

BELLARMINE UNIVERSITY

COURSE CATALOG

2009-2011

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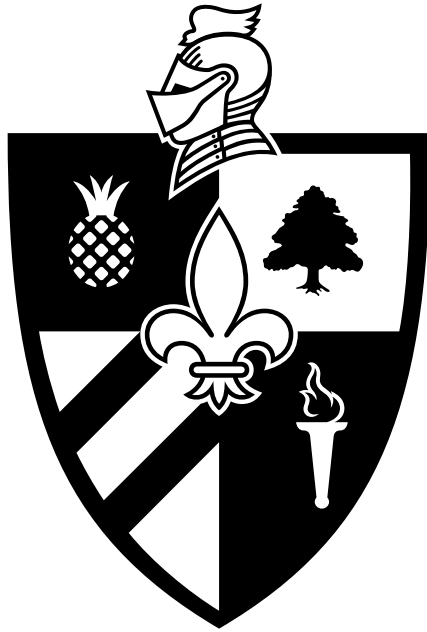
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BELLARMINE UNIVERSITY

IN VERITATIS AMORE

**COURSE CATALOG
2009 - 2011**

Family Educational Rights and Privacy Act

The educational records of students are protected by the provisions of the Family Educational Rights and Privacy Act (FERPA).

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

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

A request for nondisclosure of the “**directory information**” must be filed with the Office of the Registrar, and will be honored by the institution for only one academic year, whether or not the student is currently registered. Upon the death of a student, all privacy holds are removed. After a student has observed Bellarmine’s procedures for challenging the record, he/she has the right to file a complaint with the Family Educational Rights and Privacy Act office of alleged failures of Bellarmine University to comply with the Act.

Non-Discrimination Policy

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

All statements in this catalog reflect policies in effect at the time of publication and are subject to change without notice or obligation. This includes statements of fees, course offerings, and program, admission, and graduation requirements applicable to both currently enrolled and new students. An addendum to this catalog is published on the Registrar’s Office website at www.bellarmino.edu/registrar.

Bellarmino University students are responsible for knowing the policies and procedures of the university found in this catalog and the online addendum. Failure to read these documents does not excuse students from the requirements and provisions described herein. Therefore, students are encouraged to familiarize themselves with its contents early in their collegiate careers.

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Academic calendar dates are subject to change. Refer to the Course Schedule published each semester for the most up to date calendar information. Some undergraduate cohort or accelerated programs and some graduate programs deviate from this calendar; students in those programs should check with their program director for clarification.

FALL SEMESTER 2009 ACADEMIC CALENDAR

August 20	Classes begin
August 26	Last day to Add and Drop classes. Last day for complete withdrawal with 100% tuition refund
September 4	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
September 7	Labor Day Holiday (University closed)
September 11	Last day to register for Internship, Independent Study, Contract Course, Music Lesson
October 10-13	Mid-term break
October 21	Last day to withdraw from a course or all courses ("W" grades)
November 2-11	Registration for Spring 2010, current students
November 18	Registration for Spring 2010, new spring admits, readmits, and non-degree students
November 25-29	Thanksgiving holidays – no classes (University closed Nov 26 & 27)
December 1	Undergraduates anticipating December 2010 completion – apply for graduation
December 3	Study Day – no classes
December 4-10	Final Examinations
December 14	Final grades due from instructors by noon. Grade changes for Spring and Summer 2009 Incompletes due from instructors.
December 15	Grade reports available on myBellarmine
December 16	Fall Graduation

SPRING SEMESTER 2010 ACADEMIC CALENDAR

January 4	Classes begin
January 8	Last day to Add and Drop classes. Last day for complete withdrawal with 100% tuition refund
January 15	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
January 18	Martin Luther King Jr. Day – no classes (University closed)
January 22	Last day to register for Internship, Independent Study, Contract Course, Music Lesson
March 1-7	Spring Break (University closed March 5)
March 10	Last day to withdraw from a course or all courses ("W" grades)
March 15-24	Registration for Fall 2010 and Summer 2010, current students
March 31	No Wednesday "evening" classes (classes that begin after 5:30pm)
April 1-4	Easter Holiday – no classes (University closed April 2)
April 5	No "day" classes. "Evening" classes resume (classes that begin after 5:30)
April 6	Registration for Fall 2010 and Summer 2010, new fall admits (non-freshmen), readmits, and non-degree students
April 9	Undergraduates anticipating May 2011 or Summer 2011 completion – apply for graduation
April 22	Study Day – no classes
April 23-29	Final Examinations
May 3	Final grades due from instructors by noon. Grade changes for Fall 2009 Incompletes due from instructors.
May 4	Grade reports available on myBellarmine
May 3-7	Senior Week
May 8	Baccalaureate Mass and Commencement

SUMMER SESSIONS 2010

Refer to the annual Summer Class Schedule Publication available each March.

Academic calendar dates are subject to change. Refer to the Course Schedule published each semester for the most up to date calendar information. Some undergraduate cohort or accelerated programs and some graduate programs deviate from this calendar; students in those programs should check with their program director for clarification.

FALL SEMESTER 2010 ACADEMIC CALENDAR (preliminary)

August 19	Classes begin
August 26	Last day to Add and Drop classes. Last day for complete withdrawal with 100% tuition refund
September 3	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
September 6	Labor Day Holiday (University closed)
September 10	Last day to register for Internship, Independent Study, Contract Course, Music Lesson
October 9-12	Mid-term break
October 20	Last day to withdraw from a course or all courses (“W” grades)
November 1-10	Registration for Spring 2011, current students
November 17	Registration for Spring 2011, new spring admits, readmits, and non-degree students
November 24-28	Thanksgiving holidays—no classes (University closed Nov 25 & 26)
December 1	Undergraduates anticipating December 2011 completion – apply for graduation
December 2	Study Day – no classes
December 3-9	Final Examinations
December 13	Final grades due from instructors by noon. Grade changes for Spring and Summer 2010 Incompletes due from instructors.
December 14	Grade reports available on myBellarmine
December 15	Fall Graduation

SPRING SEMESTER 2011 ACADEMIC CALENDAR (preliminary)

January 6	Classes begin
January 13	Last day to Add and Drop classes. Last day for complete withdrawal with 100% tuition refund
January 17	Martin Luther King Jr. Day – no classes (University closed)
January 21	Last day to change from Audit to Credit or reverse, Letter Grade to Pass/Fail or reverse
January 28	Last day to register for Internship, Independent Study, Contract Course, Music Lesson
March 7-13	Spring Break (University closed March 11)
March 15	Last day to withdraw from a course or all courses (“W” grades)
March 16-25	Registration for Fall 2011, current students
March 31	Registration for Fall 2011, new fall admits (non-freshmen), readmits, and non-degree students
April 1	Undergraduates anticipating May 2012 or Summer 2012 completion – apply for graduation
April 20	No Wednesday “evening” classes (classes that begin after 5:30 p.m.)
April 21-24	Easter Holiday – no classes (University closed April 22)
April 25	No “day” classes – “Evening” classes resume (classes that begin after 5:30 p.m.)
April 28	Study Day – no classes
April 29-May 5	Final Examinations
May 9	Final grades due from instructors by noon. Grade changes for Fall 2010 Incompletes due from instructors
May 10	Grade reports available on myBellarmine
May 9-13	Senior Week
May 14	Baccalaureate Mass and Commencement

SUMMER SESSIONS 2011

Refer to the annual Summer Class Schedule Publication available each March.

Welcome to
Bellarmine
University

GREETINGS FROM THE PRESIDENT



Welcome to Bellarmine University, an independent university committed to academic freedom and the search for truth, wherever that search may lead.

It's right there in our foundational motto, *In Veritatis Amore, In the Love of Truth*. That comes from a prayer for the Feast Day of St. Robert Bellarmine, for whom our university is named.

Our Catholic identity is in the spirit of Thomas Merton, a Trappist monk and sophisticated intellectual whose groundbreaking manuscripts and art works are housed on this campus. Merton believed in the pursuit of excellence in all things; in the dignity of each individual; in a commitment to social justice; and in a multi-cultural, international sensibility.

At Bellarmine University, we also hold these values dear. It is truly in Merton's spirit that faculty, staff and students strive for academic excellence and ethical awareness in everything we do. You may have heard reference made to Vision 2020, our plan to become the Premier Independent Catholic University in the South, and thereby the Leading Private University in the Commonwealth and Region. Part of that plan includes increasing our enrollment. But we are not just adding students. We are also adding faculty members, so that our student-faculty ratios remain low and our students continue to have the human-scale educational experience that is a hallmark of Bellarmine University.

We are not just growing. We are an excellent university that is intentionally growing, while maintaining our focus on academic excellence for lives of leadership and service.

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

Here you will find descriptions of our curricula, programs and courses that will help you make informed and creative selections in the educational area of your choice.

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

By making careful selections from the list of courses and programs described in this catalog and employing your imagination and scholarly responsibility in the classroom and out, you will gain at Bellarmine the knowledge, the values and the connections you need to become a better and wiser person – and, perhaps even more significant, a caring and effective citizen of the world.

Choose well, and enjoy the journey!

Dr. Joseph J. McGowan

THE UNIVERSITY

Mission

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

Vision

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

History

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

The Bellarmino 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 Bellarmino'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, Bellarmino merged with Ursuline College, a Catholic college for women established by the Ursuline Sisters of Louisville in 1938. It was at the time of the merger that the traditional student body became coeducational (the evening division was coeducational already), and Bellarmino became independent with a self-perpetuating governing board.

In 2000, the Board of Trustees voted to change the name of the institution from Bellarmino College to Bellarmino University to reflect its true status as a Masters I university. Today Bellarmino University is made up of six colleges: Bellarmino College; the Donna and Allan Lansing School of Nursing and Health

Sciences; the W. Fielding Rubel School of Business; the Annsley Frazier Thornton School of Education; the School of Continuing and Professional Studies; and the School of Communication. In addition, the University has seven centers and institutes: Institute for Media, Culture & Ethics; Center for Economic Education; Center for Interdisciplinary Technology & Entrepreneurship; Ethics and Social Justice Center; The Thomas Merton Center; Center for Teaching Excellence and Leadership; and the Center for Regional Environmental Studies.

In 2005, the Board of Trustees and Bellarmine University President Dr. Joseph J. McGowan led the campus community in launching Vision 2020, a plan to become the premier independent Catholic University in the South and thereby the leading private institution in the Commonwealth and region. Significant growth has been taking place on the school's 135-acre park-like campus ever since, as Bellarmine becomes a nationally pre-eminent, private University of significant size and stature.

This growth includes not only record numbers of students in residence, from 40 states and 19 countries, and dozens of new full-time faculty, but also a new Siena residence hall in each of the past three years, the Owsley B. Frazier Stadium, a cross-campus road, new and renovated classrooms and faculty offices, expanded dining facilities and extensive plans for future intelligent growth in facilities and amenities, and also in undergraduate and graduate programs and enrollment.

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; by encouraging a vigorous intellectual climate, which affirms the compatibility of faith and reason in discussions of ethical, moral, philosophical, and religious issues; and in the nurturing of a campus culture and community that reflects basic Judeo-Christian values, concern for each individual as a whole person, service to others, and caring for others.

Ultimately, authority and responsibility for Bellarmine University rest with its Board of Trustees, which holds the University in the public trust. The Board is independent and self-perpetuating in that officers and members are elected by the Board membership. In addition to the voting members of the Board of Trustees, two faculty and one student serve as non-voting advisors to the Board.

W.L. Lyons Brown Library

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

The W.L. Lyons Brown Library is a teaching library. Librarians work closely with faculty and students to ensure that Bellarmine students learn to appreciate the value of informed participation in their communities. These collaborative efforts support the development of students into lifelong learners.

Reference Services

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

Classroom Instruction

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

Information Literacy

The goal of information literacy for all students is an important focus of the university. Through individual and collaborative efforts the librarians and staff actively promote information literacy, the ability to locate, access, evaluate and use information. This ability is essential for lifelong learning and is developed over time. Bellarmine students participate in a core curriculum that is designed to be strongly developmental and helps students cultivate and master abilities essential to a meaningful education. Many of these goals are achieved by connecting the student directly to the intellectual and technological resources available through the W.L. Lyons Brown Library.

Study Spaces

Students enjoy a variety of environments in which to study, including rooms for individual or group study, individual carrels and lounge chairs, as well as tables, a spacious reading room, and tables among the book stacks. There is a study lounge with computer workstations that is open 24 hours per day. The library building also includes study locations offering networked desktop computers, connections to the

campus network and Internet for laptop computers, and a wireless network which allows members of the Bellarmine community to borrow laptops at the Circulation Desk for use in the library. Library users can log on to the campus network and the Internet from virtually anywhere in the library.

Foundation Center Cooperating Collection

The W.L. Lyons Brown Library has been designated a Foundation Center Cooperating Collection, one of less than 400 libraries in the United States to hold this designation. This allows us to provide online access to the Foundation Center Online and house a print collection of resources for grants, as well.

Technology @ Bellarmine

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

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

Student Computing

The emphasis of technology at Bellarmine is to ensure that students have access to adequate and reliable technology throughout campus. Public computers are available everywhere on campus, and each building has computer labs or computer equipment available for students to use. In addition, there is a wireless network in many areas of the campus, and the Library is equipped with laptops that students may checkout for use in the Library. Altogether, there are over 250 computers available for students.

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

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

Each student is given an email account and disk space on the network; and receives instruction on how to use email and other software used in their curriculum. Students living in residence halls at Bellarmine University have access to the network through network outlets in their rooms, or through a wireless network. A wire port in each dorm room for telephone and network access is available upon request. Additionally, there are computer clusters located in each residence hall for students to use. Each student should review the acceptable use policy in the Student Handbook.

Computer Literacy

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

Classroom Technology

Technology in the classrooms continues to improve as technological advances are made. Most classrooms and conference rooms are equipped with computers, projectors, and VCR or DVD players. Bellarmine also provides online support for many courses using an industry leading course management system (CMS). The growth of classroom technology will continue to improve each year.

Information Services (IS)

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

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

The Thomas Merton Center at Bellarmine University

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

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

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

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

The International Thomas Merton Society was founded in 1987 with its headquarters at Bellarmine's Merton Center. In conjunction with the ITMS, the Merton Center produces *The Merton Seasonal*, which celebrated its thirtieth year of publication in the year 2005. The Center and the ITMS additionally support publication of Merton and Merton-related scholarship in the *Merton Annual*. The Center is affiliated with international Merton Centers such as the Thomas Merton Society of Great Britain and Ireland, the Merton Association at Prades, France (Merton's birthplace), the Centro Internacional de Estudios Misticos in Avila, Spain, The Polish Merton Society in Krakow, and the Russian Merton Society in Moscow.

The Merton Center, as the official repository of Merton's estate, has grown to over fifty thousand items that include his literary papers, nine hundred drawings, fourteen hundred photographs, six hundred hours of audio-taped conferences to his monastic community, published works by and about Merton, and several hundred volumes from Merton's own library. It is the largest collection in the world, incorporating works translated into twenty-eight languages, more than three hundred doctoral dissertations and masters theses, and a growing collection of paintings, drawings, sculptures, and fabric art depicting Merton, as well as a collection of watercolors by Merton's New Zealand-born father, Owen Merton.

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

Distinguished Visitors to Bellarmine

Intellectually and culturally, the campus at Bellarmine University is one of the richest centers in the region. Teaching and learning take place not only in the classroom but also in public lectures, seminars, workshops and other forums for distinguished experts in virtually every field of human endeavor.

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

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

Bellarmino also sponsors annually two major forums: the Guarnaschelli Lecture Series and the Wilson W. and Anne D. Wyatt Lecture Series. The Guarnaschelli Lecture is designed to bring to the Louisville community noteworthy and influential leaders from the arts and humanities, whereas the Wyatt features leaders from the political realm. Former Guarnaschelli presenters include Wendell Berry, Gwendolyn Brooks, Ken Burns, Seamus Heaney, Norman Mailer, Joyce Carol Oates, Peter Matthiessen, George McGovern, William L. Shirer, Leslie Marmon Silko, Salmon Rushdie, E. O. Wilson, William Styron, and Harold Wilson. Wyatt lecturers have included Sir Edward Heath, David Gergen, David Broder, Arthur Schlesinger, James MacGregor Burns, Kevin Phillips, Andrea Mitchell, Mike Mansfield and Bob Woodward.

Accreditation and Memberships

Bellarmine University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and doctoral degrees. Inquiries related to this accreditation can be directed to: Commission on Colleges, Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097. Phone 404.679.4500.

University Accreditations

- Association to Advance Collegiate Schools of Business (AACSB International)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE) and Kentucky Board of Nursing (KBN)
- Committee on Accreditation for Respiratory Care (COARC)
- National Accrediting Agency for Clinical Laboratory Science (NAACLS)
- National Council for Accreditation of Teacher Education (NCATE) and Kentucky Education Professional Standards Board (EPSB)
- Southern Association of Colleges and Schools (SACS)

University Memberships

- American Association of Collegiate Registrars and Admissions Officers
- American Council on Education
- American Library Association
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Fundraising Professionals
- Association of Governing Boards
- Association of Independent Kentucky Colleges and Universities
- Association for Institutional Research
- Association of International Educators (NAFSA)
- Better Business Bureau
- Campus Compact
- Cooperative Center for Study Abroad
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Greater Louisville, Inc.
- International Association of University Presidents
- International Student Exchange Program
- Kentuckiana Metroversity
- Kentucky Academy of Science
- Kentucky Chamber of Commerce
- Kentucky Institute for International Studies
- National Academic Advising Association
- 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 Education Association

National Student Clearinghouse

Partnership for Philanthropic Planning

Student Affairs Administrators in Higher Education (NASPA)

The Tuition Exchange

University Press of Kentucky

Admission



ADMISSION

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

Office of Undergraduate Admission
 Bellarmine University
 2001 Newburg Road
 Louisville, KY 40205
 Phone: 502.452.8131 or 800.274.4723
 Email: admissions@bellarmine.edu
 Online application: www.bellarmino.edu

Procedures and Requirements

Freshmen Students

Specific requirements for admission include submission of:

1. A completed application form and a \$25.00 nonrefundable application fee. The application fee is always waived if application is submitted online.
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 Diploma (GED) test score.

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

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

English	–	4 units
Mathematics	–	3 units
Science	–	3 units
Social Science	–	3 units
Foreign Language	–	2 units
6. A high school transcript.

Students who do not meet all of the above standards will be reviewed by the Undergraduate Admission Committee and may still be admitted for good reasons based upon their overall high school academic performance, test scores, recommendations, essay quality, and results of personal interviews.

Students who have completed significant portions of high school work but have not received a diploma will be evaluated for admission on the criteria stated above, substituting a score of 500 (prior to 2003 a score of 50 was required) on the General Educational Diploma (GED) test for the high school diploma.

Transfer Students

Specific requirements for admission include submission of:

1. A completed application form.
2. A \$25.00 nonrefundable application fee.
3. For students who have earned more than 24 hours, an official transcript mailed directly from each college or university attended is required.
4. For students who have earned fewer than 24 hours of college course work:
 - a. An official copy of the high school and each college or university transcript.
 - b. ACT or SAT scores not required of applicants who have been out of high school for five years or more.
 - c. A 200 word (minimum) essay may be required. It should address your personal or professional goals.
5. For students in which English is their second language, a TOEFL, IELTS or MELAB score is required. A minimum total score of 80 on the internet-based TOEFL (reading, listening, writing and speaking), 6 on the IELTS and 78 on the MELAB is required.
6. The Office of Admission reserves the right to request additional information or a personal interview. Please note admission to an individual department program is determined by the department and not the Office of Admission.

