648 Technology Across the Curriculum

(3)

Technology includes computers and associated peripherals as a productivity tool for instruction and professional activities and investigate strategies for effective use of all types of technology. Students will develop a portfolio of instructional activities incorporating a variety of technologies that focus on the student as a knowledge worker. Prerequisite: Educ. 116, or permission of instructor.

Educ. 649 Multimedia Across the Curriculum

(3)

Multimedia refers to text, graphics, audio, video, and/or combinations of those tools. This class investigates ways to use multimedia instructionally in all content areas.

Educ. 662 Advanced Assessment Strategies and Practices

(3)

Develops competence in educational measurement and instruction procedures.

Educ. 663 Diagnosis of Reading Difficulties

(3)

Designed to provide skill in assessment and interpretation of specific areas of weakness in individual student's reading skills and to select appropriate materials and methods to remediate problem areas.

Educ. 666 Teaching Mathematics II

(3)

Considers student readiness for mathematics instruction, assessment of student mathematical difficulties, and instruction methods in mathematics content. Student is expected to apply theory and skills to specific cases of learning difficulties in mathematics. Instruction is based on pre-service level course and classroom experiences in teaching elementary mathematics. (Prerequisites: Math 101, 102; Educ. 536)

Educ. 694 Case Study Analysis

(2)

Using the principles and techniques of discussion pedagogy, pre-service teachers experience true intellectual collaboration by addressing real atypical scenarios that may occur in the classrooms. Students practice making professional decisions, examine and further develop effective classroom and behavioral management strategies and forge out "best practices" in dealing with them.

Educ. 697 Applying Research to Practice I

(1-3)

This course permits the inservice teacher to explore a research topic that may affect classroom instruction. Some innovation, revision, or other change in the teacher's classroom instruction should result. (Prerequisite: Permission of instructor.) May be repeated with permission.

Educ. 698 Readings and Research in Education I

(1-3)

Through readings and research in the relevant literature, the student explores a selected topic(s) in depth. A paper, project, or similar product is expected. (Prerequisite: Permission of instructor.)

Educ. 699 Master's Thesis in Education

(1-6)

Open to candidates for the master's degree engaged in a thesis project. (Prerequisite: Permission of Graduate Director.)

Educ. 797 Applying Research to Practice II

(1-6)

The purpose of this course is to permit the inservice teacher to investigate a particular pedagogic problem that he/she is experiencing in the classroom with the expectation that a databased strategy of change will be derived, implemented, and evaluated. (Open to Rank I students only.)

Educ. 798 Readings and Research in Education II

(1-6)

The purpose of this course is to permit the student (1) to investigate a topic not offered in the graduate curriculum or (2) to investigate a topic offered in the curriculum but at a more advanced level. (Open to Rank I students only.)

Graduate Programs in Nursing

Susan H. Davis, EdD, RN, Dean

Margaret E. Miller, PhD, RN, Program Director
Miles Building 203, Phone 502/452-8414
maggie.miller@bellarmine.edu

Linda B. Cain, MSN, RN; Karen Cassidy, EdD, RN; Sherill N. Cronin, PhD, RN;
Barbara Hulsmeier, EdD, RN; Joan C. Masters, MA, MBA, RN

All full-time nursing faculty are registered nurses (RNs).

Master of Science in Nursing (MSN)

Program Accreditation

The Master of Science in Nursing is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, tel. (212) 363-5555, and has been granted preliminary approval by the Commission on Collegiate Nursing Education, One Dupont Circle NW #530, Washington, DC 20036, tel. (202) 887-6791.

Program Overview

The purpose of the Master of Science in Nursing is to prepare nurses to improve nursing practice through the advancement of theories of nursing, and research. The graduate of this program is prepared in education or administration. Consistent with the Bellarmine's goal to prepare leaders for our society, graduate students in nursing will be able to effect change within health care.

The graduate program leading to the Master of Science in Nursing builds on the baccalaureate degree. The curriculum is designed to meet the individual needs of students, while maintaining a sound academic program in nursing. Each student formulates his or her educational goals with a faculty advisor and maintains a close liaison with the advisor throughout the program of studies. The program is designed for part-time study. A plan is also available for full-time study.

Registered Nurses with a bachelor's degree in an area other than nursing may be admitted to the MSN program after satisfactorily completing four undergraduate prerequisite courses. The four undergraduate prerequisite courses are:

Nur. 311 Health Assessment	3
Nur. 312 Nursing Research	3
Nur. 410 Nursing Process in the Community	5
Fourth Nursing course by advisement	3

Program Outcomes

Graduates of the MSN program will be able to:

1. Synthesize advanced theoretical, empirical, and ethical knowledge to influence nursing practice.
2. Demonstrate competence in a professional role in administration, education, and/or community health.
3. Use research skills to identify practice and system problems, initiate change, and improve outcomes.
4. Assume leadership roles that contribute to social, cultural, economic, and political changes to improve health care delivery, health promotion and disease prevention, and advanced professional nursing.

Areas of Concentration

Nursing Administration

The nursing administration track prepares professional nurses to function in management positions in a variety of health care settings. Students focus on financial and economic aspects of health care, human and resource management, and organizational leadership. Selected clinical, administrative, and research experiences provide the student with the opportunity to function as a nurse administrator. Practica must be completed in nursing administration.

Nursing Education

The nursing education track prepares professional nurses to function as beginning nurse educators. This may be in the area of staff development, health education, or preparation of nursing students. Selected teaching and research experiences in clinical and classroom settings provide the student with the opportunity to function as a nurse educator. Practica must be completed in nursing education.

MSN/MBA Program

The MSN/MBA program are degrees that offers professional nurses a unique opportunity to prepare for leadership, management, and health policy roles in health care organizations. Students will complete requirements of the MSN nursing administration track and complete the MBA program.

Master of Science Degree in Nursing Curriculum Design

NURSING ADMINISTRATION

Nursing Core Courses

Nur. 600 Health Policy	3
Nur. 602 Nursing Theory	3
Nur. 603 Research Methods	3
Nur. 605 Advanced Nursing Concepts	3
Nur. 626 Outcomes, Measurements and Evaluation	3

Cognate Courses

Math. 600 Applied Statistics	4
Hum. 543 Bioethics	3

Specialty Courses

Nur. 608 Nursing Administration	3
Nur. 618 Practicum I	2
Nur. 619 Practicum II	2
Nur. 625 Financial Aspects of Health Care	3
Nur. 640 Project	2
Nur. 642 Option	2
Elective by Advisement	3

TOTAL 37–39

NURSING EDUCATION

Nursing Core Courses

Nur. 600 Health Policy	3
Nur. 602 Nursing Theory	3
Nur. 603 Research Methods	3
Nur. 605 Advanced Nursing Concepts	3
Nur. 626 Outcomes, Measurements and Evaluation	3

Cognate Courses

Math. 600 Applied Statistics	4
Hum. 543 Bioethics	3

Specialty Courses

Nur. 606 Practicum I	2
Nur. 607 Practicum II	2
Nur. 609 Nursing Education	3
Nur. 627 Educational Theories and Curriculum Development	3
Nur. 629 Pathophysiologic Concepts for Clinical Decision Making	3
Nur. 640 Project	2
Nur. 642 Option	2

TOTAL 37–39

MSN/MBA Program

Students interested in obtaining both MSN and MBA degrees will apply to both programs and take the GMAT. The MBA (48 hours) will be completed along with the MSN. Twelve hours from the MBA are accepted as transfer into the MSN for Nur. 625, Math. 600, and the elective. Courses that will be taken in the MSN are Nur. 600, 602, 603, 605, 626 (core), 608, 618, 619, 640 (Nursing Administration courses), and Hum. 543 (27 hours), for a total of 75 hours.

Requirements for Admission

Admission to any master's program requires approval by the MSN Admission, Progression, and Graduation Committee. The criteria below must be met for unconditional admission. An applicant who lacks one or more of the criteria may be considered for admission with probationary or conditional status.