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

International Students

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

1. A completed International Student Application.
2. A \$25.00 nonrefundable application fee (must be in United States currency).
3. Certified copies of official records from all secondary schools or universities attended. Certified copies must be translated into English and must bear the school's official seal. The Office of Admission recommends either World Education Services at <http://www.echonyc.com/~betenoir/wes.html> or AACRAO at <http://www.aacrao.org/international/foreignEdCred.cfm> for international transcript evaluations.
4. Official score report of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or The Michigan English Language Assessment Battery (MELAB) is required. A minimum score of 80 is required on the internet-based TOEFL (reading, listening, writing, and speaking), 6 on the IELTS and 78 on the MELAB is required. Applicants for whom English is a second language may submit entrance examination scores from either the American College Test (ACT) or the Scholastic Assessment Test (SAT I), in lieu of the TOEFL, IELTS or MELAB. For results to be mailed to Bellarmine, the TOEFL code is 1056. The paper based IELTS and the MELAB do not require a school code. Please have the score mailed to: Bellarmine University, Office of Admission, 2001 Newburg Road, Louisville, KY 40205.
5. Two letters of recommendation from former professors and/or employers attesting to the candidate's educational potential.

6. A financial statement certifying ability to fund the cost of attending Bellarmine University for one academic year. Figures must be expressed in United States currency.
7. Statement of Purpose – a letter outlining the candidate's academic and professional goals.
8. Transfer students must submit a course evaluation of all classes taken at a foreign university if the transcript is not in English. The Office of Admission recommends either World Education Services at <http://www.echonyc.com/~betenoir/wes.html> or AACRAO at <http://www.aacrao.org/international/foreignEdCred.cfm> to request an evaluation.
9. The Office of Admission reserves the right to request additional information or a personal interview. Please note admission to an individual department program is determined by the department and not the Office of Admission.

International student applicants should meet the university's standards for admission and score the above minimums to meet the university's regular admission standards.

Veterans

Bellarmino University is committed to providing excellent assistance and resources to Veterans of the U.S. Armed Forces. Veterans who are high school graduates or have submitted satisfactory General Educational Diploma (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, DD Form 214, and official transcript from the high school last attended and, if not a high school graduate, GED test scores to the Office of Admission. Bellarmine participates in the Post-9/11 GI Bill, including the Yellow Ribbon Program. For more information on these programs please visit our website.

Visiting Students

Persons enrolled in other accredited colleges or universities may take courses at Bellarmine University during any semester. A record of the course work done at Bellarmine will be maintained and sent upon request to the student's home institution. The following items are required:

1. A completed application form.
2. For students taking upper division courses, an official transcript is required to determine if prerequisite courses have been met. After visiting, if a student becomes degree seeking, an additional official transcript is not required.

Readmit Students

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

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

Post-Baccalaureate Students

Persons who have already completed a bachelor's degree but wish to enroll at Bellarmine in undergraduate credit courses may apply for admission as post-baccalaureate students. A record of the credit course work done at Bellarmine will be maintained and will become a part of the student's permanent record. Post-baccalaureate students need to do the following for admission:

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

Early Entry Admission Program

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

Course 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 non-refundable application fee to the Office of Admission.

Admission to Selected Programs of Study

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

1. Bachelor of Science in Nursing

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

2. Teacher Education Program

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

Credit Options

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

Advanced Placement (AP) Credit

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

ACES

Advanced Credit for Early Success (ACES) is a three-way partnership program involving Bellarmino University faculty, exemplary secondary school teachers, and advanced high school students. Eligible high school juniors and seniors earn academic credit for advanced courses taught by highly qualified high school teachers that have been certified to teach Bellarmino courses on site at their high school. The high school teachers serve as Bellarmino faculty in an extension effort and communicate with Bellarmino University academic departments. ACES courses, which correspond to equivalent Bellarmino classes at the freshman and sophomore level, serve as general education requirements for many colleges and universities. Courses taken for ACES credit become part of the permanent record of the students who matriculate to Bellarmino University. To receive Bellarmino credit, students must meet the following requirements:

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

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

International Baccalaureate (IB) Credit

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

External Examinations

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

CLEP Exams

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

Other External Exams

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

Internal Options

Credit for Demonstrated Competency (Challenge Exam)

Enrolled Bellarmine students may petition the department chair to take a comprehensive examination on the material covered in any credit course offered by that department. A grade for this exam is strictly on a Pass/Fail basis. A non-refundable \$50 fee is charged at the point of application. A fee, equal to one credit hour tuition, is charged for each course after the exam has been evaluated. Forms are available in the Registrar’s office.

Portfolio

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

Tuition and Fees

Tuition is set on an annual basis. Tuition and fee amounts are published on a semester basis and are available in the semester Class Schedule and on the university website. The tuition and fees charged at Bellarmine covers the cost of both instruction and supporting services. 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 and Fee Payment

Tuition and fees are due and payable in full at the Bursar’s Office near the beginning of each semester as outlined in the academic calendar published in each semester’s Class Schedule and on the Bursar’s website. Students permitted to register after that date will be billed for the full semester for both tuition and fees. All fees must be paid when the service is rendered or when billed.

Penalties and Fines

Fee for late payment of bill (1.5% per month of unpaid balance)	variable fee
Fee for each check issued to university on which the bank refused payment (first offense only)	\$15.00
Fee on any check refused for payment by the bank after the first occurrence.	\$50.00
Fee on any check refused for payment by the bank for stop payment or closed account	\$50.00

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.

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

Meal Plans

Residential Students

All students living in the residence halls are required to purchase a meal plan.

The meal plan options give students maximum flexibility, affording students the opportunity to select a plan that best meets their needs. These options allow a student to use his/her meals at any time during the week, up to the limited number of meals allotted for the week. Food service is not available for residential students during the Thanksgiving break, semester break, Easter break, and spring break. Residential students select a meal plan on the Residence Hall Application form. There are no meal plans available for the summer semester. During the summer, Cafe Ogle is open where cash, credit cards, or declining balance can be used.

Commuter Students, Faculty, and Staff

The following options are available for Commuters, Faculty, and Staff. Contact the Bursar's Office at 502.452.8264 to select one of the plans outlined below.

Option 1 – 25-Block Plan Plus Flex - This plan includes any 25 meals during the semester, plus \$50 Flex Dollars.

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

Flex Dollars

All of the meal plan options offer Flex Dollars which are accepted like cash at the various dining locations. Flex Dollars work on the same principle as a pre-paid debit card. You can draw from your Flex Dollars for snack items or full meals. Refer to the section on Food Service in this Catalog for a description of the various dining locations.

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

Non-Standard Payment Plans

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

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

Other payment plans are available for qualifying students. Plan details 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 and on the Bursar's website.

Fees listed under "Course Fees" and "Other Fees" are not refundable. 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.

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 during the first full week of classes.

Students who withdraw 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 date of withdrawal and the established refund policy.

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), Federal Parents Loans for Undergraduate Students (PLUS loans), Federal Academic Competitiveness Grant (ACG), Federal TEACH Grant, and Federal SMART Grant. 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. Questions regarding the adjustment to the Title IV student financial aid benefits, received by the respective student should be directed to the Office of Financial Aid.

Any adjustments to the tuition charges are made in accordance with the Semester Refund Schedule **stated in the respective academic period Class Schedule**. The percentage of adjustment is based on the official date of withdrawal, as reflected on the student's academic records, which may be different from the withdrawal date used in determining any refunds of Title IV student financial aid benefits under the Department of Education's Regulations. For further information regarding the university policy, please contact the Office of the Bursar.

Institutional Financial Aid Refund Policy

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

Military Service

Students enrolled in courses at the time they are called for active military service will have their tuition and fees reversed once the appropriate documents are provided to the Bursar. Any financial aid will be adjusted according to the Title IV and Institutional Refund Policies.

Serious Illness or Injury

Enrolled students who become incapacitated by serious illness or injury may be entitled to a tuition adjustment once the appropriate documents are provided to the Bursar. A letter from the student's doctor describing the illness or injury, along with any supporting documents such as proof of hospital stay is required. Any financial aid will be adjusted according to the Title IV and Institutional Refund Policies. All fees are non-refundable.

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 charged 1.5% per month of the unpaid balance. Statements are mailed monthly to any student with an unpaid balance. 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. An official transcript will not be issued for a student with an unpaid balance. No student may graduate with an unpaid balance at Bellarmine. Grades and diplomas will be withheld from students with past due bills. In the event of default, Bellarmine University may notify credit reporting agencies, a collection agency, and/or hiring legal action to recover payments and the cost of collection including, without limitation, interest, collection agency fees, court costs and attorney fees.

Personal Liability

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

Financial Aid



FINANCIAL AID

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

Satisfactory Progress

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

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

Quantitative: Undergraduate students attending full-time will be required to earn a minimum of 12 credit hours per semester. Undergraduate students attending part-time will be required to earn a minimum of 6 credit hours per semester. Undergraduate students who only receive student loans will be required to earn a minimum of 6 credit hours per semester. A maximum of six (6) academic years will be permitted for the completion of a baccalaureate degree, or a total of 144 hours attempted. A maximum of three (3) additional academic years at Bellarmine will be permitted for the completion of an accelerated baccalaureate degree, or a total of 216 credit hours attempted.

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

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

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

Institutional Scholarship and Merit-Based Awards

Institutional scholarships and merit-based awards are offered to undergraduate degree-seeking students enrolling full-time (at least 12 credit hours per semester) as a first-year student; incoming transfer students who enroll full-time are also eligible for consideration. A separate scholarship application is not required,

but applications for admission must be received by the designated due date for a given year. Applications and dates may be obtained from the Office of Admission.

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

Bellarmino Scholars Program

These full-tuition scholarships are awarded to the most promising and talented high school students and are based upon the following minimum standards: high school grade point average of 3.4 with an exceptionally strong college prep curriculum, test scores of 29+ ACT or 1290+ SAT, on-campus interviews and writing sample. Bellarmine Scholars participate in the university's Honors Program and receive a stipend to support a summer study abroad or internship program after the junior year. Qualified applicants applying by the scholarship deadline will be invited to campus for a scholarship competition. Awards are renewable pending satisfaction of renewal requirements.

Monsignor Horrigan Scholarships

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

Monsignor Treece Scholarships

Awards are made to students for academic achievement. Generally students with a 3.0 GPA and an ACT score of 21 or SAT score of 1000 are considered. Students receiving other academic scholarships or recognition grants are not eligible for Monsignor Treece Scholarships. Awards are renewable pending satisfaction of renewal requirements.

Minority Scholarships and Grants

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

Art and Music Scholarships

Scholarships are available to outstanding performers who plan to major in art or music. Art students must submit samples of their work. Music students must arrange for an audition or submit a musical tape. Art and Music awards are subject to approval by the department chair and are renewable as long as the students remain in their designated majors.

Pep Band Stipends

There are a limited number of Pep Band stipends available for music majors and non-music majors to be awarded once the basketball season begins. To qualify, students must audition for the Pep Band Director during the first week of the fall semester.

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 intercollegiate basketball, softball, volleyball, tennis, cross-country, indoor and outdoor track and field, field hockey, golf and soccer. Men are awarded Grants-in-Aid for intercollegiate basketball, baseball, soccer, cross-country, indoor and outdoor track and field, tennis, golf and lacrosse. All inquiries concerning Athletic Grants-in-Aid should be addressed to the Athletic Director or the Head Coach of the sport program in which the student is interested. Awards are renewable pending satisfaction of NCAA, conference and university renewal requirements.

Grants are awarded to men and women for cheerleading, dance team, and mascots. All inquiries regarding clinics and tryouts should be addressed to the Athletic Director or the Head Coach of the specific program. Awards are renewable pending satisfaction of renewal requirements.

Grants are awarded to men and women who assist the athletic staff as student managers, sports medicine assistants, statisticians, and athletic event staff. All inquiries should be addressed to the Athletic Director. Awards are renewable pending satisfaction of renewal requirements.

Transfer Student Scholarships and Grants

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

Institutional Scholarships and Grants (Restricted/Endowed)

Nolen C. Allen Scholarship
Alumni Association Endowed Scholarships
Elise Amshoff Scholarship
Archdiocese of Louisville Scholarship
Arthur N. BecVar Student Artist-In-Residence Endowed Participating Grant
Jayne and Art BecVar Endowed Nursing Scholarship
Bellarmine Faculty Endowed Scholarship
Bellarmine Women's Council Scholarships
Patricia and H. Joseph Bobzien Endowed Scholarship
J. Graham Brown Scholars
David L. Chervenak Accounting Scholarship
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
Virginia P. Floersh Memorial Endowed Scholarship
Flynn Brothers Endowed Scholarship Trust
The Garner Family Legacy Scholarship
Barbara and Otto Goethals Education Scholarship
Grant '54 II Diversity Management Program Scholarship Fund
Colin C. Griffaw Memorial Scholarship
Elizabeth Norton Hagan Scholarship (Literature)
Michael Hale Memorial Scholarship
Joseph & Albertine Hammond Endowed Scholarship
Paul Christopher Hardin Endowed Music Scholarship Grant
Harrison County Resident Accelerated Nursing Scholarship
Harrison County Resident Scholarship
William Randolph Hearst Foundation Endowed Scholarship
Mary Beth Heine-Wade Scholarship
Michael Hobbs Endowed Scholarship
Hubbs/Kopp Family Endowed Scholarship
The J and L Foundation Scholarship
Maurice D.S. Johnson Endowed Business Leadership Award
Elmore Just Endowed Golf Scholarship
The Kalmey Family Endowed Scholarship
Fred C. and Florence Koster Scholarship
Lansing Scholars
W. Michael Larkin Endowed Accounting Scholarship
Margaret Mahoney Endowed Scholarship
Marshall Foundation Endowed Scholarship Program
Angela M. Mason Endowed Scholarship
James and Norma Mason Endowed Scholarship
Jane and Jim McCabe Endowed Scholarship
Roland McDonough Scholarship
Jeffrey Miles Memorial Scholarship
Barbara and Ray Montgomery Endowed Scholarship

Nelson County Alumni Association Scholarship
Genevieve Norton Scholarship (Art)
Norton Healthcare, Community Trust Fund Endowed Nursing Scholarship
Martha Oliver Accounting Scholarship
Charles and Helen O'Malley Scholarship
Vicki B. Owsley Scholarship
Bennie Sue Peterson Endowed Nursing Scholarship
Helen and Gene Petrik Scholarship
Nancy B. Rash Nursing Scholarship
Reger/Kelly Family Scholarship
Taylor Drug Company Nursing Scholarship
Jack L. Terhune Memorial Art Scholarship
Bernard F. Thiemann Endowed Grant
John Van de Walle Endowed Mathematics Scholarship
Ella Norton Walsh Scholarship (History)
Art Walters Minority Scholarships
WHAS Education Grants
H.K. & Carolyn A. Williams Scholarship
Donald P. Wolfe Master's in Spirituality Scholarship

Additional Forms of Aid

Federal Pell Grants

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

Kentucky Tuition Grants

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

Academic Competitiveness Grants (ACG)

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

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

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

Kentucky College Access Program

These state grants are intended for those Kentucky resident 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 TEACH Grant

The TEACH Grant Program is a non-need based program that provides up to \$4,000 per year to students enrolled in an eligible program and who agree to teach as a highly-qualified teacher in a high-need field, at a low-income elementary or secondary school for at least four years within eight years of completing the program for which TEACH Grant was awarded. TEACH Grant recipients who do not fulfill their teaching obligations must repay the grant as if it was an unsubsidized Direct Loan, with interest accruing from the date the grant was disbursed.

Federal Carl D. Perkins Loans

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

Federal Stafford Loans

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

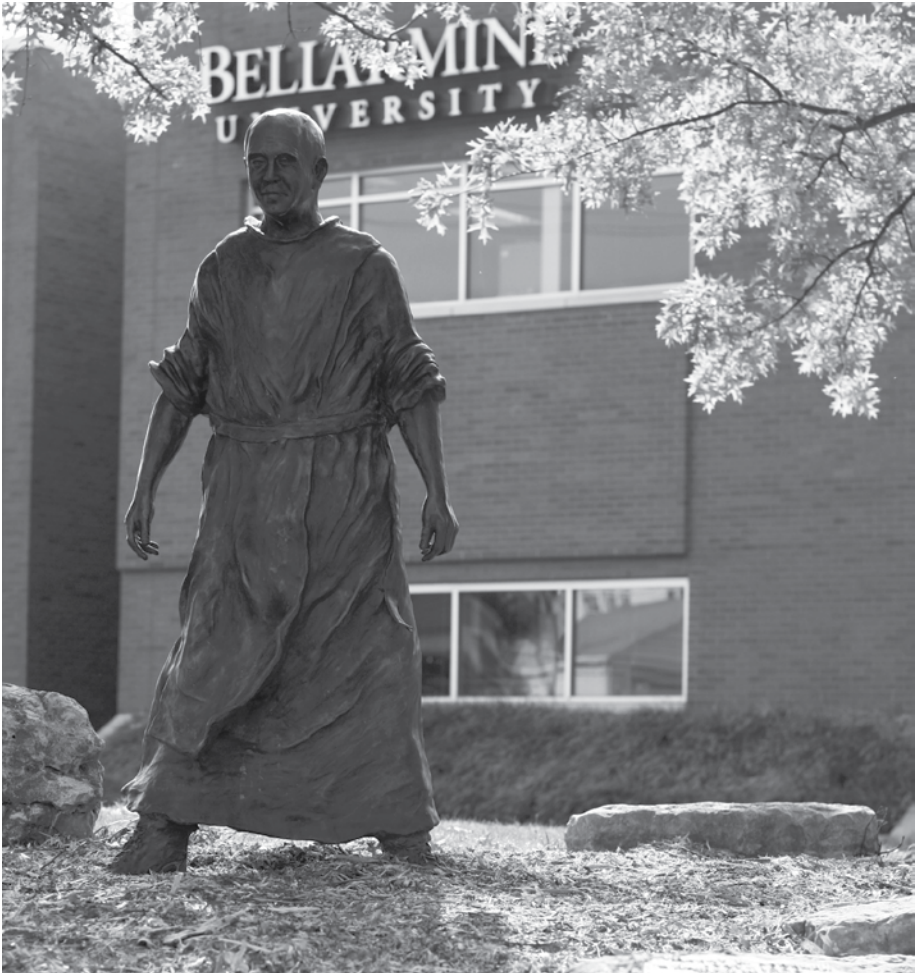
Other College Loans

George L. Bagby Loan

Joseph C. Hofgesang Loan

Charles E. Schell Foundation Loan Fund

Academic Information



ACADEMIC INFORMATION

Degree Requirements

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

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

General Education Requirements

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

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

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

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

1. Knowledge of philosophical approaches vital to an understanding of ultimate truth, the nature of the self, and a good life.
2. Knowledge of Christian theology and its ongoing dialogue with other religious and intellectual traditions.
3. Understanding of the historical development of the modern world.
4. Comparative understanding of the world's peoples, place, and cultures.
5. Familiarity with principles and practices in the natural sciences.
6. Familiarity with principles and practices in the social sciences.

7. Familiarity with forms and creative processes in literature and the arts.
8. Quantitative reasoning using graphical and symbolic representations.
9. Critical thinking skills.
10. Facility in oral and written communication.

General Education consists of a **minimum of 49 hours of course work** selected from the options listed. No course may be used by a student to fulfill more than one general education requirement. Transfer students who enter Bellarmine with 24 hours or more of transfer credit are exempt from Freshman Focus and Freshman Seminar. Transfer students with 60 or more credits transferred may have met the IDC 200 requirement if there was an appropriate transfer course in their previous curriculum. For further inquiries on the transfer of courses to meet the IDC requirements, contact the IDC director.