1. Be a registered nurse and hold a baccalaureate degree from an accredited institution.
2. File a Graduate Admissions Application form with application fee.
3. Submit official college transcripts of all graduate and undergraduate degrees and credits from accredited institutions.
4. Submit statement on application form outlining how a MSN degree will help meet your professional goals.
5. Submit two letters of recommendation.
6. Satisfactorily complete GRE and submit official record of scores.*
7. Students for whom English is a second language must also submit official report of TOEFL scores.
8. Non-BSN applicants must also satisfactorily complete the following three undergraduate prerequisite courses: Nur. 311, 312, 410, and a fourth nursing course by advisement.

* GRE must be completed by the end of the first semester enrolled.

Questions should be directed to Dr. Margaret Miller, Director MSN Program, 502-452-8414 or 1-800-274-4723, e-mail maggie.miller@bellarmine.edu. Application forms may be obtained by writing or calling:

Director of Admission
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: (502) 452-8131

Degree Requirements

1. 37–39 hours of graduate credits in nursing and/or related fields.
2. A minimum of 24 hours of graduate credits earned in residence at Bellarmine.
3. Maintenance of a 3.0 GPA out of 4.0 overall grade point average throughout the program.
4. Completion of degree work within six (6) years from time of entry.

Master of Science in Nursing Course Descriptions

Nur. 600 Health Policy

(3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal level are used for analysis of the relationship of nursing to policy making. Selected organizational, systems, legislative, ethical, and regulatory problems provide course content.

Nur. 602 Theories in Nursing

(3)

Provides an introduction to the process of theory development, application, and evaluation. Middle range theories are explored in detail. Each student has the opportunity to select a middle range theory and develop a method whereby he or she could evaluate this theory for practice.

Nur. 603 Research Methods

(3)

An introduction to the basic methods of research. The content focuses on analyzing and evaluating research. Published research in student's area of concentration will be critically analyzed. (Prerequisites: Math. 600, Nur. 602.)

Nur. 605 Clinical Practice Concepts

(3)

This course is designed to develop advanced nursing knowledge and skills. Focus is on health promotion and disease prevention concepts used in nursing practice in selected populations. Concepts will be explored with an emphasis on theory based nursing practice, critical thinking and use of research in practice. Students will apply this knowledge in a 45-hour practicum. (Prerequisite: Nur. 602.)

Nur. 606 Nursing Education Practicum I

(2)

This course is designed to provide guided experiences in developing skills in nursing education. The focus is on didactic instruction and measurement of learning outcomes. Students assess and define their learning needs, select appropriate experiences, and participate in selected learning activities directed by a mentor/preceptor and a graduate faculty member. (45 clinical hours equal 1 credit hour.) (Prerequisites: Nur. 609, 627.)

Nur. 607 Nursing Education Practicum II

(2)

This course is designed to provide students with an opportunity to work closely with a nurse educator in the clinical setting. The focus is on clinical instruction and evaluation of students' performance. Students work on designated and/or self-designed projects during the practicum. (45 clinical hours equal 1 credit hour.) (Prerequisite: Nur. 609, 627.)

Nur. 608 Nursing Administration (3)

This course is designed to explore leadership skills necessary to manage change in complex health care delivery systems. The content focuses on examining individual strengths necessary to collaborate effectively within nursing and across health care disciplines. Management strategies and organizational theories are explored for application to health care. (Pre/corequisite: Nur. 626.)

Nur. 609 Nursing Education (3)

This course explores the professional role and responsibilities of the nurse educator. The research and practice base of nursing education is examined. Curriculum models, accreditation standards, statutory regulations, legal and ethical issues, and classroom and clinical teaching strategies, educational outcomes and program evaluation are discussed.

Nur. 618 Nursing Administration Practicum I (2)

This course enables the student to demonstrate skills in analyzing specific problems in health care delivery systems. Students examine a problem from multiple perspectives (e.g., financial, policy, legal, ethical) and provide an in-depth analysis with specific recommendations for change or improvement. (45 clinical hours equal 1 credit hour.) (Prerequisite: Nur. 608, 625.)

Nur. 619 Nursing Administration Practicum II (2)

This course enables the student to practice in an administrative role within a health care delivery system. The student provides leadership to a group with the purpose of implementing and evaluating a specific change within the selected health care system. (45 clinical hours equal 1 credit hour.) (Prerequisites: Nur. 608, 625.)