General Education Requirements

<i>Hrs.</i>	<i>Requirement</i>	<i>Course Options</i>
1 hr.	Freshman Focus	IDC. 100 Freshman Focus
3 hrs.	Freshman Seminar	IDC. 101 Freshman Seminar
3 hrs.	English Composition	ENGL 101 Expository Writing
3 hrs.	Literature	ENGL 200 Reading Literature ENGL 201 The World of Texts ENGL 207 American Literature Survey I ENGL 208 American Literature Survey II ENGL 209 British Literature Survey I ENGL 210 British Literature Survey II
3 hrs.	Western Tradition	HIST 116 Western World I (1450 – 1870) HIST 117 Western World II (1870 – present)
3 hrs.	Fine & Performing Arts	Any 3 hour course in Art, Music or Theater (check course for Prerequisites) <i>For Art and Music majors, the General Education requirement in Fine & Performing Arts must be taken outside the major department.</i>
3 hrs.	Mathematics	MATH 101 Foundations of Mathematics I MATH 107 Mathematics for Liberal Arts MATH 116 Precalculus MATH 117 Calculus I MATH 125 Business Calculus MATH 200 Statistics and Society MATH 205 Elementary Statistics

Hrs. Requirement

6 hrs. Natural Sciences

Course Options

Any courses in Biology, Chemistry or Physics
*check course for Prerequisites; each natural science
course must include a lab experience*

3 hrs. Social Sciences

ECON 111 Principles of Microeconomics
PSYC 103 Introductory Psychology
Or any course in Criminal Justice Studies, Political
Science, or Sociology (check course for Prerequisites)

*For Criminal Justice Studies, Economics, Political
Science, Psychology, and Sociology majors, the
General Education requirement in the Social Sciences
must be taken **outside** the major department.*

6 hrs. Philosophy

PHIL 160 Introduction to Philosophy
PHIL 301 Ethics

6 hrs. Theology

THEO 200 Ultimate Questions
*and one course selected from the 300-400 level
Theology courses*

3 hrs. Sophomore Seminar

IDC. 200 Sophomore U.S. Experience

3 hrs. Junior Seminar

IDC. 301 Junior Transcultural Experience

*Since the Experience courses are designed to work as
a sequence, it is essential to complete IDC. 200
before moving on to IDC. 301.*

3 hrs. Senior Seminar

IDC. 401 Senior Seminar

Majors, Minors, and Certificates

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, the W. Fielding Rubel School of Business, the Annsley Frazier Thornton School of Education, the Donna and Allan Lansing School of Nursing and Health Sciences, the School of Communication, and the School of Continuing and Professional Studies.

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 or double minor. All majors require a minimum of 24 semester hours and may not require more than 52 hours. All minors require a minimum of 18 semester hours and may not require more than 24 hours.

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

Majors

Bachelor of Arts (BA)

Majors

Accounting
 Art: Painting
 Art: Photography/Digital Art
 Art: Sculpture
 Arts Administration: Art
 Arts Administration: Music
 Arts Administration: Theatre
 Biology
 Business Administration
 Chemistry: pre-professional option
 Communication
 Communication Studies
 Integrated Communication
 Visual Communication
 Media & Cultural Studies
 Professional Writing
 Organizational Communication
 Computer Science
 Criminal Justice Studies
 Economics
 Education
 Education
 Early Elementary P-5, and Learning
 & Behavior Disorders P-12
 Middle Grades 5-9, and Learning
 & Behavior Disorders P-12,
 with specializations in English,
 Mathematics, Science,
 Social Studies, Special Education
 English
 Exercise Science
 Finance
 Foreign Languages
 and International Studies

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

Bachelor of Science (BS)

Majors

Applied Information Technology
 Biochemistry and Molecular Biology
 Biology: pre-professional
 Chemistry: graduate school option
 Computer Engineering
 Mathematics: Actuarial Science
 Physics

Bachelor of Science in Nursing (BSN)

Major

Nursing

Bachelor of Health Science (BHS)

Majors

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

Minors

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

Certificates

The following undergraduate certificate programs are available for qualified students. Information on each certificate is available in their respective academic department pages of the Catalog.

Certificate in Professional Accounting (post baccalaureate only)

Clinical Laboratory Science, Generalist Certificate (baccalaureate or post baccalaureate)

Clinical Laboratory Science, Categorical Certification in Clinical Chemistry and Hematology (post baccalaureate only)

Clinical Laboratory Science, Molecular Diagnostics Certification (post baccalaureate only)

Academic Advising

Bellarmino's academic advising system is designed to help students plan effectively a coherent, integrated program of study related to their personal interests as well as academic and professional goals. Academic advisors cooperate with students to help them make informed choices about course scheduling, careers, and graduate school preparation. All traditional-age freshman have a freshman advisor who is their instructor for Freshman Focus, a one-credit course that introduces students to various aspects of achievement in college. The advisor also provides direction concerning academic skills, social involvement, and personal issues as they relate to college. In the first year, the Dean of Academic Advising assigns those students who have declared a major to an advisor in the major field of study.

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

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

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

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

Academic Resource Center (ARC)

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

Waiver and Exception Policy

A student seeking a waiver of a degree requirement or an exception to an academic policy must submit a petition as follows:

1. The student obtains a Waiver and Exceptions Petition Form from the Office of the Registrar and submits the completed form along with an unofficial transcript to the appropriate dean. A completed form includes the recommendation and signature of the chair of the department in which the student is majoring and the recommendation and signature of the chair of the department that offers the course or oversees the policy with respect to which the waiver or exception is requested.
2. The Dean considers the student's petition and makes a decision. The Office of the Registrar then informs the student of the Dean's decision.
3. If, upon being informed of the Dean's decision, the student desires further consideration of his or her petition, the student submits a written request for review to the Senior Vice President for Academic Affairs (SVPAA).

Academic Honesty

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

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

Student Academic Grievance Policy

Students of Bellarmine University who believe they have been treated unfairly with respect to academic matters or believe they have been discriminated against in any matter on the basis of race, color, disability, religion, age, national origin, sex, or sexual orientation may initiate and pursue the grievance procedure in accordance with the provisions of the full policy as outlined in the Student Handbook. Academic matters are those concerned with instructional activities, research activities, grading procedures, or decisions involving instruction or affecting academic freedom. Student grievances regarding academic matters are addressed through the Office of Academic Affairs according to the Academic Grievance Procedure outlined in the Student Handbook. All grievances of a non-academic nature are addressed through the Office of Student Affairs as outlined in the Student Non-Academic Grievance Policy in the Student Handbook. If it is unclear whether a grievance is academic or non-academic, the Senior Vice President for Academic Affairs and the Vice President for Academic & Student Life will determine the appropriate grievance procedure.

Grading Policies

Grading System

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

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

Incomplete Grades

A course in which a student receives a grade of “I” must be completed within the semester following the incomplete; otherwise this grade will become an “F.” The responsibility for course completion rests solely with the student. Incomplete forms are available in the registrar’s office and include the full incomplete policy. Forms must be submitted by the grading deadline for that semester.

Pass/Fail Option

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

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

To receive a Pass grade, a student must earn the equivalent of a C or better for the course.

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

Students registered for a course on a Pass/Fail basis may change to grade status and vice versa by the deadline published in the semester Class Schedule. A change from Pass/Fail to grade or from grade to Pass/Fail requires the approval of the instructor.

Repeat Policy

A student is permitted to repeat a course in which a C+, C, D or F has been earned. In deciding to exercise the repeat option, the student agrees to accept for record the grade earned for the course as repeated. The earlier grade and grade-points will remain on the transcript but will not be used in computing the student's grade-point average and number of hours attempted/earned. The student will receive the grade and grade-points of the repeat, which will be used in determining the grade-point average and the number of hours attempted/earned. Note: Students whose program requires grades higher than a C+ should follow the Waiver and Exception Policy as outlined in the catalog.

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 approximately 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 withdrawal deadline published in the semester Class Schedule except for documented reasons of serious illness or family or financial problems. To withdraw after the deadline, students must obtain the permission of their school's Dean.

Final Examinations

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

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

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

Dean's List

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

Classification of Students

A student is considered full-time if enrolled for 12 or more semester hours. A student enrolled for fewer than 12 hours is considered a part-time student. For the financial aid definition of part-time and full-time, see that section of the catalog. A student is considered a freshman until successful completion of 30 semester hours, a sophomore until completion of 60 semester hours, a junior until completion of 90 semester hours, and a senior with 90 or more semester hours completed.

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. Additional credits beyond 19 require the approval of the department chair and dean and are charged at the per credit hour rate.

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 Handbook regarding non-academic good standing.

Probation

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

Cumulative index falls below 2.00

Semester index falls below 1.60

Assigned two "F's" in any semester.

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

Dismissal

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

2 semesters—1.40

3 semesters—1.50

4 semesters—1.60

5 semesters—1.80

6 semesters or more—2.00

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

Readmission

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

Independent Study and Contract Courses

A student may take up to six credit hours in independent study and contract courses. No more than three hours may be taken during any one semester. Independent Study is a self-designed research project in a topic of the students' choice. Students work independently under the guidance of a faculty supervisor who will grade the student upon completion of the project. The Contract Course option is for students to complete an already existing catalog course independently with an appropriate faculty person. Both independent study and contract courses require the approval of the appropriate department faculty and Chair. Application forms for independent study and contract courses are available in the Office of the Registrar.

Internships

Internships for credit or not for credit are available in many majors and programs. Placements are made in a variety of businesses, institutions, agencies, and organizations. Information on internships is available from the department chairs, Director of Internships and Experimental Learning, and in the Career Center, 502.452.8151. Application forms for internships are available in the Office of the Registrar.

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

Study at Other Institutions

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

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

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

who have transferred 60 or more hours to Bellarmine are restricted to six hours or two courses.

Summer Sessions

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

Kentuckiana Metroversity

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

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

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

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

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

Metroversity students are not allowed to participate in Bellarmine co-curricular programs and activities (Mock trial, special service trips, discipline-specific clubs, etc.), even when they are associated with courses in which students are allowed to enroll. Metroversity students may not enroll in Honors Program and Brown Scholars Program classes, nor earn internship credit through Bellarmine.

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

Transfer Students

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

Transfer of Credit Policy

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

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

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

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

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

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

Graduation Requirements for Transfer Students

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

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

Graduation with GPA Honors for Transfer Students

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

Reserve Officers Training Corps (ROTC)

Eligible students may enroll through the Metroversity to pursue ROTC programs. Interested students should contact the University of Louisville Military Science Department at 502.852.7902 or the Aerospace Studies Department at 502.852.6576.

Severe Weather

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

Graduation Information

Review of Transcript

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

Participation in the Commencement Ceremony

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

Graduation with Honors

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

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

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

Academic Awards for Graduating Seniors

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

International Study, Service, Internship and Work Opportunities

www.bellarmino.edu/studyabroad

International Programs Office - Suite 149, Miles Hall

Gabriele W. Bosley, MA, MAT, Director, International Programs

Miles Hall 148, Phone 502.452.8476, gbosley@bellarmine.edu

Sara Reyna-Byler, IPO Assistant

Miles Hall 146, 502.452.8479, sreynabyler@bellarmine.edu

Hannah Holler Egea, MA, Study Abroad Coordinator

Miles Hall 147, Phone 502.452.8423, hholler@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, or Hannah Holler Egea.

Academic Year Programs

One- and two-semester study abroad opportunities during the academic year are available to Bellarmine students through the following programs and bilateral exchange partnerships as well as ISEP (International Student Exchange Program):

International Student Exchange Program (ISEP): In 1993, Bellarmine University joined the International Student Exchange Program, a consortium of more than 200 universities and colleges around the globe. Through the institution's membership in ISEP, a Bellarmine student has the opportunity to study at any of the affiliated universities with credit transferred back to Bellarmine. For students without foreign language proficiency, study is available at English-speaking universities in Australia, Europe, Africa, and Asia. The cost of a semester or academic year abroad is basically the same as a semester spent on the Bellarmine campus, plus the cost of the airline ticket and approximately \$500.00 in ISEP placement/administrative fees. Scholarships are available on a competitive basis for study at most sites. Brochures are available in October in the International Programs Office. See also www.isep.org.

Africa

Morocco

Al Akhawayn University, Morocco: Through a 2007 bilateral agreement Bellarmine students may study at this excellent institution in North Africa. Al Akhawayn University (AUI) is located in Ifrane, Morocco. AUI is modeled on the American university system and English is the language of instruction. AUI does, however, give special attention to the teaching of the Arabic language at all levels and in all branches of education. AUI is a small institution and the student faculty ratio is 17-1. AUI contributes to the historical and cultural vocation of the Kingdom of Morocco, an Arab-African nation belonging to Islamic civilization, and open to Europe, America and Asia. AUI aims to train graduates with high academic qualifications, in permanent quest of knowledge and culture, aware of their social obligations and imbued with the values of human solidarity and tolerance. For more information contact the International Programs Office or visit www.aui.ma/.

South Africa

Rhodes University, South Africa: As a result of a 2007 bilateral agreement, Bellarmine students now have the opportunity to study at an excellent institution in South Africa. Rhodes University is located in the heart of South Africa's Eastern Cape Province and owes its unique character to a combination of historical, geographical, cultural and architectural factors. Small in size but substantial in their impact, the achievements of successive generations of Rhodians have had an influence on Southern Africa and beyond. The University's social consciousness is expressed in its commitment to sharing knowledge resources with the community of Grahamstown and in encouraging an ethos of community service within its staff and student body. In addition to their commitment to social justice issues, Rhodes has many excellent academic departments including a world class music department. For more information contact the International Programs Office or visit www.ru.ac.za/.

Asia

China

The Chinese University of Hong Kong, China: Through a 2005 bilateral exchange agreement with the Chinese University of Hong Kong, (CUHK) one of the top 50 institutions in the world. Bellarmine students can study at one of the finest bilingual (Chinese and English) institutions in China. At CUHK Bellarmine Students can experience the unique blend of western and Chinese cultures. CUHK offers courses in English in the following disciplines: art, business administration, engineering, science and social sciences. The Chinese University of Hong Kong was established in 1963 as Hong Kong's second university. For more information, contact the International Programs Office or visit www.cuhk.edu.hk/oal.

National University of Taiwan: TBA 2010

Japan

Kansai Gaidai University, Osaka, Japan: Through a 1994 bilateral exchange agreement with Kansai Gaidai University near Osaka, Japan, Bellarmine students have an opportunity to live either on campus or with a Japanese family for one or two semesters while furthering their Japanese language proficiency and pursuing content studies taught in English on Asian history, culture, religion, politics, business, management, marketing, international law, Asian thought, theatre, studio art, and more. Students are encouraged to have studied one or two semesters of Japanese before applying to this program. The cost will be about the same as studying a semester in residence at Bellarmine University. Scholarships of up to \$10,000 are available through the Japanese government on a competitive basis. For more information, contact the International Programs Office or visit www.kansai.gaidai.ac.jp/asp.

Yokohama National University, Yokohama, Japan: Study at YNU is accessible to Bellarmine students through a 2001 bilateral exchange agreement between BU and YNU and conducted in both English and Japanese in a variety of academic areas. YNU was founded in 1949 and consists of four undergraduate schools (Education and Human Services, Economics, Business Administration, Engineering,) and three graduate schools (Education, Engineering Social Sciences), serving over 10,000 students in the port city of Yokohama, Japan's largest international trading city. Scholarships of up to \$10,000 are available to Bellarmine students for study at YNU. For more information, contact the International Programs Office or visit: www.ynu.ac.jp.

Europe

Austria

Karl-Franzens Universität, Graz, Austria: Through a 2003 bilateral exchange agreement with Karl-Franzens Universität in Graz, Austria, Bellarmine students have access to the second largest university in Austria. The total enrollment is 23,000. The university offers more than 20 programs of study. Intensive German classes are offered at the beginning of each semester. Graz was originally founded in 1585 by the Habsburg Archduke Karl II. Karl-Franzens-Universität Graz was re-installed by the Habsburg Emperor Franz I in 1837, resulting in the university bearing both the Habsburg leaders' names. Graz, the second largest city in Austria, is located in the southeastern province of Styria, called the "green heart of Austria" because of its extensive forests. For more information, contact the International Programs Office or visit www.kfunigraz.ac.at.

The University of Kufstein Tirol, Kufstein, Austria: Through a 2004 bilateral exchange agreement with FHS Kufstein Tirol University, Bellarmine students can study at one of the top business schools in Austria, for a semester or a full academic year. Students can take classes in English or in German depending on their level of proficiency. During their studies, the students are trained to apply their knowledge in intensive practical courses as well as during internships to help prepare for the high demands of the job market. Intellectual mobility and intercultural understanding are very important at this institution. For more information, contact the International Programs Office or visit www.fh-kufstein.ac.at.

England

Leeds Metropolitan University, Leeds, England: Through a 2005 bilateral exchange agreement with Leeds Metropolitan University, Bellarmine students can experience a university acclaimed worldwide for the quality of its teaching and research. One of the largest universities in the UK, its size and international reputation enables the university to offer one of the widest ranges of academic courses in the UK. LMU, founded in 1824, is located in the city of Leeds approximately 2 hours from London by train. Leeds is a prosperous, commercial, industrial, and manufacturing city. It is also considered the cultural and sporting center for much of the region and one of Louisville's sister cities. The city of Leeds has 700,000 inhabitants; LMU has over 41,000 students. For more information, visit the International Programs Office or visit www.lmu.ac.uk/index.htm.

Aston University, England: Bellarmine students now have an additional opportunity to study in England as a result of a 2007 bilateral agreement with Aston University. Founded over a hundred years ago, Aston is an established, "old" university known for world class teaching and research and has strong links with industry, government and commerce. Aston University exchanges are open to Accounting, Business, and Economics students only. Aston's Business School has accreditation from all three of the major international accrediting bodies, AMBA, EQUIS and the AACSB. The facilities are based on an attractive, green campus, right in the center of Birmingham, one of Europe's liveliest and welcoming cities. Aston has a close-knit, safe and friendly campus atmosphere which provides the perfect environment for academic success and a fantastic social life. For more information contact the International Programs Office or visit www.aston.ac.uk/index.html.

Finland

University of Helsinki, Finland: The University of Helsinki (UH) is Bellarmine's first bilateral partner in Scandinavia. Through a 2007 bilateral agreement with the UH, Bellarmine students have an opportunity to study at a prestigious institution in the capital of Finland. The University of Helsinki is the oldest and largest university in Finland and celebrated its 350th anniversary in 1990. Its students make up a quarter of all university students in the country. UH encourages multidisciplinary studies across faculty and university boundaries. Since this institution has a large international student population, there is an extensive amount of course offerings in English in most disciplines. The main university area is located in the beautiful neo-classical center of Helsinki. With its large population, the University of Helsinki is able to sustain a rich variety of cultural activities. For more information contact the International Programs Office or visit www.helsinki.fi/university.

France

Université Paul Valéry, Montpellier, France: Through a 1999 bilateral exchange agreement with the Université Paul Valéry in Louisville's sister city, Montpellier, a Bellarmine student can study at Montpellier III under the ISEP exchange, as well as under our bilateral agreement. The student may also qualify for an internship at Montpellier City Hall or area businesses arranged with the assistance of the Montpellier Mayor's office during or upon completion of studies at the University of Montpellier. Tuition, room and board is basically the same as study on the Bellarmine campus. Scholarships are available through The International Programs Office. Check with the IPO for details. See also www.univ-montp3.fr.

MICEFA and the Universités de Paris, France: Through a 2002 bilateral exchange agreement between Bellarmine University and MICEFA (a group of 14 Parisian Universities including the prestigious Sorbonne), Bellarmine students can study at some of the finest French Institutions. Each exchange student can select an individualized study program with the counseling of MICEFA's faculty members, as well as the Offices of International Programs of each participating Paris University. Students can benefit from the most adequate offerings in their field, given their fluency in French, degree of specialization and requirements. A three-week orientation and intensive French language course is offered to American students. For more information, contact the International Programs Office or visit www.micefa.org.