Nur. 623 Independent Study (3)

May be selected by graduate nursing students. (Prerequisite: Permission of MSN Program Director.)

Nur. 625 Financial Aspects of Health Care (3)

This course enables the student to gain a broader understanding of the changing issues affecting the financing of health care in today's integrated health care delivery systems. The financial incentives and implications of various models of health care delivery and reimbursement are explored. Basic financial concepts and tools are applied to health care settings.

Nur. 626 Outcomes Measurement and Evaluation (3)

This course examines the process of evidence-based decision-making. Current methodologies used to evaluate practice changes in a variety of health care and education settings are discussed, including program evaluation, outcomes research, and CQI techniques. Emphasis is on obtaining and evaluating available evidence and identifying, measuring, and analyzing outcomes. (Prerequisite: Nur. 603.)

Nur. 627 Educational Theories and Curriculum Development (3)

This course examines nursing education in various settings and discusses educational theories and curriculum development, and evaluation of student learning and performance. Emphasis is placed on historical beginnings, foundations of higher education, theoretical perspectives, and curriculum components and design. (Pre/corequisite: Nur. 603.)

Nur. 629 Pathophysiologic Concepts for Clinical Decision Making (3)

This course presents pathophysiologic concepts essential for critical thinking and clinical decision making. The emphasis is pathophysiology applied to health promotion, disease prevention, and disease management.

Nur. 640 Project (2)

Promotes basic skills or research and scholarly writing by an in-depth exploration of a nursing topic or problem. Clinical project or research study is completed under the guidance of a faculty member. (Prerequisites: Nur. 608, 625/609, 627.)

Nur. 641 Thesis Extension (1)

May be taken if thesis is not completed in Nur. 642. May be repeated one time.

Nur. 642 Thesis Option (2)

This course is designed for the student who desires to complete a thesis. An additional two credit hours are required. The project developed in Nur. 640 is expanded to a formal thesis under the direction of a thesis committee. After final presentation and approval by the thesis committee, the thesis is submitted for binding and microfilming. (Pre/corequisites: Nur. 640/617.)

Cognate Courses

Hum. 543 Bioethics (3)

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students.

Math. 600 Applied Statistics (4)

Basic statistical principles and use of computer software packages in statistical analysis. Topics include descriptive statistics and graphical techniques of data presentation, sampling, hypothesis testing, regression and correlation, analysis of variance and covariance.

Graduate Programs in Physical Therapy

Mark R. Wiegand, PhD; Program Director

David A. Boyce, MS; Patrica D. Gillette, PhD; Christine Laliberte King Price, MMSc;
Nancy L. Urbacheit, PhD

The Physical Therapy program offers professional preparation in physical therapy. The program awards the BHS degree after 126 credit hours and completion of all general education requirements. The MPT degree in physical therapy is awarded at the conclusion of the graduate program.

Physical Therapists are health professionals who evaluate and treat individuals whose ability to function is impaired or threatened by disease or injury. The physical therapist assesses joint motion, muscle strength and endurance, function of the heart and lungs, and performance of activities required in daily living, among other responsibilities. Treatment includes therapeutic exercise, cardiovascular endurance training, the application of heat, cold and electricity, and training in activities of daily living.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, home health agencies, pediatric facilities and nursing homes.

Program Start Date and Student Matriculation

Summer 2001 Students who have met University of Louisville prerequisite requirements and will begin the course of study in the major in the Junior year.

Physical Therapy
Master of Science Degree in Physical Therapy

Summer

Biol. 513	1
Biol 515	4
PT 520	2
PT 516	3
PT 540	4
	14

Junior Year

Biology 300	4	PT 513	3.5
PT 500	2	PT 525	4
PT 502	3	PT 545	4
PT 535	2	PT 555	3
PT 550	1	PT 655	2
PT 560	5		
PT 580	1		
	18		16.5

** BS Degree in Health Sciences awarded after 126.5 hours and all core requirements completed.

Summer

PT 530	2
PT 531	1
PT 610	4
PT 615	5
PT 617	1
PT 620	2
	15

Graduate

Hum 543	3	PT 510	3
PT 619	1	PT 605	3
PT 625	2	PT 618	5
PT 640	2	PT 621	1
PT 650	4	PT 630	3
PT 660	3	PT 635	3
PT 670	4	PT 645	4
PT 680	1		
	20		22

Summer

PT 710	10
PT 720	starts in summer and concludes in fall
	10

Graduate	
PT 720	10
PT 730	10
	20

* Students not prepared for Mathematics 117 should take Mathematics 116.