Université de Strasbourg, France: Through a 2005 bilateral exchange agreement with EM Strasbourg, Bellarmine students can study in French or in English in Strasbourg, located on the border between France and Germany. This is a culturally rich city that is strategically important in regards to international politics and the international marketplace. EM offers an excellent French and European Management Program. Students will also have the opportunity to participate in internships in numerous international businesses and organizations as part of this exchange. A wide range of business classes are offered in English, therefore, proficiency in a foreign language is not required for this particular program. For more information, contact the International Programs office or visit www.em-strasbourg.eu.

Germany

Eberhard-Karls-Universität Tübingen, Germany: Through a 1995 bilateral exchange agreement with Eberhard-Karls-Universität (founded 1477), Bellarmine students have the opportunity to study at one of Germany's most renowned universities which counts among its alumni and professors some of the greatest German philosophers, theologians, poets, writers, and scientists, including Nobel laureates. Credits earned at the University of Tübingen are transferred to Bellarmine University. Tuition room and board is basically the same cost as study on the Bellarmine campus. Scholarships are available through the International Programs Office. Check with IPO for details. See also www.uni-tuebingen.de.

Ireland

National University of Ireland, Galway, Ireland: Through a 2004 partnership with Willamette University, Bellarmine students have the opportunity to study each spring semester at the National University of Ireland, Galway, together with a group of Willamette students. The University was founded in 1845 as Queen's College Galway on the banks of the river Corrib in western Ireland. Its total student enrollment is about 13,000, with academically strong programs of teaching and research throughout its seven divisions: Arts, Science, Commerce, Engineering, Celtic Studies, Medicine and Health Sciences, and Law. NUI Galway is a vibrant dynamic institution, committed to expanding and deepening its international links. This is a Study Abroad Program offered only in the spring semester. The costs are slightly different than for exchange programs. For more information, contact the International Programs Office or visit www.ucg.ie.

Italy

Università Cattolica del Sacro Cuore, Milan, Italy: In 2006 Bellarmine signed a bilateral agreement with the Università Cattolica. Founded in 1921 by Father Agostino Gemelli, it is one of the most comprehensive and complete higher education institutions in Italy. It is located in the historic city of Milan in the central Po valley, which is Italy's richest, most populated and most economically active region. During its 2,000 year history, it has been a driving force for great social, economic, cultural and political events. The campus offers a complete range of services, all of which share a common goal: meeting the needs of a large student population. Total enrollment: 30,000. For more information, visit the International Programs Office or visit www.unicatt.it.

Netherlands

Universiteit van Tilburg, Netherlands: Through a 2007 ISEP focused exchange Bellarmine Business and Economics students have the opportunity to study at Universiteit van Tilburg, an AACSB accredited school. Originally established in 1927 as a school of economics, Tilburg has since diversified its curriculum to include several main faculties, as well as special research programs and institutes. The Faculty of Economics and Business Administration offers two certificate programs each semester: the International Business Administration Diploma and the European Economics and Finance Certificate. A large number of research institutions are directly allied to Tilburg including the Center for Economic Research, one of the top institutes for fundamental economic research in Europe. Universiteit van Tilburg is also an excellent choice for Bellarmine students given that it is also a private university of Catholic affiliation. For more information contact the International Programs Office or visit www.tilburguniversity.nl/.

Spain

Universidad de Salamanca, Spain: Through a 2002 bilateral agreement of educational and cultural exchange between Bellarmine University and the Universidad de Salamanca, Bellarmine students have an opportunity to study at one of the oldest and most prestigious universities in the world. Today, the University of Salamanca is Spain's leading national institution for teaching Spanish to foreign students, having been designated by the Spanish government to create an innovative educational program for foreigners to learn Spanish. Students fluent in Spanish who wish to participate at a superior level may direct enroll in classes with Spanish students. Other students may take courses designed exclusively for international students taught by University of Salamanca's professors. For more information, contact the International Programs Office or visit www.usal.es.

Universidad Pontificia Comillas de Madrid, Madrid, Spain: In 2006 Bellarmine established a bilateral relationship with the UPCM, a university with a strong Catholic affiliation and reputation for academic excellence. Pope Leo XIII founded the Seminary of San Antonio de Padua in 1890 in the town of Comillas. The university mixes religious traditions with an academic experience that is based on our ever changing modern society. As a private university, it prides itself on a high quality of teaching and a good student-teacher relationship which promotes above all, science and progress and the development of the student's ability to critique and analyze. For more information, visit the International Programs Office or visit: www.upcomillas.es.

Universidad de Granada, Spain: Bellarmine students have an excellent opportunity to study in Spain as a result of a 2009 bilateral agreement with the Universidad Granada, one of Spain's foremost institutions. Universidad Granada was founded in 1531 by the papal bull of Pope Clemente VII. Students at the intermediate levels may take Spanish as a foreign language courses and advanced students may direct enroll in university classes at with Spanish students. The university is located in the city of Granada, Spain, a university city that is convenient for those who are looking for a diverse landscape. Granada is 40 minutes from the Mediterranean Sea by car, and is about 30 minutes from the Sierra Nevada Mountains. For more information contact the International Programs Office or visit www.ugr.es/ugr/.

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

Sweden

Karlstad University: TBA 2010

North and South America

Argentina/Cuba

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

Universidad San Francisco de Quito, Ecuador: Through a 2000 bilateral exchange agreement with the Universidad San Francisco de Quito, located in one of Louisville's sister cities, Bellarmine students have the opportunity to study for one or two semesters at one of the most dynamic educational institutions in Latin America. USFQ is an institution of 2200 students, offering 39 undergraduate majors and 6 masters programs. This liberal arts university has many valuable resources, such as professors from the best universities in the world, the most modern library and computer services in Ecuador, and one of the most beautiful campuses in Latin America. For more information, contact the International Programs Office or www.usfq.edu.ec.

Pontificia Universidad Catolica Ecuador (PUCE), Quito, Ecuador: Through a 2004 bilateral exchange agreement with PUCE in Quito, Bellarmine students have access to a first rate Catholic university in Latin America. Ecuador is Kentucky's partner state, and Quito and Louisville have been enjoying a sister city partnership for over 40 years. Bellarmine students may study at PUCE for a semester or full year. Students must have proficiency in Spanish to participate in the semester or full year programs. PUCE is also home to Bellarmine's short term summer study abroad programs in Nursing and Community Health, developed in 2004. For more information, contact the International Programs Office or visit www.puce.edu.ec/.

Mexico

Universidad de Monterrey: TBA 2010

Oceania

Australia

Curtin University, Perth, Australia. Through a 1997 bilateral agreement with Curtin University which is located in Western Australia, Bellarmine students have access to study in a variety of academic areas in an English speaking setting. Curtin University has a well known Nursing program, and the Business School ranks among the top three in Australia. Tuition is the same as study on campus at Bellarmine. Room and board expenses differ from those at Bellarmine. Check with IPO for details. See also www.curtin.edu.au.

Swinburne University of Technology, Melbourne, Australia: Through a 2005 bilateral exchange agreement with Swinburne University, Bellarmine students can experience a diverse institution in Australia's second largest city, which, like Louisville, is famous for horse racing. Swinburne, founded in 1908, is located in the eastern suburb of Hawthorn in Melbourne, a city of about 3.5 million. Swinburne has a strong history of providing quality, career-oriented education for both undergraduates and postgraduates. For more information, visit the International Programs Office or visit: www.swin.edu.au.

Campion College, Australia: Through a 2007 bilateral agreement Bellarmine students may study at this excellent, new liberal arts college in Western Sydney. At its full potential Campion College may only have 1,000 students. Yet it is a high quality, fully accredited college offering a full Bachelor degree program in the Liberal Arts. Sydney is Australia's premier city with a population of four million; it is the largest and oldest city in Australia. Sydney's natural features include its spectacular harbor and its national parks. It is also a sophisticated and modern city which is constantly ranked as one of the most livable cities in the world. For more information contact the International Programs Office or visit www.campion.edu.au.

Edith Cowan University, Australia: Bellarmine students now have an additional opportunity to study in Australia as a result of a 2008 bilateral agreement with Edith Cowan University. The university's origins go back to 1902 when it began as a teaching college. Today it is Western Australia's second largest university with approximately 23,000 students, including in excess of 3,000 students originating from more than 80 countries. Edith Cowan University is located in Perth, the capital city of Western Australia, a gateway to Asia. Perth is one of the most affordable and attractive places to live. For more information contact the International Programs Office or visit www.ecu.edu.au/.

The University of the Sunshine Coast: TBA 2010

University of Western Sydney: TBA 2010

New Zealand

University of Canterbury, New Zealand: The University of Canterbury at Christchurch (UC) is Bellarmine's first partner in New Zealand. As a result of a 2008 agreement, Bellarmine students may study abroad at an excellent institution in this beautiful country. Established in 1873, Canterbury College, as the University was originally known, was only the second university in New Zealand. UC is known for world-class research, inspirational teaching, a vibrant campus environment, and a great student lifestyle with students from around the world. In addition, UC's Biology and Sustainability departments are world-renowned making it an excellent choice for science majors. With 12,000 students enrolled, UC offers undergraduate and postgraduate courses in some 50 disciplines, from accounting to zoology. The fees are slightly different than for exchange programs. For more information contact the International Programs Office or visit www.canterbury.ac.nz/.

Semester and Academic Year Application Information

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

Cost: Generally speaking, the cost of a semester or academic year abroad is about the same as study at the Bellarmine campus (Bellarmine tuition, room and board, and student fees). The only additional cost a student will incur is approximately \$500 in processing fees and health insurance plus transportation expenses to and from the study site.

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

Academic Credit: All acceptable credits earned during a student's study abroad are transferred back to Bellarmine University as official credit earned toward graduation, provided the student participated in a Bellarmine approved program.

Application Procedures: At least one year prior to the intended study abroad (generally sophomore year), a student interested in studying abroad should contact the International Programs Office and the study abroad faculty liaison for their major. In consultation with the student and the student's academic advisor, the International Programs Office will assist the student in the study site selection process as well as in the design of the program of studies and general preparation for the entire experience, which ideally takes place during the junior year. Computer access to all partner universities is available on the web, www.bellarmino.edu/studyabroad. University catalogs are available via the internet. Hard copies of some catalogs are available for reference in the IPO resource room, Miles 122. By November 30 of the year preceding the exchange, the student must submit an official study abroad application to Bellarmine University and must pay all application and placement fees for consideration of study during the following year. At the time of application for study abroad, the student will pay Bellarmine University a non-refundable administration fee. This is followed by regular tuition, as well as room and board billing if applicable, upon acceptance by the host institution. A student from a foreign country will make a similar arrangement with his or her home institution. Bilateral students will pay \$300 per semester or \$500 per academic year. ISEP students will pay the ISEP placement fee plus a BU study abroad fee of \$150 per semester.

Application link: www.bellarmino.edu/documents/international/BUApplicationtoStudyAbroad.pdf

Summer and Winter Break Programs

A variety of summer and winter break international experience opportunities are available to Bellarmine students. These programs last from 2-10 weeks and are offered in countries around the globe such as Australia, Austria, Brazil, China, England, France, Germany, Morocco, Turkey, and many more. Knowledge of a foreign language is not required for most programs.

Kentucky Institute for International Studies (KIIS). Study abroad through KIIS is available in four to six week summer programs in Argentina, Austria, Brazil, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany, Greece, Italy, Japan, Mexico, Morocco, Poland, Spain and Turkey through Bellarmine's membership in the Kentucky Institute for International Studies, a consortium of mostly Kentucky colleges and universities. A student can earn up to six hours of transfer credit in most academic areas, with emphasis on providing opportunities for foreign language and culture study. Program costs range from around \$2000 in Mexico to around \$4500 at the European and Asian sites. In most cases, costs represent air fare, room and board, and up to six hours of transfer credit. Applications and brochures are available in October in the International Programs Office, as well as online under www.kiis.org.

Center for Cooperative Study Abroad (CCSA). Study and internships in England, Scotland, Ireland, New Zealand, Belize, Australia, Ghana, Hong Kong, Canada, Jamaica, and South Africa are available through Bellarmine's membership in the Cooperative Center for Study Abroad (CCSA) during the summer and winter breaks, with courses representing a variety of academic areas, including business, marketing, management, health care, social sciences, and the liberal arts. Program costs range from \$3000 to \$5600, plus 50% of the cost of Bellarmine tuition. All credits and grades are transferred to Bellarmine. Applications and brochures are available in October in the International Programs Office, as well as under www.ccsa.cc.

The Center for Cross Cultural Studies (CC-CS): This is a consortium of U.S. universities offering extensive study of Spanish as a foreign language in Alicante and Seville, Spain; Cordoba, Argentina; and Havana, Cuba. Classes are taught by native speakers. Bellarmine students can choose to participate in an academic year, semester, summer, or winter program. For more information, contact the International Programs Office or visit: www.ccs.com.

Council on International Educational Exchange (CIEE): Founded in 1947, CIEE is a consortium of U.S. colleges and universities, including Bellarmine, providing summer and semester study, internships, field projects, intensive language study, and a variety of courses in the liberal arts, business and economic development, as well as social and natural sciences at its international study centers, as well as over 600 volunteer opportunities for Service Learning around the globe. Summer study is available in Brazil, Chile, China, Costa Rica, Dominican Republic, France, Spain, Thailand, and Tunisia and in academic areas not served by KIIS or CCSA. Semester study and/or academic year study is available mostly in countries throughout the world not served by ISEP. Credits earned abroad are evaluated on an individual basis. Program costs vary greatly. For details, please contact the IPO. See also www.ciee.org.

Tropical Biology Field Study in the Bahamas and Belize: 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) abroad on the tropical island of San Salvador in the Bahamas. Prerequisites: BIOL 225 and consent of instructor. This program alternates between the Bahamas and Belize.

International Service Learning in Jamaica: Critical Examinations of Third World Politics and Practices (IDC 301). This trans-cultural summer course for juniors examines themes such as multiculturalism/antiracism, praxis, and social justice. Students will both investigate how Jamaican history, religion, economics, politics, and culture have been shaped by slavery/colonialism and post colonialism/globalization, and also develop deeper cultural sensitivities through theoretical study and practical experience working alongside Jamaican partners. For more information, contact Bellarmine's International Programs Office or Dr. Adam Renner, BOB 306, 502.452.8135.

Physical Therapy Experience in Australia: This is an intensive three week experience in Perth, Australia hosted by Curtin University. Junior and senior physical therapy students will spend three weeks learning about the practice of physical therapy in Australia. Students will have the opportunity to experience socialized medicine, rural healthcare in the outback and physical therapy education from an Australian perspective. For more information, please contact: Dr. David Boyce, PT, ECS, OCS for more information 502.452.8373 or contact Bellarmine's International Programs Office.

Community Health Nursing Study in Ecuador: This is an intensive three week study in Louisville's sister city Quito, Ecuador. Students can earn up to 8 hours of required nursing credits in a full immersion cultural setting in Latin America. Some knowledge of Spanish is helpful. Students study at the Pontificia Universidad Catolica del Ecuador, engage in field work and are housed with Ecuadorian families. For more information, please contact Bellarmine's International Programs Office in Miles Hall.

Business Program in Italy and Austria: This is an intensive 3 week experience in Italy and Austria. Students can earn up to 6 hours of credit in an immersion setting in Europe. No prior language experience is required. Students stay in Florence and Kufstein and participate in excursions as part of their courses. For more information, please contact Bellarmine's International Programs Office in Miles Hall.

Other Opportunities

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

Short Term Program Application Information

Short term program brochures are typically available in September. Application deadlines for summer programs are in February and for winter programs they are in late September and October.

General Pre-requisites: In order to be eligible to participate students must have a 2.5 GPA and be in good social standing. Some destinations may have a language prerequisite or may be restricted to upper level students.

Cost/Financial Aid/Scholarships: The cost for these programs varies from \$2,000- \$6,000. If a student is enrolled as a full time summer students (6 credit hours) he/she may be eligible for summer financial aid. The students should check with the Financial Aid Office for their status and options. Many scholarships are available for both summer and winter programs. Students should consult the following webpage for more information on qualifications and deadlines: www.bellarmino.edu/international/scholarships.asp.

Application Procedures: Students are encouraged to start planning early and to attend the study abroad fair in October and to meet with the Study Abroad Coordinator to discuss options and application procedures. Required forms will vary depending on the program. All students will need to submit a copy of the program application form and complete the following: the Bellarmine Study Abroad Application, the Bellarmine Release Agreement, the Emergency Contact Form and the pre-departure attendance form.

Student Life



STUDENT LIFE

The primary goal of the Division of Student Life at Bellarmine University is to encourage and enhance the intellectual and personal growth and development of each student. Student Life includes athletics and intramural sports, campus ministry, career services and internships, counseling, disability services, food services, health insurance, health services, residence life, international student counseling, student publications, parents association, minority student programs, orientation, student activities, student discipline and judicial procedures, student organizations, volunteerism and service learning.

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

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

Athletics

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

Intercollegiate Sports

The Department of Athletics is responsible for the intercollegiate sports programs of the university. Specifically, the department is responsible for 19 intercollegiate sports teams that compete within the NCAA, Eastern Coast Athletic Conference (ECAC), and the Great Lakes Valley Conference. The student-athletes on these teams are expected to be quality students and are afforded resources of the university to compete within a strong athletic conference. Approximately 362 student-athletes participate in the programs.

NCAA Division II - Great Lakes Valley Conference

Men's Sports

Baseball
Basketball
Cross Country
Golf
Soccer
Tennis
Track

Women's Sports

Basketball
Cross Country
Field Hockey
Golf
Soccer
Tennis
Softball
Track
Volleyball

NCAA Division I

Lacrosse

Office of Campus Ministry and Service

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

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

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

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

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

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

Career Services and Experiential Learning

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. Services offered to students and alumni include personal assessment, career exploration, career counseling, educational planning and leadership development. In addition, the Career Center helps individuals pursue opportunities for experiential learning, professional employment and career advancement.

The Career Center provides online resources, such as TypeFocus, a career assessment and information system, and OptimalResume, which helps individuals prepare resumes and letters, practice interviewing skills, and create video resumes and professional websites. The Career Center website is another source of excellent information, opportunities and links related to career planning, internships, job search, graduate school and upcoming events and activities.

Frequent workshops are held on resume writing, interviewing skills, job search strategies and career decision making. Alumni Career Consultants conduct mock interviews to evaluate students and help them improve, and corporate human resources professionals to meet with student to review their resumes and offer suggestions. Employers and admissions representatives host information sessions about their organizations and programs. Undergraduate and graduate students are able to participate in on-campus interviews, career fairs and other recruiting events with local, regional and national employers.

Internships provide valuable experience, connect classroom theory with professional practice and offer first-hand exposure to a variety of careers, organizations and industries. Internships can be paid or unpaid, full-time or part-time, and during the school year or not. For those students seeking academic credit in a particular field of study or interest, these supervised learning experiences are coordinated with faculty sponsors, advisors, academic departments and the registrar. Most majors offer internship credit, and several of them require it. Student may earn up to six internship credits within their major, and another six outside of their major.

Counseling Services

The Bellarmine Counseling Center provides an array of mental health and disability services to university students. Mental health services include counseling, group counseling, couples counseling, crisis intervention, consultation, and outreach education. The office can assist with many types of issues including stress, depression, anxiety, relationship concerns, adjustment, body image/eating concerns, drug and alcohol abuse, identity issues, family concerns, sexual issues, and trauma/abuse. These services are free to Bellarmine students and are confidential. The staff consists of three licensed mental health professionals and advanced graduate students.

To arrange an appointment, please call 502.452.8480. The office is located in the Bellarmine Office Building, Suite 403. The office hours are Monday - Friday, 8 a.m. - 5 p.m. (some evening hours also available). Contact our office for more information. You may also visit www.bellarmino.edu/studentaffairs/counselingcenter.

Disability Services

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

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

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

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

Questions, official documentation, and requests for a copy of the university's material regarding disability support services may be addressed to: Disability Services Coordinator, 2001 Newburg Road, Louisville, KY 40205; telephone: 502.452.8480.

Food Service and Board Plans

Koster Commons

Koster Commons offers the all-you-care-to-eat Board Plan for residential students. Residential students are required to purchase the board plan and have several options from which to choose. This food service option is also available to cash-paying customers and those with a Flex Dollar account for a flat rate per meal. Koster Commons is located in the Brown Activities Center. Special diet needs are met on a case by case basis. Contact the director of food services for arrangements, 502.452.8325.

Convenience Store

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

Café Ogle

Located in the Campus Center and features the following Branded Concepts: Einstein Bagels, WOW (World of Wings), AFC Sushi and Hot Bowls, and Pizza Hut Express. Hours of operation may vary with each concept; one or more concepts will be available from 7:30 am - 10:00pm, with breakfast, lunch and dinner being served. Each concept will accept cash, credit card, or Flex Dollars.

Café a La Cart

Offers lunch on a cash, credit card, or Flex Dollar basis. Café a La Cart is located in the front of the library during the warmer months, and then moves to Pasteur Hall Lobby for the colder months. There is also a location in the 2120 Office Building. The hours are: Monday - Friday, 7:30 a.m. until 2:00 p.m.

Café Siena

Café Siena is located in the Siena Residence Hall. It offers several food options including a grill, salads, and wraps. Late lunch, dinner and late night snacks can be purchased with cash, credit card or flex dollars.

Good Standing – Non-Academic

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

Student Health Insurance

Bellarmino offers information about a basic student health plan offered at a reasonable cost. Students needing coverage must enroll during open enrollment at the beginning of the Fall semester. Spring enrollment is limited to new students only and/or qualifying events (i.e. aging out of parents' plan, change in employment status, etc.).

International students must enroll in the student health plan or provide proof of other health insurance coverage. Some majors, particularly in Nursing and Health Sciences programs, require that students have health insurance coverage and provide proof of coverage.

For additional information or a brochure about the student health plan, contact Student Life at 502.452.8304.

Health Services

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

ID Cards

All Bellarmine University students are required to have a valid Bellarmine University identification card. When new students register for classes, they are issued an official Bellarmine ID card. The Bellarmine ID card allows students to withdraw materials from Bellarmine's library and Metroversity libraries, attend university sporting events, and 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. For more details, see the Student Handbook.

International Student Services

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

Orientation: SOAR and Crossroads

Orientation at Bellarmine is a two-part program designed to assist students in making a smooth transition to the university. The first part, the Summer Orientation, Advising, and Registration conference, or SOAR, is a one-day program where students receive an overview of Bellarmine's academic programs and services which will be available to them on campus, a Bellarmine email account and student ID, and information useful to them during the matriculation process. At SOAR, students also meet with a faculty advisor and register for their fall classes. The second part of the orientation program is Crossroads. This program is an off-campus, overnight orientation, largely led by upperclassmen, where students will get to know each other, learn about Bellarmine history and traditions, and meet many of the faculty, staff and administrators they will be with for the upcoming four years. There are multiple sessions of both SOAR and Crossroads, and registration materials are sent in the spring and early summer of each year.

Residence Life

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

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

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

The residence halls are carpeted, air-conditioned, and equipped with lounge, study, recreational, and laundry facilities. Each room is furnished with twin beds, closets or wardrobes, desks, chest of drawers, bookshelves, chairs, and waste baskets. Residents are required to furnish their own linens and pillows. Local telephone service is available in common areas of each hall or by special need request through the Residence Life Office. Computer labs with internet and e-mail access are available in each hall.

To apply for on-campus housing, students should complete the Residence Hall Application and Contract, which can be found online at www.bellarmino.edu/residencelife. A \$100 Room Deposit, an \$85 Damage Deposit and a \$15 Application Fee are required. The Damage Deposit is retained by the university until a student permanently withdraws from the residence hall. The application for a residence hall reservation

becomes a contract upon payment of the deposit. The university's acceptance of the application does not guarantee assignment or admission to the university. Assignments are contingent upon final acceptance of admission by the university and space availability. Bellarmine has the right to refuse any application.

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

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

Students with Disabilities

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

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

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

Bellarmino's intramural activities include programs in basketball, golf, tennis, soccer, flag football, indoor and outdoor volleyball, and corn-hole. For specific information on Intramural sports and recreational programs, contact the Director of Intramurals in the SuRF Center.

Student Activities

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

Student Discipline and Judicial Procedures

As members of the Bellarmine community, students, faculty, and staff members 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 Policies 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 CC225L or visit the handbook online at www.bellarmino.edu/studentaffairs. 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
 Residence Hall Association
 Student Government Association

Academic-Related Organizations

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

Leadership and Other Involvement Opportunities

Alpha Delta Gamma, men's national fraternity
 Bellarmine Ambassadors
 Bellarmine International Club
 Bellarmine Students for Life
 Bellarmine University Democrats
 Bellarmine University Republicans
 Black Student Union
 Bowling Team
 Catholic Student Association
 Chapel Musicians
 Colleges Against Cancer
 Delta Sigma Pi, co-ed business fraternity
 Fellowship of Christian Athletes
 FLOW
 GLASS
 Intervarsity
 Phi Mu, women's national fraternity
 Resident Assistants
 Rotaract
 ST@B/T@BU
 Tae Kwon Do

Spirit Organizations

Cheerleaders
 Dance Team
 Pep Band
 Pep Club

Academic Administration



ACADEMIC ADMINISTRATION

Doris A. Tegart, Ed.D.

Senior Vice President for Academic Affairs

Carole Pfeffer, Ph.D.

Associate Vice President for Academic Affairs

Beth Owen Davis, MA

Director of Academic Operations

David Mahan, MA

Director for Institutional Research and Effectiveness

Mission Statement

Academic Affairs ensures that the educational mission of Bellarmine University is accomplished with excellence in a student-centered environment. The Catholic liberal arts tradition is integrated with professional education and delivered by faculty in Bellarmine College, the W. Fielding Rubel School of Business, the Donna & Allan Lansing School of Nursing and Health Sciences, the Annsley Frazier Thornton School of Education, the School of Continuing & Professional Studies, the School of Communication, the Institute of Media, Culture and Ethics, and the Center for Interdisciplinary Technology & Entrepreneurship. This is the foundation for the intellectual, moral, ethical, and professional development of diverse learners of all faiths, ages, nations, and cultures.

Academic Affairs includes the six schools, Institutional Research and Effectiveness, and Information Technology. Academic Affairs also works with Enrollment Management, Student Affairs, and Communications and Public Relations.

1. Bellarmine College
2. The W. Fielding Rubel School of Business
3. The Donna and Allan Lansing School of Nursing and Health Sciences
4. The Annsley Frazier Thornton School of Education
5. The School of Continuing and Professional Studies
6. The School of Communication

Each of these schools has a distinct mission and purpose, as well as specific strategic objectives and student learning outcomes. The faculty in all schools work diligently to prepare students to make a living and a life worth living.

Bellarmino College

William E. Fenton, Ph.D., Interim Dean

Mission Statement

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

Course of Study

Bellarmino College provides the foundation of liberal arts education for all Bellarmino undergraduates. Academic skills in writing, speaking, critical thinking, verbal and quantitative reasoning, and creativity are developed through the General Education curriculum and the integrated Interdisciplinary Core, or IDC, curriculum. Expertise refined in pursuit of an academic major prepares students for post-graduate studies and professional careers. Throughout the college experience, the strong intellectual foundation of a Bellarmino liberal arts education is informed and enriched by our Catholic education traditions of personal responsibility, social awareness, and service to others.

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

During their final semesters, our students develop a global world-view through transcultural courses and through their senior seminar. This seminar ties the undergraduate years of study at Bellarmino together through discussion of social justice issues within the Catholic social teaching framework.

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

Art: Painting, Sculpture, and Photography/Digital	Mathematics
Arts Administration: Art, Music, and Theatre	Mathematics: Actuarial Science
Biology	Music: Jazz, Piano Pedagogy and Accompanying, Vocal, Instrumental, and Sacred Music
Biochemistry & Molecular Biology	Music Technology
Chemistry	Philosophy
Computer Engineering	Physics
Computer Science	Political Science
Criminal Justice Studies	Psychology
English	Psychology: Human Resources and Human Services
Global Languages and Cultures: Foreign Language & International Studies and Spanish	Sociology
History	Theology
Liberal Studies	Master's in Spirituality

W. Fielding Rubel School of Business

Daniel L. Bauer, DBA, Dean

Mission Statement

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

Core Values

Six core values drive the School of Business which:

1. Recognizes the importance of integrating the liberal arts education and/or perspective within professional programs.
2. Undertakes discipline specific and inter-disciplinary scholarship to develop a broad base competency in current and emerging business fields.
3. Develops in students an entrepreneurial spirit that is responsive to change and continued intellectual exploration.
4. Prepares students for leadership roles, both personally and professionally.
5. Prepares students be competent and able employees with a strong sense of ethics and social justice.
6. Expects the highest standard of professionalism and integrity for all organizational members.

Strategic Plan

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

- Provide a quality education for Bellarmine University students.
- Implement curricula with a high quality faculty.
- Enhance the Rubel School's reputation, expand its market, and grow enrollment.
- Enhance the co-curricular experiences for School of Business students.
- Develop the Business School's physical resources to the level required to achieve the vision for the new Bellarmine University.

Degree Programs

Bachelor of Arts in Accounting

Bachelor of Arts in Business Administration

Bachelor of Arts in Economics

Bachelor of Arts in Finance

Master of Business Administration



Donna and Allan Lansing School of Nursing and Health Sciences

Susan H. Davis, Ed.D., R.N., Dean

Mission Statement

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

Core Values

Six core values drive the Donna and Allan Lansing School of Nursing and Health Sciences:

1. Respect: We believe in the dignity of all persons.
2. Integrity: We believe that personal and professional integrity guides the practice of nursing and the health sciences.
3. Caring: We believe that caring is an essential component of the art and science of all healthcare practitioners.
4. Student-Centered Learning: We are committed to professional undergraduate and graduate education that is student-centered and responsive to diverse learners.
5. Academic Excellence: We are committed to providing a scholarly and creative environment grounded in the Catholic liberal arts tradition.
6. Quality Service: We are committed to providing quality services that support a diverse constituency.

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

Clinical Laboratory Science

- Bachelor of Health Science traditional 4-year curriculum (clinical laboratory practitioner track and pre-professional, pre-medical studies track)
- Bachelor of Health Science accelerated second degree program
- Certificate in Clinical Laboratory Science, Generalist
- Certificate in Clinical Laboratory Science, Clinical Chemistry and Hematology
- Certificate in Clinical Laboratory Science, Molecular Diagnostics

Exercise Science

- Bachelor of Arts clinical practitioner curriculum
- Bachelor of Arts pre-professional, pre-medical studies curriculum

Nursing

- Bachelor of Science in Nursing traditional 4-year curriculum
- Bachelor of Science in Nursing accelerated second degree program
- Master of Science in Nursing (tracks in Administration, Education, Family Nurse Practitioner)

Physical Therapy

- Doctorate in Physical Therapy

Respiratory Therapy

- Bachelor of Health Science traditional 4-year curriculum
- Bachelor of Health Science accelerated second degree program

Annnsley Frazier Thornton School of Education

Cindy M. Gnadinger, Ed.D., Dean

Mission Statement

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

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

The elementary and middle education teacher preparation programs offer dual certification in general education and in special education. The secondary education majors require an emphasis area in a selected content area. All of these programs are built on the liberal arts core with addition of professional education and specialty coursework.

Undergraduate Education Programs

- BA in Elementary Education and Learning and Behavior Disorders
- BA in Middle Grades Education and Learning and Behavior Disorders with certification in:
 - Mathematics
 - English Language Arts
 - Science
 - Social Studies
- BA in Secondary Education with certification in:
 - Mathematics
 - English
 - Chemistry
 - Biology
 - Social Studies
- BA in Art Education
- BA in Music Education

Graduate Education Programs

- Master of Arts in Education
- Master of Arts in Teaching
- Master of Arts in Instructional Leadership and School Administration
- Planned Rank I programs
- Endorsement in specified areas (see Graduate Programs in Education)

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

School of Continuing and Professional Studies

Michael D. Mattei, Ph.D., Dean

Mission Statement

The mission of the School of Continuing and Professional Studies is to provide a wide range of both for-credit and non-credit courses and programs to meet the career needs and personal interests of adult learners. We strive to serve the adult student by providing quality, convenient, and affordable educational programs in harmony with the overall mission of Bellarmine University.

In addition to a full range of non-credit programs, the School offers both an undergraduate and graduate program in Information Technology with more new programs in the planning stage. The undergraduate program is designed to serve the needs of students who wish to begin a career in information technology (IT). The graduate program focuses on the needs of IT professionals who want to enhance their career options as well as those who would like to transition into an IT career.

The School is also home to the Grants Office, the Faculty Development Center, and the Information Services department.

For-Credit Programs

The School offers a Bachelor of Science degree and a Master of Science degree in Applied Information Technology.

Certificate Programs

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

- Financial Planning
- Perioperative Nursing
- The SHRM Learning System
- Personal Trainer
- Paralegal Studies
- Medical Transcription
- Essentials of HR Management
- Online Career Certificate Programs

Non-Credit Courses

Bellarmine University offers a stimulating variety of non-credit courses designed to provide intellectual, cultural, and 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.

Online Non-credit Courses and Career Training Programs

Bellarmine University partners with Education2Go and Gatlin Education to offer non-credit ONLINE courses in the following areas: business, healthcare, computer skills, personal enrichment, writing, finance, languages, philosophy, child care, parenting, and test preparation. For more information visit www.ed2go.com/bellarmine, www.gatlineducation.com/Bellarmine or call 502.452.8166.

Elderhostel

Elderhostel is an educational experience for people 55 and older who come together from across the United States to be challenged by new ideas and learning activities in a five-day program. Classes are presented by Bellarmine faculty and other competent members of the community. Bellarmine houses Hostellers at local hotels. A single fee includes housing for five nights, 15 meals, all classes, all activities and admissions, and transportation to and from activities. For more information call 502.452.8166.

Veritas Society

The *Veritas Society* is an educational organization for people 55 and older who are interested in lifelong learning. Society members develop the curriculum, select course facilitators and instructors, and provide leadership for the organization. In a typical six-week term, twenty or more courses and study groups are offered in areas such as literature, history, philosophy, theology, the arts, current events, and other subjects of interest to members. For more information call 502.452.8374.

School of Communication

Ed Manassah, M.A., Executive Director

Mission Statement

The mission of the School of Communication is to teach and research the functions, roles, impact, and ethical implications of the many forms of media and communication in a democratic society and diverse global community so its students develop the knowledge, skills, professional competencies, and values of communication necessary for successful living, work, leadership, and service to others.

Goals

1. To educate men and women in the roles and functions of media and communication in a democratic society and diverse global community.
2. To generate and disseminate research about media and communication.
3. To build on the historic understanding of communication technologies and also advance the understanding of the role of new media and emerging technologies.
4. To be knowledgeable creators, consumers, and shapers of communication, media, and new technology in all formats.
5. To take an active role as citizens in service and respect to others.
6. To advance the understanding of the ethical dimensions of communication and media.
7. To prepare practitioners and scholars for careers in communication.
8. To provide educational programs and outreach for students and practitioners via traditional and electronic means, such as web-based learning and hybrid courses.

Degree Programs

- Bachelor of Arts in Communication
- Master of Arts in Communication
- Minor in Communication
- Minor in Writing

Institute for Media, Culture, and Ethics

The Institute for Media, Culture, and Ethics is housed in the School of Communication. It enhances the Bellarmine student and faculty experience and the visibility of the university through programs, speakers, forums, national advisory panels, fellows, and professional development programs.

Undergraduate Studies



ACCOUNTING

Richard Schrader, Ph.D., CPA, Interim Department Chair
 Horrigan Hall 009-B, Phone 502.452.8443, rschrader@bellarmine.edu

David T. Collins, Ph.D., CPA; Alan B. Deck, Ph.D., CPA, CMA; Keith Richardson, Ph.D.;
Patricia M. Selvy, Ph.D., CPA

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

Learning Goals - BA in Accounting Program

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

Accounting Baccalaureate Degree and Joint Degree Programs

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

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

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

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

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

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

Undergraduate Certificate in Professional Accounting

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

Accounting Minor

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

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

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

Accounting Association, Internships, and Career Opportunities

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

Accounting Scholarships and High School Student Scholarship Courses

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

Requirements for a Major in Accounting

Option 1:

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

Basic courses: ACCT 101, 102, 211, 212, 215, 313, 317, 318, 414, 418, 424. Required related courses: B.A. 103, 203, 345, 403; ECON 111, 112; MATH 125 (or 117), 205 (or 314) COMM 103 or 205; PSYC 103. Students who meet admission requirements (grade point average and GMAT score) are admitted to the MBA program at the beginning of their fourth academic year. The MBA courses are taken nine credits per semester on an every-other-weekend schedule. The first eighteen credits of the MBA program satisfy eighteen credits of the undergraduate accounting degree, B.A. 301, 305, 315, 346, ECON 314, and a free elective. The nine hours of MBA electives, that are included in the forty-eight hour MBA program, may be taken in accounting and finance subjects. A Bachelor of Arts in Accounting degree is conferred at the end of four years. An MBA degree is conferred at the end of four and one-half or five years.

Option 2:

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

Option 3:

Graduate Degree or Law Degree at Another University

Option 4:

Major in Accounting Only

Basic courses: ACCT 101, 102, 211, 212, 215, 313, 317, 318, 414, 418, 424. Required related courses: B.A. 103, 203, 301, 305, 315, 345, 346 (or ECON 410), 403, 499; ECON 111, 112, 314; MATH 125 (or 117), 205 (or 314); COMM 103 or 205; PSYC 103.

Note for Rubel School Double Majors

Students may not earn a double major in Accounting/Business Administration. Double majors in Accounting/Finance may take no more than 50% of their total credit hours in accounting or business administration courses.

Requirements for a Minor in Accounting, 18 hours of Accounting

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

Recommended Class Schedules, Additional Information, and Advising

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

Accounting Course Descriptions

ACCT 101 Principles of Financial Accounting (3)

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

ACCT 102 Principles of Managerial Accounting (3)

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

ACCT 211 Financial Accounting I (3)

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

ACCT 212 Financial Accounting II (3)

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

ACCT 215 Managerial Accounting (3)

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

ACCT 313 Financial Accounting III**(3)**

An in-depth examination of the accounting for leases; derivatives; accounting changes and error analysis; cash flows; full disclosure issues; foreign currency translation; and the formation, profit/loss distribution and dissolution of partnerships. (Prerequisite: ACCT 211.) *Summer and fall.*

ACCT 317 Taxation I**(3)**

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

ACCT 318 Taxation II

An in-depth examination of the taxation of corporations, flow-through entities, and tax-exempt entities, including the implications of multi-state corporate taxation; and an in-depth examination of the taxation principles and rules applied to estates and gifts. (Prerequisite: ACCT 102.) *Fall and spring.*

ACCT 414 Financial Accounting IV**(3)**

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

ACCT 418 Auditing**(3)**

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

ACCT 423 Independent Study**(1–3)**

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

ACCT 424 Accounting Theory**(3)**

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

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

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

Undergraduate Certificate in Professional Accounting

Students who have previously completed a baccalaureate degree, in any field other than accounting, and wish to pursue professional careers in accounting will enter the undergraduate certificate in professional accounting program. Students complete a minimum of thirty-nine credits and may receive credit for up to fifteen hours based on their undergraduate coursework in business and accounting. The certificate program may be completed in one to two years, depending on previous coursework. To sit for the CPA examination in Kentucky, total accounting hours must equal 27, total business-related hours 39, and total college hours 150.