** Upon successful completion of the program of study, the student will be awarded the Master's degree in Physical Therapy.

Physical Therapy Course Descriptions

PT 500 Patient Care (1)

An introduction to patient care procedures necessary for physical therapists, especially in in-patient settings. The course will emphasize patient and practitioner safety, including prevention of nosocomial injuries and infections. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 502 Research in Physical Therapy I (3)

A introductory course in physical therapy research. Validity and reliability issues in clinical research, basic clinical tests and measures and research consumerism that articulate with the professional courses taught during the first year fall semester will be emphasized. Permission of program director required. *Fall semester. Offered yearly.*

PT 510 Tissue Trauma and Healing (3)

This course deals with the healing response to wounds and factors affecting the healing of wounds. The role of the physical therapist in management of wound and burn patients in the acute, sub-acute, and chronic phases of rehabilitation will be addressed. Students will develop skills related to assessment of tissue trauma and therapeutic intervention to facilitate healing. Format includes lecture, discussion, laboratory, audiovisuals, and patient interaction. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 513 Clinical Education I (3.5)

The first clinical education experience in the curriculum consists of two components: (1) a series of discussions related to patient and practitioner interaction, teaching and learning in the clinical setting, professional behavior, and operational particulars to prepare students for the clinical education experience; (2) eight full days in a local clinical facility. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

Biol. 513 Human Gross Anatomy (4)

Human gross anatomy will be explored via cadaver dissection. All organ systems will be examined. Students will be introduced to basic radiographic osteology as well as common traumatic injury. *Summer semester.*

Biol. 515 Dissection Laboratory in Human Anatomy (4)

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

PT 516 Psychosocial Responses to Illness, Disability, and Health Care (3)

Examination of factors at the individual and society levels that affect the health care system and influence illness behavior. There will be opportunity to explore the factors that affect successful patient-provider interaction, touching on communication, cultural issues and values of the client and provider. The student will also study issues of the dying patient and professional burnout. (Prerequisite: Permission of the program director required.) *Fall semester. Offered yearly.*

PT 520 Principles of Exercise (2)

This course will be an introductory course on the scientific and clinical application of exercise to a patient population. The role of exercise in physical therapy and the foundation of basic exercise principles will be presented. Introduction to and delivery of basic types of exercise, including passive, active-assistive, active range of motion, stretching, and progressive resistive exercise will be presented. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 525 Exercise Physiology and Nutrition for Physical Therapists (4)

This course will prepare the student to perform a health risk assessment, fitness and exercise evaluation, and body composition analysis and interpret the results to develop an exercise prescription for the well individual. Factors that affect exercise performance and the body's adaptation to strength and endurance training will be covered. Basic nutrition needs for health, athletic performance, and rehabilitation will be addressed. Alternative nutritional delivery methods such as IVs and feeding tubes will be explored as well as the nutritional needs of patients with burns, cancer, or skeletal fractures and osteoporosis. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 530 Physical Therapy Modalities Lecture (2)

This course provides instruction to the first year students in the Physical Therapy Program about the physiological effects, mechanical operation, and appropriate application of massage; superficial heat and cold; ultrasound; diathermy; hydrotherapy; ultraviolet radiation; traction; intermittent compression; topical hyperbaric oxygen; electrical stimulation; and biofeedback. The course will also describe the role of the physical therapist assistant in the delivery of the above modalities. (Prerequisites: Permission of program director required.) *Summer semester. Offered yearly.*

PT 531 Physical Therapy Modalities Laboratory (1)

This course will provide the laboratory instruction to go with the lectures of PT 530. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 540 Functional Anatomy (4)

Basic clinic applications of static situations, connective tissue biomechanics, and vertebral and extremity muscle kinesiology. Clinical applications of joint mechanics, arthrology, normal and pathological human locomotion, and other movement patterns will be discussed. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 545 Neuroscience for Physical Therapy (4)

This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology to patient populations. From this understanding, theories of motor control and movement science will be addressed. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 550 Histology for Physical Therapy (1)

This course provides an overview designed to acquaint the physical therapy student with a basic understanding of cell and tissue structure. Students will study bone, cartilage and other connective tissues, the integument, nervous tissue, the cardiovascular and pulmonary systems, and muscle tissue.

PT 555 Orthopaedics for Physical Therapists (3)

The role of the physical therapist in the management of common orthopaedic problems will be presented. Etiology, pathology, evaluation, diagnosis and medical and surgical treatment of the patient will be presented. (Prerequisite: Permission of program director required.) *Spring semester. Offered yearly.*

PT 560 Basic Patient Problems (5)

A study of the methods by which one can identify, quantify and assess basic patient problems such as joint mobility, flexibility, muscle strength, posture, functional mobility, sensation and soft tissue integrity. The course will also provide instruction and experiences in the proper methods of documentation of patient evaluation and assessment. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 580 Gerontology (1)

An overview of social, psychological, emotional, physiological changes that occur with aging and their cultural and socioeconomic influence on the aged adult population, with special emphasis on physical therapy management and intervention. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 605 Research in Physical Therapy II (3)

This is the fourth course in physical therapy research. Students will be instructed in the effective development of illustrations, graphics, tables, slides, and videotapes to enhance written and oral professional presentations. Integration of current research with the second year fall semester courses will be emphasized. Permission of program director required. *Spring semester. Offered yearly.*

PT 610 Clinical Measures and Treatment I (4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with extremity musculoskeletal dysfunction. (Prerequisites: PT 560 and permission of program director required.) *Summer semester. Offered yearly.*

PT 615 Clinical Education II (5)

The second clinical experience in the curriculum consists of a minimum of 160 hours (four weeks full time) in a clinical facility scheduled in the last half of the second summer of the curriculum. Development of the therapeutic skills in musculoskeletal evaluation and therapeutic intervention will be emphasized. (Prerequisite: permission of the program director required.) *Summer semester. Offered yearly.*

PT 617 Integration I (1)

A series of integration seminars that will include case study analysis, integrating previous and concurrent course work. May also include attendance at rounds relevant to orthopedic course work. (Prerequisites: Completion of first year PT curriculum and permission of the program director required.) *Summer semester. Offered yearly.*

PT 618 Clinical Education III

(5)

The third clinical experience consists of four weeks full time in a clinical facility evaluating and treating patients. Students assignments will reflect the most recently learned content areas of cardiopulmonary and pediatric physical therapy. (Prerequisites: Completion of first year PT Curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 619 Integration II

(1)

A series of integration seminars in the fall semester. These seminars will include case study analysis of patients, integrating current and previous course work. Students may also have the opportunity to attend rounds and clinics relevant to pediatric and cardiopulmonary course work. (Prerequisite: Permission of program director required.) *Fall semester. Offered yearly.*

PT 620 Cardiopulmonary Assessment and Application

(2)

This course will prepare the student to perform specialized evaluation procedures, including vital signs, auscultation, and cardiovascular and pulmonary assessments, as appropriate for program planning in physical therapy. Special cardiovascular/pulmonary tests and diagnostic procedures performed by other health care personnel will be reviewed. Basic treatment procedures, including postural drainage and percussion, breathing exercises, and cough facilitation techniques, will be presented. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 621 Integration III

(1)

A series of integration seminars in the final didactic semester, integrating concurrent and previous course work. Will include case study analysis of complex medical problems, movement disorders, and cultural issues. May also include attendance at rounds and clinics relevant to concurrent course work. (Prerequisites: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 625 General Neurology for Physical Therapists

(2)

Neurological conditions and pathologies will be presented with an emphasis on the general medical approaches for the etiology, diagnosis, pathology, prognosis and the general medical treatment of the neurological patient. Pathology, medications, diagnostic tests and the neurological exam will be covered in depth to enhance the physical therapist's understanding of the neurological patient. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 630 Management and Treatment of Adult Neurological Patient