Requirements for Undergraduate Certificate in Professional Accounting, 39 credits

- A bachelor's degree from an accredited college or university in a discipline other than accounting;
- Completion of these five required courses totaling fifteen credits: ACCT 101, 211, 212, 313, 418;
- Fifteen credits selected from other accounting courses;
- Nine additional credits selected from business administration or business-related courses.

B.A. 403 may be substituted for three of the fifteen additional accounting credits. Previous accounting coursework may be substituted for ACCT 101 and ACCT 102, and previous business and business-related coursework may be substituted for business administration and business-related courses.

For all certificate students, a minimum of twenty-four accounting credits must be completed at Belarmine University.

Accounting Course Descriptions

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

Waiver of Course Prerequisite Requirements

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

APPLIED INFORMATION TECHNOLOGY

Michael D. Mattei, Ph.D., Chair

Brown Library A17, Phone 502.452.8441, mmattei@bellarmine.edu

Rachel Brown, MBA, MIS; Richard Jones, MCS; Fred Lassiter, M.Eng.; Doug Wampler, Ph.D.

Information Technology has become a critical function in most organizations whether large or small, for-profit or not-for-profit. Extensive research with organizational leaders has shown that the needs of most organizations go far beyond mastery of technical skills. In the Bachelor of Science in Applied Information Technology (BSAIT) program students not only learn the technical skills, but also how to apply those skills to real world problems and how these skills form the foundation for creativity and innovation. Employers are looking for individuals who can research solutions to problems with little or no direction, who can work in teams even if they are half way across the world, and who can appreciate the contributions each function makes within an organization to advance the goals of the organization.

Hands-on projects related to real world problems and situations are the heart of the program. These projects enable integration of topics across semesters and provide continuity as the student progresses through the program. These projects are similar to lab assignments found in the sciences or the simulation/case pedagogy often found in business programs. The major difference is that a lab experiment demonstrates a real world phenomenon. Simulations and cases expose students to real world examples. The AIT projects immerse students in real world challenges as they strive to accomplish program goals.

Students take technical courses in programming, databases, web systems, and networking. In addition, students are also introduced to entrepreneurial concepts necessary to take a technology venture from initiation through commercialization. To ensure well rounded graduates, soft skills such as communication skills, team building, and collaboration skills are emphasized. Throughout the program, students will face and overcome the challenges experienced by technology professionals as they advance their projects.

One of the significant elements of the program is the inclusion of Enterprise Resource Planning (ERP) theory and practice using the most widely installed system in the world, namely SAP. Students learn SAP as an IT application suite but also as a tool to integrate their technical and product development skills. Students, working in teams, build the infrastructure of an organization with SAP while learning the intricacies and functionality of one of the most complex software systems on the market today.

To prepare students for IT careers in the 21st century requires a mindset of innovation and life-long learning. To succeed in the program, students need to be innovative, persistent, supportive, demanding and understanding. Consistent with the mission of the University, this program will “develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others.”

Learning Goals

Upon completion of the B.S. in Applied Information Technology, graduates will have:

1. Developed the technical knowledge and skills to begin a successful IT career.
2. Mastered critical thinking and problem solving skills in order to create new application designs, modify existing applications, and solve process and information problems in a business environment.
3. Gained sensitivity to the challenges and impacts of globalization on a local organization's planning and operations.
4. Acquired oral and written communication skills to describe and articulate their position on a wide range of technically oriented issues affecting their employer.
5. Refined their skills to perform in team environments, resolve conflicts, provide motivation to others, establish team goals and provide direction.

Requirements for a Major in Applied Information Technology, 42 hours

Basic courses: AIT. 101, 102, 112, 201, 211, 212, 301, 302, 311, 402, 412 and 422 plus six AIT. electives at the 300 or 400-level. Required related courses: ACCT 101; B.A. 103, 203, 301, 305, 315; COMM 301; ECON 111; MATH 120, 125 or 117, 205 or 314; PHYS 110, 211.

Applied Information Technology majors also graduate with a minor in Business Administration.

Program faculty will strongly encourage students to pursue an internship during one semester and will assist them in finding a suitable one.

APPLIED INFORMATION TECHNOLOGY

Suggested Program of Study

Freshman Year

AIT. 101.....	3
AIT. 102.....	3
Mathematics 120.....	3
Physics 110.....	3
Gen Ed English 101.....	3
Freshman Focus 100.....	1
	16

AIT. 112.....	3
Mathematics 125.....	4
Business Administration 103.....	3
Physics 211.....	4
Gen Ed Freshman Seminar (IDC.101)..	3
	17

Sophomore Year

AIT. 201.....	3
AIT. 212.....	3
Communication 301.....	3
Gen Ed English 200.....	3
Economics 111.....	3
	15

AIT. 211.....	3
AIT. 301.....	3
Accounting 101.....	3
Gen Ed Theology 200.....	3
Gen Ed Sophomore Seminar (IDC 200)	3
	15

Junior Year

AIT. 311.....	3
AIT. 302.....	3
Business Administration 301.....	3
Business Administration 315.....	3
Gen Ed Philosophy 160.....	3
	15

AIT. 402.....	3
Business Administration 305.....	3
Mathematics 205.....	4
Gen Ed Fine Arts.....	3
Gen Ed Junior Seminar (IDC 301).....	3
	16

Senior Year

AIT. Elective.....	3
AIT. 422.....	3
Business Administration 203.....	3
Gen Ed Theology Elective.....	3
Gen Ed History 116 or 117.....	3
Elective.....	3
	18

AIT. Elective.....	3
AIT. 412.....	3
Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Philosophy 301.....	3
Elective.....	3
	15

Applied Information Technology Course Descriptions

AIT. 101 Product Design and Reverse Engineering Studio (3)

Students will be provided with a “real” software /hardware product produced by a local organization and currently in use. The goal will be to understand the original need for the product and the approach the designer used in creating the final product. “Reverse Engineering is the process of analyzing an existing software system to identify the system’s components and their inter-relationships, and to create representations of the system in another form at higher levels of abstraction (Ira Baxter).” Reverse engineering is a process of examination only. Modification of the software is referred to as reengineering which is performed in subsequent courses in the program. Students learn to understand and evaluate a software product from the design and functionality perspectives. Collaboration, brainstorming, teambuilding and other communication skills are practiced in this studio course. (Corequisite AIT. 102).

AIT. 102 Introduction to Computer Hardware, Software and Networks (3)

In this introductory course, students learn the nomenclature, functions and operating characteristics of IT system components. Students work with various operating systems and networks including wireless communications. Security issues are discussed and implemented. This course also introduces the importance of interpersonal communications skills to facilitate the technician-user interaction. The idea of IT fluency (National Research Council, 1999) was proposed as a minimum standard that all college students should achieve by the time they graduate. This course is a foundational course that enables students to begin developing IT fluency including the basic concepts of: computer organization, information systems, networks, digital representation of information, information organization, modeling and abstraction, algorithmic thinking and programming, limitations of information technology, the societal impact of information technology, the ability to set up a personal computer, connect a computer to a network, and use a database system to set up and access information.

AIT. 112 Introduction to C# Programming (3)

This course takes students through object-oriented programming including full coverage of the concepts of data encapsulation, inheritance, polymorphism, classes design, attributes and methods. Once the fundamental concepts and language constructs are established, students are then guided in the creation of a working system with objects working together to model the solution to a real world problem. (Prerequisite: AIT. 101 and 102 or permission of department chair).

AIT. 201 Technology Ventures and Cross Cultural Team Development Studio (3)

Using numerous real-world scenarios and tools, this course is designed to provide students with an understanding of the concepts of teamwork and its role in modern organizations. Common problems that teams encounter and how to solve them are addressed. The course also covers the application of popular and emerging collaboration tools to enhance team performance. The differences in individual behavior in organizational sub-cultures as well as global cross cultures are examined so that students can adapt their work style to achieve high team performance. In addition, the skills required to take a technology venture from idea to commercialization is studied. In this course, the student will learn the theory required to refine an idea, map a path for developing the idea into a viable product opportunity and then plan the organizational infrastructure to take the product to commercialization. (Prerequisite: AIT. 101 and 102 or permission of department chair).

AIT. 211 Software Application and Database Integration Studio (3)

Working with SQL Server, student will apply the foundational concepts for modeling, designing, querying, and managing relational databases in an application environment. Techniques and skills developed in the course include the relational model, normalization, SQL programming, distributed databases, and capabilities of an object-relational database management system. In addition there is a focus on query optimization, database security, transaction management, concurrency control and recovery. (Prerequisite AIT. 112).

AIT. 212 Object Oriented Systems Analysis and Design (3)

This course details the unified process methodology for applications development by applying the appropriate unified modeling language (UML) constructs. The wide range of UML diagrams poses a challenge to most practitioners when selecting the best tools to meet the needs of the application under development. Techniques are presented to identify the best UML elements without requiring students to know Java or C++. Developing interviewing skills to gain an understanding of user needs are also covered in the course. (Prerequisites: AIT. 112).

AIT. 301 Business Applications using ERP Studio (3)

This studio introduces students to SAP and Enterprise Resource Planning (ERP) concepts. Students will study the role ERP systems play in an organization and plan a SAP implementation to support the introduction of their product. Core business processes and the interactions between the Financials (FI), Sales & Distribution (SD), Materials Management (MM), Production Planning (PP), and Human Resources (HR) modules will be examined. The effects of ERP on the decision-making environment of the organization will be discussed. The relationship between the relational database and an ERP system will be explored. (Prerequisite AIT. 211).

AIT. 302 ABAP Programming (3)

This course will study the design, coding, and implementation of custom programs for enterprise information systems. The SAP R/3 enterprise environment and ABAP/4 development workbench will be used as the vehicle to learn these skills. Main topics of the course include ABAP/4 syntax, creating functions, calls to data dictionary objects, use of SQL programming, scripting for ERPs, and the use of third party programming languages. (Prerequisite AIT. 112 and 301).

AIT. 311 Advanced Business Applications using ERP Studio (3)

This studio course requires the students to develop an in-depth knowledge of one of the SAP sub modules in the Financials (FI) or Sales & Distribution (SD) modules. The students will then integrate their module with others as they move toward the implementation plan developed in AIT. 301. These modules are tightly integrated requiring system thinking and the effect of one module on the rest of the system will be explored. (Prerequisite AIT. 301).

AIT. 401 Data Warehousing, Mining and Analytics Studio (3)

This studio will apply data warehousing techniques to the cohort project using the Business Intelligence (BI) module of SAP. Main topics include studying the components of an enterprise data warehouse, the use of a relational database to support the data warehouse, and the process to extract, cleanse, consolidate, and transform heterogeneous data into a form appropriate for the data warehouse. The data in the warehouse will then be analyzed to show how overall decision making for the enterprise can be improved. (Prerequisite AIT. 311 and MATH 205).

AIT. 402 Application Integration using SOA with NetWeaver Studio (3)

This course explores Service Oriented Architecture (SOA) by covering SOA concepts and design principles, supporting standards, security issues, runtime infrastructure required, and web services as an implementation technology for SOA. Included are the fundamentals of defining, designing, testing, and implementing a SOA system. The impact of SOA on software quality, efficiency, security, performance, and flexibility are studied. The standards that support web services are also studied: Simple Object Access Protocol (SOAP), Web Service Definition Language (WSDL), and Universal Description Discovery and Integration (UDDI). SAP NetWeaver platform will be used for exercises involving SOA design, computer programming, system installation, and testing. The course will require students to create a web service project by bringing together previous SAP course content as well as ABAP programming. (Prerequisites: AIT. 302 and 311).

AIT. 412 Best Practice Frameworks for IT within Organizational Contexts (3)

A critical aspect of any IT organization is its ability to provide the necessary business support to enable the organization to reach its goals. Organizations are now so dependent on the automation of large parts of their business processes that the quality of IT services and the synchronization of these services with the needs of the organization are now essential to their survival. In this course, students will learn IT Service Management (ITSM) as defined by the best practice library, ITIL (information technology infrastructure library) and apply some of the concepts to the project. This course will also survey other best practice IT models including ISO 20000, CMM (Capability Maturity Model), COBIT (Control Objectives for Information and related Technology), Prince2 (Projects in Controlled Environments), and Six Sigma. (Prerequisite AIT. 212 and senior standing).

AIT. 421 IT Security and Risk Management (3)

The focus of this course is on designing and insuring information systems that can endure and survive attack. Physical and operating security will be explored at the network, operating system, DBMS, application and data layer. Protecting systems from internal as well as external threats and natural disasters will be covered in this course. (Prerequisite: AIT. 212 and senior standing).

AIT. 422 Business Computer Networking (3)

An introduction to the fundamentals of networking in IT. Course topics include routing, switching, physical layer, security, and application areas. The use of enterprise networks in meeting business requirements and in the selection, design, deployment, integrations, and administration of the network and communication infrastructures in an organization is also covered in detail. The networking aspects of multimedia, information storage and distribution, and the World Wide Web are also explored. (Prerequisite: AIT. 212 and senior standing).

AIT. 444 Internship (1-3)

The internship provides the student with experience in a real-world business environment and aids in understanding the application of the knowledge learned in the classroom. The internship experience expands on the classroom knowledge and increases the student's marketability upon graduation. As a part of the internship, the student will also explore the issues of career planning. (Junior or Senior standing)

AIT. 449 Special Topic in Applied Information Technology (1-3)

A study of selected issues in Information Technology (IT), especially those with a current impact on the IT discipline.

ART

Caren Cunningham, MFA, Chair

Norton Art Building 202, Phone 502.452.8222, ccunningham@bellarmine.edu

Bob Lockhart, Jr., MFA; Laura Hartford, MFA

The Bellarmine Art program offers an intensive examination of the fundamental principles of art and design, with wide exposure to various techniques and media, in an environment that encourages creative expression and experimentation. Students are provided the tools and knowledge to mature as artists in a creative, supportive atmosphere. Bellarmine's faculty are professional artists as well as educators. Small classes allow for a generous amount of individual instruction, and each student's needs and inclinations are considered in forming a program of study. Art majors may choose from three areas of emphasis: Painting, Sculpture or Photography/Digital Art.

Requirements for a Minor in Art, 18 hours

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

Requirements for a Major in Art: Painting Emphasis, 45–51 hours

Basic courses: ART. 101, 102, 201, 202, 211, 230, 248, 303, 304, 307, 309, 313, 410; any one of the following: ART. 288, 289, 298, 299, 314, 411; and three to nine semester hours of 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 Seminar (IDC 101).....	3	Gen Ed Philosophy 160.....	3
Freshman Focus (IDC 100).....	1	Gen Ed Fine Arts: Music or Theatre....	3
Gen Ed Social Science	3		
	16		15

Sophomore Year

ART. 201.....	3	ART. 202.....	3
ART. 248.....	3	ART. 313.....	3
ART. 303.....	3	Gen Ed Natural Science.....	3
Gen Ed English 200-level.....	3	Gen Ed Theology 200.....	3
Gen Ed Sophomore Seminar (IDC 200) ..	3	Art Elective	3
Elective.....	2		
	17		15

Junior Year

ART. 304.....	3	ART. 307.....	3
Gen Ed Junior Seminar (IDC 301).....	3	ART. 314, 411 or Art History.....	3
Gen Ed Mathematics.....	3	Gen Ed Philosophy 301.....	3
Art Elective	3	Gen Ed Natural Science.....	3
Elective	3	Elective	3
		Elective.....	3
	15		18

Senior Year

ART. 309.....	3	Gen Ed Senior Seminar (IDC 401).....	3
ART. 410	3	Art Elective	3
Gen Ed Theology.....	3	Elective	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Gen Ed courses may be taken in semesters other than the ones listed above. Students may only have 51 hours in Art in their 126-hour degree program.

Requirements for a Major in Art: Sculpture Emphasis, 45–51 hours

Basic courses: ART. 101, 102, 201, 202, 211, 230, 240, 242, 248, 313, 410, 420, 421; any one of the following: ART. 288, 289, 298, 299, 314, 411; and three to nine semester hours of 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 Seminar (IDC 101).....	3	Gen Ed Philosophy 160.....	3
Freshman Focus (IDC 100).....	1	Gen Ed Fine Arts: Music or Theatre.....	3
Gen Ed Social Science.....	3		
	16		15

Sophomore Year

ART. 201.....	3	ART. 202.....	3
ART. 248.....	3	ART. 240.....	3
Gen Ed English 200-level.....	3	ART. 313.....	3
Gen Ed Sophomore Seminar (IDC 200).....	3	Gen Ed Natural Science.....	3
Art Elective.....	3	Gen Ed Theology 200.....	3
Elective.....	2		
	17		15

Junior Year

ART. 242.....	3	ART. 314, 411 or Art History.....	3
ART. 420.....	3	Gen Ed Philosophy 301.....	3
Gen Ed Junior Seminar (IDC 301).....	3	Gen Ed Natural Science.....	3
Gen Ed Mathematics.....	3	Art Elective.....	3
Elective.....	3	Elective.....	3
	15	Elective.....	3
			18

Senior Year

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

Gen Ed courses may be taken in semesters other than the ones listed above. Students may only have 51 hours in Art in their 126-hour degree program.

**Requirements for a Major in Art: Photography/Digital Art Emphasis,
45–51 hours**

Basic courses: ART. 101, 102, 201, 202, 211, 230, 248, 250, 298, 313, 325, 330, 351, 410; and three to nine semester hours of Art electives.

ART: PHOTOGRAPHY/DIGITAL ART 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: Music or Theatre....	3
Gen Ed Social Science	3		
	16		15

Sophomore Year

ART. 248.....	3	ART. 201.....	3
ART. 250	3	ART. 313.....	3
ART. 298.....	3	ART. 351.....	3
Gen Ed English 200-level.....	3	Gen Ed Natural Science.....	3
Gen Ed Sophomore Seminar (IDC 200) ..	3	Gen Ed Theology 200.....	3
Elective.....	2		
	17		15

Junior Year

ART. 325.....	3	ART. 202.....	3
Gen Ed Junior Seminar (IDC 301).....	3	ART. 330	3
Gen Ed Mathematics.....	3	Gen Ed Philosophy 301.....	3
Art Elective	3	Gen Ed Natural Science.....	3
Elective.....	3	Elective	3
	15	Elective.....	3
			18

Senior Year

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

Gen Ed courses may be taken in semesters other than the ones listed above. Students may only have 51 hours in Art in their 126-hour degree program.

Art Course Descriptions

ART. 101, 102 Drawing and Composition I, II (3, 3)

These foundation studio courses offer an introduction to drawing concepts and techniques, with emphasis on line quality, value and placement. Various media such as pencil, charcoal, pastel, and pen and ink give students exposure to a range of materials. *Every semester*

ART. 201 Art History: Ancient to Medieval (3)

A survey of painting, sculpture and architecture from a wide range of cultures. Beginning with the art associated with prehistoric cultures, the course continues through medieval Europe. The course is designed to familiarize students with key works of art and to promote an understanding of how they relate to their cultural context and fit into a historical evolution of style. *As required.*

ART. 202 Art History: Renaissance to Modern (3)

A 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. The course is designed to familiarize students with key works of art and to promote an understanding of how they relate to their cultural context and fit into a historical evolution of style. *Every semester.*

ART. 211 Two Dimensional Design (3)

This is a foundation studio course and should be taken in the fall of the freshman year. The course focuses on the formal concerns of two-dimensional composition, including color, perspective, line, plane, texture and value. *Every fall.*

ART. 230 Three Dimensional Design (3)

This is a foundation studio course and should be taken in the spring of the freshman year. It is an introduction to problems related 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)

Beginning 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 introduced in the beginning class with a greater emphasis upon glaze formulation and complexity. *Every semester.*

ART. 248 Color Imaging (3)

Color Imaging introduces students to the digital darkroom. The course offers an overview of digital photography and imaging software used to enhance, manipulate and montage photographs. Students will explore a variety of ways to express visual ideas through digital media. *Every semester.*

ART. 250 Photography (3)

This course is an introduction to photography as a fine art medium. Students learn to operate a 35mm camera, develop film and make black and white photographic prints. Emphasis is placed on composition, exposure control and creative expression. *Every semester*

ART. 288 Art History: 19th Century (3)

This course will concentrate on 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-Modern 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 on African art and its influence on contemporary taste. *As required.*

ART. 303 Painting I (3)

This course is an introduction to painting, exploring color, light, shape and mass. The course covers basic materials and methods of paint application, as well as the preparation of supports and grounds. *Every semester.*

ART. 304 Painting II (3)

Painting II continues and builds on the study of painting begun in ART. 303, with increasing emphasis on personal expression. During this semester of study, students will have the opportunity to begin developing self-directed work. (Prerequisite: ART. 303) *Every semester.*

ART. 307 Painting III (3)

Painting III concentrates on advanced studio investigation of current ideas in painting. Exploration of contemporary and traditional procedures, materials and issues in the context of a group discussion and review. Student chooses oil-based or acrylic paint. Student produces a cohesive series of paintings as contracted by student and professor. (Prerequisite: ART. 304) *Every semester.*

ART. 309 Painting IV (3)

Painting IV involves advanced exploration of individual styles and personal expression. Emphasis is placed on professional awareness and development. Student chooses oil-based or acrylic paint. (Prerequisite: ART. 307) *Every semester.*

ART. 313, 314 Figure Drawing I, II (3, 3)

The basic proportions of the human figure, its skeletal and muscular anatomy, drawn from the live model form the basis of Figure Drawing I. The figure intersects with formal concerns of line, value, mark and placement in Figure Drawing II. *Every spring.*

ART. 320 Figure Modeling (3)

A study of the figure through direct work in clay from a model, including an introduction to basic casting skills. *As required.*

ART. 325 Web Art (3)

Web Art focuses on creative applications of web design software. Students learn how to create images for the web and the basics of (X)HTML and Adobe's Dreamweaver program. The objective of the course is to develop personal work that exploits the strengths of computer-based art processes. *Every fall.*

ART. 330 Video Art (3)

Video Art explores video as a medium of aesthetic expression. The course introduces digital editing techniques and concepts related to content, design and unique characteristics of time-based media. *Every spring.*

ART. 342 Special Topics in Art (3)

This designation applies to courses offered on an occasional basis in fields related to art. These may include studio art and art history courses. *As required*

ART. 344 Internship for Non-Majors (1–3)

Internships provide the student with an opportunity to apply classroom learning to the workplace and to explore potential career interests. Past placements have included museums, galleries, design firms and non-profit agencies serving the arts. *As required.*

ART. 351 Advanced Photography (3)

Advanced Photography continues the exploration of photography as a fine art, with emphasis on advanced techniques and processes and the development of analytical skills and visual literacy. *As required.*

ART. 410 Portfolio (3)

The Portfolio class covers professional practices and prepares art majors for careers and graduate study. Through discussions, readings, site visits and presentations by professionals in the field, students learn to articulate concepts related to their own work and contemporary art issues. Students organize their resume, portfolio and senior thesis, while preparing for their senior exhibit. 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)

This course covers the process involved in creating a work of art in wood, beginning with the acquisition of the wood and continuing through the carving, finishing and mounting of the piece. Students are introduced to the tools of woodcarving, including saws, wood chisels, files and mallets. *As required.*

ART. 421 Sculpture: Stone (3)

This course covers the process involved in creating a work of art in stone, beginning with the acquisition of the stone and continuing through the carving, polishing, sealing and mounting of the piece. The objective of this class is to enable students to comprehend the physical requirements of carving a stone sculpture using the basic tools and methods that have remained relatively unchanged throughout the centuries. *As required.*

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

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

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

Internships provide the student with an opportunity to apply classroom learning to the workplace and to explore potential career interests. Past placements have included museums, galleries, design firms and non-profit agencies serving the arts. *As required*

ARTS ADMINISTRATION

Caren Cunningham, MFA, Chair

Norton Art Building 202, Phone 502.452.8222, ccunningham@bellarmine.edu

J. Richard Burchard, MM

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

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

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

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

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

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

Basic courses: A.A. 100, 200, 300, 444, 445; ART. 101, 201 or 202, 211, 230, 313; MUSC 200; THEA 110. Required related courses: ACCT 101; B.A. 103, 203, 301, 305, 315; COMM 205; ECON 111; MATH 125 or 117. These required courses comprise a Minor in Business Administration.

ARTS ADMINISTRATION: ART EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman

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

Sophomore

Arts Administration 200.....	3	Art 230.....	3
Art 211.....	3	Communications 205.....	3
Gen Ed Music 200.....	3	Gen Ed Sophomore Seminar (IDC 200)	3
Elective.....	3	Business Administration 203.....	3
Elective.....	3	Gen Ed English 200.....	3
	15	Theater 110.....	3
			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
Gen Ed Philosophy 160.....	3	Business Administration 305.....	3
Elective.....	3	Gen Ed Junior Seminar (IDC 301).....	3
Elective.....	3		
	18		15

Senior Year

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

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

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

Basic courses: A.A. 100, 200, 300, 444, 445; MUSC 101, 102, 201, 202; Applied Music (3 hours), Music Ensemble (2 hours); ART. 201 or 202; THEA 110. Required related courses: ACCT 101; B.A. 103, 203, 301, 305, 315; COMM 205; ECON 111; MATH 125 or 117. These required courses comprise a Minor in Business Administration.

ARTS ADMINISTRATION: MUSIC EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

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

Sophomore Year

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

Junior Year

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

Senior Year

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

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

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

Basic Courses: A.A. 100, 200, 300, 444, 445; THEA 110, 150 (one hour), 151 (one hour), 202, 310, 311, 320, 350; MUSC 200; ART. 201 or 202; ENGL 412. Required related courses: ACCT 101; B.A. 103, 203, 301, 305, 315; COMM 205; ECON 111; MATH 125 or 117. These required courses comprise a Minor in Business Administration.

ARTS ADMINISTRATION: THEATRE EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

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

Sophomore Year

Arts Administration 200.....	3	Theatre 310	3
Theatre 110	3	Communications 205.....	3
Theatre 202	3	Music 200	3
Elective	3	Business Administration 203.....	3
Gen Ed Sophomore Seminar IDC 200...3		Gen Ed Philosophy 160.....	3
Gen Ed English 200	3	Gen Ed Natural Science Req	3
	18		18

Junior Year

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

Senior Year

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

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

Arts Administration Course Descriptions

A.A. 100 Introduction to Arts Administration

(3)

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

A.A. 200 Writing About the Arts

(3)

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

A.A. 300 Arts Administration Seminar

(3)

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

A.A. 444, 445 Internship I, II

(3, 3)

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

BIOCHEMISTRY & MOLECULAR BIOLOGY

Mary O. Huff, Ph.D., Program Director

Pasteur Hall P155, Phone 502.452.8495, mhuff@bellarmine.edu

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

The degree program has the following goals:

1. To provide students with a strong foundation of the underlying principles of biochemistry and molecular biology.
2. To provide students with laboratory experiences that demonstrate the principles of biochemistry and molecular biology. Laboratory exercises will highlight the tools that are available for multidisciplinary investigations.
3. To provide students with research experiences that allow for the development of critical thinking, communication, and technical skills.

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

Prospective medical school students: see Pre-Professional Programs.

Requirements for a major in Biochemistry and Molecular Biology, 66 – 67 hours

Required Basic Courses: BIOL 130, 231, 240, 313; CHEM 103, 103L, 104, 104L, 205, 205L, 206, 206L, 308, 308L; BMB. 301, 302, 317, 330, 401, 430, 431 and 11-12 hours selected from BIOL 314, 330, 410, 413; CHEM 307, 309, 411, 412, 421. Required related courses: MATH 117, 118; PHYS 205, 206.

BIOCHEMISTRY AND MOLECULAR BIOLOGY**Suggested Program for Bachelor of Science Degree and for Pre-Professional, Pre-Medical Studies****Freshman Year**

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

Sophomore Year

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

Junior Year

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

Senior Year

BMB. 401.....	4	BMB. 431.....	1
BMB. 430	1	BMB. Elective.....	4
IDC. 401 (senior seminar)	3	Chemistry 308.....	4
Gen Ed Theology Elective.....	3	Elective	3
Gen Ed Fine Arts	3	Elective	3
	14		15

Students planning to study abroad should consult the International Program Office in their freshman year.

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

Biochemistry and Molecular Biology Course Descriptions

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

BMB. 301 Biochemistry I

(4)

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

BMB. 302 Biochemistry II

(4)

The continuation of BMB. 301. Integration of major metabolic pathways with emphasis on the regulatory mechanisms used to coordinate catabolic and anabolic pathways. Diseased states due to loss of coordination will be highlighted. Three hours lecture, four hours laboratory. (Prerequisite: BMB. 301 or CHEM 301) *Every spring*.

BMB. 317 Molecular Biology

(4)

Emphasis will be on the functional connections between nucleic acids and proteins, and the special role that DNA plays in both heritability and in regulating cellular processes. Molecular methodologies like gene cloning, genomics, and bioinformatics will be highlighted. Laboratory exercises include experiments designed to illustrate concepts central to cell and molecular biology and to familiarize students with basic skills required at the laboratory bench. Three hours lecture, three hours laboratory. Cross-listed as BIOL 317. (Prerequisites: BIOL231, BIOL 240, BIOL 313 and CHEM 205) *Every spring*.

BMB. 330 Junior Research

(1)

Developing skills for successful literature searches, experimental design, data analysis and strategies for effective scientific writing will be emphasized as students complete a formal written proposal in preparation of their senior research project. One hour lecture. (Prerequisite: BMB. 301) *Every spring*.

BMB. 330H Honors Junior Research

(1)

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

BMB. 401 Advanced Biochemistry

(4)

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

BMB. 430 Senior Research I

(1)

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

BMB. 431 Senior Research II

(1)

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

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

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

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

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

BIOLOGY

Steven D. Wilt, Ph.D., Chair

Pasteur 181, Phone 502.452.8462, swilt@bellarmine.edu

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

The mission of the Department of Biology is to offer a broad, contemporary curriculum that will familiarize students with both the principles and the practices of the biological sciences. The curriculum is designed to develop the intellectual and professional competencies needed to secure entrance into graduate, medical, dental, veterinary, and other professional schools. Biology students have the opportunity to participate in research with departmental faculty, as well as in exchange programs and studies abroad. The department is an active member of Gerace Research Centre at the College of the Bahamas on San Salvador Island, Bahamas and the Belize Marine Tropical Research and Education Center (TREC) on Ambergris Caye, Belize. These facilities are used by students and faculty for tropical marine biology courses taught during spring break or the summer. Students and faculty are involved with cooperative research at the Louisville Zoo. These activities and affiliations give students the opportunity to study life science in unique natural environments and at international research institutes.

Learning Outcomes

Students graduating from Bellarmine with a B.A. or B.S. in Biology will demonstrate:

- Understanding of the basic themes in biology:
 1. Biochemistry and Cell Energetics
 2. Cellular Structure, Organization, Function
 3. Molecular Biology and Molecular Genetics
 4. Diversity of Organisms
 5. Structure/Function of Animals (including humans)
 6. Structure/Function of Plants
 7. Population Genetics and Evolution
 8. Ecology
- Analytical skills
- The ability to communicate clearly in scientific (a) writing and (b) presentations
- Familiarity with the process of science through laboratory (B.A. and B.S. program) or independent research experience (B.S. program)

Requirements for a Bachelor of Arts Major in Biology, 45 hours

Basic courses: BIOL 130, 140, 220, 231, 240, 318, 408, and an additional 20 hours of courses from BIOL 301, 335, 313, 314, 317, 323, 22., 430, 410, 413, 415, 419, 420. Required courses: CHEM 103, 104, 205; MATH 205; 6 hours of foreign language at the 200-level. Substitution for any of these courses requires the written approval of the department chairperson. For the maximum of 51 hours permitted in the Department, up to six additional hours may be selected from Biology electives. Biology courses taken in excess of 51 hours will not count toward the minimum 126 hours needed to graduate.

Requirements for a Bachelor of Science Major in Biology, 51 hours

Basic courses: BIOL 130, 140, 220, 231, 240, 313, 314, 317, 318, 335 (or 301), 408, 419, 430 and an additional four hours of Biology electives. Required courses: CHEM 103, 104, 205, 206; MATH 117, 205; PHYS 201. Substitution for any of these courses requires the written approval of the department chairperson. Biology courses taken in excess of 51 hours will not count toward the minimum 126 hours needed to graduate.

Requirements for a Minor in Biology, 24 hours

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

BACHELOR OF ARTS IN BIOLOGY**Suggested Program for Bachelor of Arts Degree****Freshman Year**

Biology 130*	4	Biology 140	4
Gen Ed Chemistry 103.....	4	Gen Ed Chemistry 104	4
Gen Ed Mathematics 205	4	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed English 101.....	3	Gen Ed History 116 or 117.....	3
Freshman Focus (IDC 100).....	1		
	16		14

Sophomore Year

Biology 220	4	Biology 240	4
Biology 231.....	4	BIOL/CHEM/PHYS Elective**	4
Chemistry 205.....	4	Gen Ed Social Science	3
Gen Ed Sophomore Seminar (IDC 200)	3	Gen Ed Philosophy 160.....	3
	15	Gen Ed English 200.....	3
			17

Junior Year

Biology 3XX.....	4	Biology Elective.....	4
Gen Ed Theology 200.....	3	Biology 318.....	1
Foreign Language 2XX.....	3	Gen Ed Junior Seminar (IDC 301).....	3
Elective.....	3	Foreign Language 2XX.....	3
Elective.....	3	Gen Ed Philosophy 301.....	3
	16		14

Senior Year

Biology 3XX or 4XX.....	4	Biology 3XX or 4XX.....	4
Biology 408.....	4	Biology 4XX.....	4
Gen Ed Senior Seminar (IDC 401).....	3	Gen Ed Fine Arts	3
Gen Ed Theology Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	17		17

* Students planning to study abroad should consult the International Programs Office and the College of Arts and Sciences Study Abroad liaison in their freshman year and coordinate their curriculum with the Biology Department Chair.

** Students who plan on applying to Medical, Dental, Physical Therapy or Veterinary School should carefully consult the admission guidelines for the program and university of interest.

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

BACHELOR OF SCIENCE IN BIOLOGY

Suggested program for Bachelor of Science degree. This degree meets medical, dental and professional school requirements.

Freshman Year

Biology 130*	4	Biology 140	4
Gen Ed Chemistry 103.....	4	Gen Ed Chemistry 104	4
Gen Ed Mathematics 117** or 205	4	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed English 101.....	3	Gen Ed Mathematics 117** or 205	4
Freshman Focus (IDC 100).....	1		
	16		15

Sophomore Year

Biology 220	4	Biology 240	4
Biology 231.....	4	Chemistry 206	4
Chemistry 205.....	4	Gen Ed History 116 or 117.....	3
Gen Ed Sophomore Seminar (IDC 200)3		Gen Ed Philosophy 160.....	3
	15	Gen Ed English 200.....	3
			17

Junior Year

Physics 201.....	4	Physics 202*** or Elective.....	4
Biology 301 or 335.....	4	Biology 314	4
Biology 313.....	4	Biology 317.....	4
Gen Ed Junior Seminar (IDC 301).....	3	Biology 318.....	1
	15	Gen Ed Theology 200.....	3
			16

Senior Year

Biology 408.....	4	Biology 430	4
Biology 419	2	Biology Elective.....	4
Gen Ed Philosophy 301.....	3	Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Social Science	3	Gen Ed Theology Elective.....	3
Gen Ed Fine Arts	3	Elective.....	3
	15		17

* Students planning to study abroad should consult the International Programs Office and the College of Arts and Sciences Study Abroad liaison in their freshman year and coordinate their curriculum with the Biology Department Chair.

** Students must complete both MATH 117 and MATH 205.

***Students who plan on applying to graduate programs in the Biological Sciences or Medical, Dental, or Veterinary School should elect PHYS 202.