(3)

Basic clinical application in attempting to design and understand treatment programs for the neurophysiologically damaged adult patient. Concepts in motor control, motor relearning and treatment philosophies will be discussed and opportunities to apply them to real and simulated patients in order to create an effective rehabilitation program will be available. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 635 Pathophysiology of Complex Problems (3)

Students in this course will analyze the physical therapy management of complex patients with multiple medical problems. The pathophysiology of medical problems related to nutritional disorders, infectious disease, gastrointestinal disorders, hepatic disorders, endocrine dysfunction, metabolic dysfunction, renal dysfunction, genitourinary dysfunction, connective tissue disease, hematological disorders, oncology, and immunodeficiency will be discussed in depth. Age and gender related factors will be integrated into the course. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 640 Pediatric Physical Therapy (2)

This course will be an overview of normal motor and cognitive development in the first five years of life; the common motor and cognitive delays treated by physical therapists in children under 5 years old; assessment of developmental delays in children and treatment planning for delays. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 645 Rehabilitation Techniques in Physical Therapy (4)

The rehabilitation management of patients with selected disabilities (spinal cord injury, arthritic patient, amputee) and the application of the specialized knowledge of the physical therapist to the long term rehabilitation setting. Information on orthotics, prosthetics, and wheel chair prescription will be presented. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Spring semester. Offered yearly.*

PT 650 Clinical Measures and Treatment II (4)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with vertebral column and trunk musculoskeletal dysfunction. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 655 Teaching and Learning in Physical Therapy Practice (2)

Basic principles of teaching and learning will be applied to physical therapy practice. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, other health professionals requiring on the job training, and other students. Sensitivity to age, gender, literacy, disability, and cultural differences will be addressed. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 660 Physical Therapy Management of Cardiopulmonary Patient (3)

This course will prepare the student to treat the pediatric, adult, and geriatric patient with cardiovascular and/or pulmonary dysfunction in all settings ranging from acute care, to rehab, to home health, to long term care. This course will also cover physical therapy management of the diabetic patient. (Prerequisite: Completion of first year PT curriculum and permission of program director required.) *Fall semester. Offered yearly.*

PT 670 Management in Physical Therapy (4)

This course is designed to introduce the student to management and supervision issues common to physical therapy clinics and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. Permission of the program director required. *Fall semester. Offered yearly.*

PT671 Management in Physical Therapy**(4)**

This course is designed to introduce the student to management and supervision issues common to physical therapy clinical and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. Permission of program director required. *Fall semester. Offered yearly.*

PT 710 Internship I**(10)**

One of a series of three 8-week internships that are scheduled following completion of all didactic course work. PT 710 is a fulltime internship in acute care physical therapy practice. Students will be assigned to a facility or facilities providing acute care physical therapy to patients requiring medical and/or surgical intervention, such as hospitals and subacute units. (Prerequisite: Permission of program director required.) *Summer semester. Offered yearly.*

PT 720 Internship II**(10)**

One of a series of three internships that follow completion of all academic course work. PT 720 is an eight week, full-time experience in physical therapy rehabilitation. Clinical experiences will include one or more of the following: rehabilitation following spinal cord injury, cerebral vascular accident, traumatic brain injury, amputation, burns, or multiple trauma. Appropriate facilities include rehabilitation hospitals, hospitals with rehabilitation units, extended care facilities or subacute units with appropriate patient populations. (Prerequisites: Completion of 1st year Curriculum and permission of program director required.) *Summer semester. Offered yearly.*

PT 730 Internship III**(10)**

One of a series of three internships that follow completion of all didactic course work. PT 730 is an eight week full-time experience in community based physical therapy, most often in outpatient settings. Students may select an area of interest, such as pediatrics, geriatrics, orthopedics, ergonomics, or sports medicine. Appropriate experiences include providing physical therapy intervention in private practice, schools, pediatric clinics, home health, industry, hospices, extended care facilities, adult day-care, and community reentry programs. (Prerequisites: Permission of program director required.) *Fall semester. Offered yearly.*