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

Biology Course Descriptions

BIOL 108 Human Anatomy and Physiology I (4)

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

BIOL 109 Human Anatomy and Physiology II (4)

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

BIOL 111 Environmental Science (3)

An introduction to the physical, biological and social spheres of our environment. This course examines the sustainability of natural ecosystems and the impact of the 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 including 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. This course may include animal dissection. Non-science majors are encouraged to take this course. Two hours lecture, two hours laboratory. *As required.*

BIOL 115 Introduction to Life Science (3)

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

BIOL 116 Evolution, Ecology, and Behavior (3)

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

BIOL 117 Modern Genetics (3)

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

BIOL 118 Drugs and the Human Body (3)

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

BIOL 119 Introduction to Forensic Science (3)

Forensics involves the use of scientific tests and techniques to investigate crime. This course will introduce students to the physical, chemical and biological basis for solving crime. Students will learn about fingerprints, drugs, hair, fiber, blood-splatter, the use of DNA evidence, etc. 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 hours lecture, three hours laboratory. *Every fall and spring as required.*

BIOL 140 Animal Diversity (4)

An evolutionary approach to the animal kingdom using phylogeny and functional morphology to illustrate the diversity of major animal taxa. General evolutionary principles, the fossil record, homologies, convergence, and developmental sequences will be included. Three hours lecture, three hours laboratory. (Prerequisite: BIOL 130 or permission of instructor.) *Every spring.*

BIOL 202 Clinical Microbiology (4)

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

BIOL 220 Plant Diversity (4)

A survey of the plant kingdom with emphasis on phylogeny, development, physiology, and reproduction. Plant ecology and systematics will be included. Three hours lecture, three hours laboratory. (Prerequisite: BIOL 130 or permission of the instructor.) *Every fall.*

BIOL 225 Tropical Marine Biology: Lecture (2)

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

BIOL 226 Tropical Marine Biology: Field Studies (2)

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

BIOL 227 Field Biology: Lecture (1–3)

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

BIOL 228 Field Biology: Field Studies (1–4)

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

BIOL 231 Cell Biology (4)

This course is a comprehensive study of the structure and organization of the cell emphasizing the chemical composition of cellular structures, the relationship between molecular structure and function, cellular metabolism and bioenergetics. The dynamic interaction between cellular organelles and their function with particular emphasis on the mechanisms involved in regulating these activities will be studied. Focus on cell cycle regulation and cell signaling will be included. Three hours lecture, three hours laboratory. (Prerequisites: BIOL 130 and CHEM 103, or BIOL 109 and CHEM 205.) *Every fall. Spring as required.*

BIOL 240 Genetics (4)

Analysis of the laws of inheritance, including Mendelism, linkage, and cytoplasmic heredity at both the molecular and cellular levels. Genetics, cytology, and reproduction of cell organelles will be included. Three hours lecture, three hours laboratory. (Prerequisite: BIOL 130 or permission of instructor.) *Every spring.*

BIOL 300 Pathophysiology (4)

The biological principles of disease from a molecular, cellular, tissue, and organ-system level. A homeostatic approach will be followed, stressing the dynamic interdependence of physiologic processes involved in human pathology. Three hours lecture, one hour recitation period. This course is designed for Nursing and other health science majors. (Prerequisites: BIOL 108 and 109, or similar background in anatomy and physiology.) *As required.*

BIOL 301 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: BIOL 140 and BIOL 240.) *As required.*

BIOL 313 Microbiology (4)

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

BIOL 314 Vertebrate Physiology (4)

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

BIOL 317 Molecular Biology (4)

Emphasis will be on the functional connections between nucleic acids and proteins, and the special role that DNA plays in both heritability and in regulating cellular processes. Molecular methodologies like gene cloning, genomics, and bioinformatics will be highlighted. The laboratory exercises will include experiments designed to illustrate concepts central to cell and molecular biology and to familiarize students with basic skills required at the laboratory bench. Three hours lecture, three hours laboratory. Cross-listed with BMB. 317. (Prerequisite: BIOL 231, 240, 313 and CHEM 205.) *Every spring.*

BIOL 318 Introduction to Biological Research (1)

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

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 318 and permission of the department chairperson.) *Every semester.*

BIOL 320 Biology Research II (2)

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

BIOL 323 Entomology (4)

Biological relationships of insects to the environment. Identification, classification, behavior, ecology, importance to humans and pest management. Includes studying insects of both agricultural and medical importance. Three hours of lecture, three hours laboratory. (Prerequisite: BIOL 130 and 140.) *As required.*

BIOL 330 Developmental Biology (4)

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

BIOL 335 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. Three hours lecture, three hours laboratory. (Prerequisite: BIOL 240) *As required.*

BIOL 408 Ecology (4)

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

BIOL 410 Histology (4)

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

BIOL 413 Immunology (4)

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

BIOL 415 Animal Behavior (4)

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

BIOL 419 Senior Research I (2)

Introduction to laboratory or field research in biology. Each student is required to complete a laboratory research project and report under the direction of a faculty sponsor. Minimum six hours lab/field work per week. (Prerequisite: BIOL 318 and senior-level status, or permission of the department chairperson) *Every fall and spring as required.*

BIOL 420 Senior Research II (2)

A second semester of biology research taken as an elective. Minimum six hours lab/field work per week. (Prerequisite: BIOL 419.) *As required.*

BIOL 423 Independent Study**(1–3)**

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

BIOL 430 Evolution**(4)**

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

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

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

BIOL 450H Honors Biology Research**(3)**

Laboratory experimentation and/or field-based research supervised by biology department faculty in consultation with the Director of the Honors Program. This course fulfills the requirement for senior research as a B.S. major in Biology. (Prerequisite: Honors 353 and senior standing in Biology and Honors Program.) *As required.*

BIOL 451H Honors Biology Thesis**(3)**

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

BIOL 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 or Belize. (Prerequisite: graduate status and consent of instructor.) *As required.*

BROWN SCHOLARS LEADERSHIP PROGRAM

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

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

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

The Brown Scholars Program is a four-year program that embraces the vision of James Graham Brown to prepare and educate citizens for the future of the city of Louisville and the Commonwealth of Kentucky. The program integrates leadership, civic engagement, and communication through coursework, colloquia, engagement in the community, and other activities.

Program Features

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

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

Admission to the Program

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

Program Description

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

Freshman Year: Becoming a member of the university community

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

Sophomore Year: Becoming a member of a civic community

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

Junior Year: Becoming a member of the global community

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

Senior Year: Becoming a leader engaged in society

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

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

Program Requirements

Once admitted to the program, Brown Scholars are expected to:

1. Complete at least 3 of the 5 required classes.
2. Complete the Senior Project
3. Complete 10 or more hours of service each semester.
4. Earn a GPA of 3.0 each semester with a grace period typically being granted once if the GPA falls below a 3.0.
5. Engage in Brown Scholar Colloquia and social activities.
6. Maintain good civic standing in both the Bellarmine community and the community at large.

Courses

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

Brown Scholars Course Description

BRWN 450 Brown Scholars Senior Project

(1)

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

BUSINESS ADMINISTRATION

John T. Byrd, Ph.D., Chair

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

**Daniel L. Bauer, DBA; Patricia L. Carver, MBA, CPA; David Collins, Ph.D., CPA;
Ida Kutschera, Ph.D.; Michael R. Luthy, Ph.D., PCM; Mike H. Ryan, Ph.D.;
Julie F. Toner, Ph.D.**

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

Learning Goals - BA in Business Administration

1. Business Administration graduates will receive a quality education.
2. Business Administration graduates will demonstrate the ability to recognize and analyze ethical problems and view business as having social responsibilities.
3. The Business Administration degree will significantly enhance the career advancement opportunities of its graduates.
4. Each student must demonstrate the ability to recognize increasing globalization, and its impact on business practices.
5. Students shall be able to express themselves clearly and professionally in oral presentations.

Requirements for a Major in Business Administration, 30 hours

Basic courses: B.A. 103, 203, 301, 305, 315, 345, 346, 410, 420, 444, and completion of 499. Required related courses: ACCT 101, 102; ECON 111, 112, 314; MATH 125 or 117, 205 or 314; COMM 103 or 205 and PSYC 103.

Note for Rubel School Double Majors: Student may not earn a double major in Business Administration/Accounting or Business Administration/Finance.

Requirements for a Minor in Business Administration, 15 hours

Basic courses: B.A. 103, 203, 301, 305 and 315. Required related courses: ACCT 101, ECON 111 and MATH 125 or 117. Recommended, but not required courses, are MATH 205 and PSYC 103. This minor not available for accounting and finance majors.

Requirements for Major in Business Administration and MBA

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

BUSINESS ADMINISTRATION**Suggested Program for Bachelor of Arts Degree****Freshman Year**

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

Sophomore Year

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

Junior Year

Business Administration 301.....	3	Business Administration 410.....	3
Business Administration 305.....	3	Business Administration 444.....	3
Business Administration 315	3	Business Administration 346 ^{††}	3
Business Administration 345 [†]	3	Gen Ed IDC 301	3
Gen Ed Theology Elective.....	3	Gen Ed Philosophy 301.....	3
	15	Elective.....	3
			18

Senior Year

Economics 314.....	3	Business Administration 420.....	3
Elective.....	3	Business Administration 499.....	0
Elective	3	Gen Ed Senior Seminar (IDC 401).....	3
Elective.....	3	Elective	3
Elective.....	3	Elective	3
	15	Elective.....	3
			15

† Computer Science majors can substitute CS 339.

†† Economics majors should substitute Economics 410.

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

Business Administration Course Descriptions

B.A. 103 Introduction to Business

(3)

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

B.A. 203 Business Law I

(3)

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

B.A. 206 Sports Law

(3)

This course exposes students to the legal aspects of sports: including sports agents, contracts, title IV, antitrust issues, and intellectual property. The course is primarily designed for sports studies minors. *Every other 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: B.A. 103, Prerequisite or corequisite ECON 111.) *Every semester.*

B.A. 305 Principles of Marketing

(3)

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

B.A. 315 Business Finance

(3)

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

B.A. 341, 342 Basic Issues in Business I, II (3)

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

B.A. 345 Managing Information Technology (3)

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

B.A. 346 Management Science (3)

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

B.A. 403 Business Law II (3)

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

B.A. 410 New Business Ventures (3)

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

B.A. 417 Topics in Corporate Finance (3)

This course expands upon the basic techniques and concepts of financial management that were taught in BA 315. Topics include capital budgeting given uncertainty, capital structure decisions, acquisition of funds, cost of capital, warrants and convertibles, lease financing, dividend policy, lease financing, and working capital management. (Prerequisite: B.A. 315). *Every fall.*

B.A. 418 Cases in Financial Management (3)

This course is a study of the theory, principles and cases in business finance with an objective of developing the point of view of the financial manager. Accounting, financial and business problems are reviewed in written and oral reports, with an emphasis on decision-making by the student. (Prerequisite: ACCT 313, ECON 308, ECON 351, B.A. 315). *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 or corequisite B.A. 410.) *Every fall and spring.*

B.A. 444 Business Internship**(3)**

Meaningful placement in a business increases marketability while assisting students with expanding skills that are learned in the classroom. This course provides an opportunity for meaningful placement within a business setting. The classroom experience will also explore the issues of career planning and the job search process. A semester abroad for students seeking an international experience will be accepted as meeting the requirements for this course. Students are required to work 90 hours in a business, which can take place during the semester, or the summer before the course is taken. (Prerequisites: COMM 103 or 205 and junior standing.) *Every semester.*

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

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

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

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

CHEMISTRY

Graham W. L. Ellis, Ph.D., Chair

Pasteur Hall 212, Phone 502.452.8218, gellis@bellarmine.edu

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

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

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

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

The department has the following goals for its degree programs:

B.A. Degree

1. To provide our majors with a strong background in the major sub-disciplines of chemistry – organic, inorganic, physical, and analytical chemistry – with up-to-date course work in each area.
2. To provide our students with relevant laboratory experiences (including up-to-date instrumentation, computer software and methods of information retrieval) designed to deepen their understanding of chemical principles, while simultaneously teaching students safe and responsible laboratory practices.

B.S. Degree

1. To provide our majors with a strong background in the major sub-disciplines of chemistry – organic, inorganic, physical, analytical chemistry, and biochemistry – with up-to-date course work in each area.
2. To provide our students with relevant laboratory and research experiences (including up-to-date instrumentation, computer software and methods of information retrieval) designed to deepen their understanding of chemical principles, while simultaneously teaching students safe and responsible laboratory practices.
3. To provide our students with research experiences that allow them to practice active learning and to develop their critical thinking, communication, and technical skills.

Prospective high school teachers in chemistry: see Education.

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

Requirements for a Minor in Chemistry, 23 hours

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

Bachelor of Arts in Chemistry

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

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

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

CHEMISTRY

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

Freshman Year

Chemistry 103.....	4	Chemistry 104.....	4
Gen Ed Mathematics 117	4	Mathematics 118.....	4
Gen Ed English 101.....	3	Gen Ed History 116 or 117.....	3
Gen Ed Freshman Focus (IDC 100).....	1	Gen Ed Freshman Seminar (IDC 101).....	3
Elective*	3	Elective	3
	15		17

Sophomore Year

Chemistry 205.....	4	Chemistry 206.....	4
Physics 205.....	4	Physics 206.....	4
Gen Ed English 200	3	Gen Ed Sophomore Seminar (IDC 200).....	3
Gen Ed Theology 200.....	3	Gen Ed Philosophy 160.....	3
Foreign Language 101.....	3	Foreign Language 102	3
	17		17

Junior Year

Chemistry 307.....	4	Chemistry 308.....	4
Chemistry 309.....	4	Chemistry Requirement/Elective.....	3
Gen Ed Social Science Elective.....	3	Gen Ed Junior Seminar (IDC 301).....	3
Gen Ed Theology Elective.....	3	Gen Ed Philosophy 301.....	3
Foreign Language 201.....	3	Foreign Language 202	3
	17		16

Senior Year

Chemistry 411.....	4	Chemistry 412	4
Chemistry Requirement/Elective.....	3	Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Fine Arts Elective	3	Elective.....	3
Elective.....	3	Elective.....	3
	13		13

**Students planning to attend medical school should use electives for biology courses.*

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

Bachelor of Science in Chemistry

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

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

Basic Courses: CHEM 103, 104, 205, 206, 301, 301L, 307, 307L, 308, 308L, 309, 309L, 330, 331, 411, 411L, 412, 412L, 421, 421L, 430, 431, and three hours selected from CHEM 302 and 422. Required related courses: MATH 117, 118, 216; PHYS 205, 206.

CHEMISTRY

Suggested Program for Bachelor of Science Degree

Freshman Year

Chemistry 103.....	4	Chemistry 104.....	4
Gen Ed Mathematics 117	4	Mathematics 118.....	4
Gen Ed English 101.....	3	Gen Ed History 116 or 117.....	3
Gen Ed Freshman Focus (IDC 100).....	1	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed Social Science Elective.....	3	Gen Ed Fine Arts Elective	3
	15		17

Sophomore Year

Chemistry 205.....	4	Chemistry 206.....	4
Physics 205.....	4	Physics 206.....	4
Gen Ed English 200	3	Gen Ed Sophomore Seminar (IDC 200)	3
Gen Ed Theology 200.....	3	Gen Ed Philosophy 160.....	3
Elective*	3	Mathematics 216.....	3
	17		17

Junior Year

Chemistry 301.....	4	Chemistry 308.....	4
Chemistry 307.....	4	Chemistry 331.....	1
Chemistry 309.....	4	Chemistry 421.....	4
Chemistry 330.....	1	Gen Ed Philosophy 301.....	3
Gen Ed Theology Elective.....	3	Gen Ed Junior Seminar (IDC 301).....	3
	16		15

Senior Year

Chemistry 411.....	4	Chemistry 412.....	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
Elective.....	3		
	17		14

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

Chemistry Course Descriptions

CHEM 103 General College Chemistry I (4)

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

CHEM 104 General College Chemistry II (4)

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

CHEM 109 Liberal Arts Chemistry (3)

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

CHEM 110 Environmental Topics in Chemistry (3)

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

CHEM 111 Health and Household Chemistry (3)

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

CHEM 130 Understanding Planet Earth (3)

An introduction to the study and understanding of planet Earth. This course will cover such topics as Earth's geological history, the development of life, plate tectonics (mountain-building, continent formation, earthquakes, volcanoes), and the impact of human activity on the planet including climate change. Two hours lecture, two hours laboratory. *Every semester.*

CHEM 150 Introduction to Earth Science (3)

An introduction to the study of the Earth as a dynamic, evolving planet. Emphasis will be placed on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity; and composition and structure of rocks and minerals. Two hours lecture, two hours laboratory. Enrollment restricted to education certificate-seeking students only. *Every semester.*

CHEM 205 Organic Chemistry I**(4)**

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

CHEM 206 Organic Chemistry II**(4)**

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

CHEM 214 Health Sciences Chemistry**(4)**

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

CHEM 230, 231 Sophomore Chemistry Research I, II**(1-2, 1-2)**

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

CHEM 301 Biochemistry I**(3)**

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

CHEM 301L Biochemistry I Laboratory**(1)**

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

CHEM 302 Biochemistry II**(3)**

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

CHEM 307 Physical Chemistry I**(3)**

An introduction to atomic and molecular behavior. Emphasis will be placed on quantum mechanical and spectroscopic applications. This course provides the microscopic foundation that is necessary for a rudimentary understanding of chemical systems. (Prerequisite: CHEM 104; Corequisites: MATH 118 and PHYS. 206, or permission of the instructor.) *Fall as required.*

CHEM 307L Physical Chemistry I Laboratory**(1)**

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

CHEM 308 Physical Chemistry II (3)

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

CHEM 308L Physical Chemistry II Laboratory (1)

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

CHEM 309 Inorganic Chemistry (3)

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

CHEM 309L Inorganic Chemistry Laboratory (1)

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

CHEM 330 Junior Research I (1)

This course introduces students to the various factors associated with conducting meaningful research in chemistry. Students will learn how to a) conduct searches of the chemical literature (in both electronic and hard copy formats), b) evaluate the chemical literature, c) write up a meaningful research proposal and d) write up their results for publication. One hour lecture. (Prerequisite: CHEM 206 or permission of the instructor). *Every fall as required.*

CHEM 331 Junior Research II (1-2)

Directed research in chemistry under the guidance of a faculty member. Minimum of four hours per week laboratory time per credit hour. (Prerequisite: CHEM 330). *Every spring as required.*

CHEM 411 Analytical Chemistry I (3)

The theory and practice of classical "wet" methods of chemical analysis will be studied. Statistical methods of data analysis will also be covered. (Prerequisite: CHEM 104.) *Fall as required.*

CHEM 411L Chemical Analysis Laboratory (1)

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

CHEM 412 Analytical Chemistry II (3)

The theory and practice of instrumental methods of chemical analysis will be studied. (Prerequisite: CHEM 411.) *Spring as required.*

CHEM 412L Instrumental Chemical Analysis Laboratory (1)

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

CHEM 421 Advanced Organic Chemistry (3)

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

CHEM 421L Advanced Organic Chemistry Laboratory (1)

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

CHEM 422 Quantum Chemistry (3)

An introduction to quantum mechanics with application to atomic and molecular spectra. (Prerequisite: CHEM 307 and CHEM 308.) *As required.*

CHEM 423 Independent Study (1-3)

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

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

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

CHEM 450H Honors Senior Chemistry Research I (3)

As required.

CHEM 451H Honors Senior Chemistry Research II (3)

As required.

CLINICAL LABORATORY SCIENCE

Karen Golemboski, Ph.D, MT (ASCP), Department Chair
Pasteur Hall P108, Phone 502.452.8357, kgolemboski@bellarmine.edu

Michelle Draper, MBA, MT(ASCP); Daniel Golemboski, Ph.D.;
Adjunct faculty: **Jody Sizemore, MT(ASCP), SBB; James Snyder, Ph.D.**

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

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

Learning Outcomes

Bellarmino CLS graduates will:

1. Establish a personal scientific knowledge base that prepares them to read, to interpret, and to utilize scientific knowledge in clinical practice.
2. Perform laboratory tests with accuracy and precision.
3. Understand and apply laboratory safety regulations and compliance measures.
4. Demonstrate appropriate ethical and professional behavior.

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

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

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

The Molecular Diagnostics certification option allows current CLS students or individuals with a bachelor's degree to develop proficiency and certification eligibility in clinical molecular testing.

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

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

Admission Requirements

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

Essential Functions

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

Program Start Dates

Fall and Spring

Clinical Laboratory Science Program Accreditation

The Bellarmine University Clinical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Science, 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415. Telephone 773.714.8880; Fax 773.714.8886; info@naacsls.org.

CLINICAL LABORATORY SCIENCE**Program for Bachelor of Health Science Practitioner Track****Freshman Year**

Freshman Focus (IDC 100).....	1	CLS. 101.....	1
Gen Ed English 101.....	3	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed Mathematics 116.....	3	Biology 109.....	4
Biology 108.....	4	Gen Ed Philosophy 160.....	3
Gen Ed Chemistry 103.....	4	Gen Ed Chemistry 104.....	4
	15		15

Sophomore Year

Gen Ed Theology 200.....	3	Gen Ed Fine Arts.....	3
Gen Ed Sophomore Seminar (IDC 200)..	3	Gen Ed English 200.....	3
Biology 231.....	4	Gen Ed History 116 or 117.....	3
Gen Ed Social Science.....	3	Gen Ed Theology.....	3
Chemistry 205.....	4	Gen Ed Philosophy 301.....	3
	17	CLS. 210.....	1
			16

Junior Year

CLS. 301.....	1	CLS. 450.....	2
CLS. 464.....	3	CLS. 460.....	3
CLS. 472.....	3	CLS. 461.....	3
CLS. 473.....	2	CLS. 462.....	4
CLS. 474.....	4	CLS. 468.....	3
Gen Ed Junior Seminar (IDC 301).....	3	CLS. 469.....	3
	16	CLS. 481.....	1
			19

Summer

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

Senior Year

CLS. 476.....	3	CLS. 485.....	2
CLS. 477.....	2	CLS. 490.....	14
CLS. 478.....	3	CLS. 491.....	1
CLS. 483.....	1		
Biology 300.....	4		
Gen Ed Senior Seminar (IDC 401).....	3		
	16		17

Clinical Laboratory Science- Suggested Program for Pre-Professional, Pre-Medical Studies

This degree program includes the recommended prerequisites as well as courses in diagnostic medicine. Graduates of this degree program are not required to complete the clinical experience and comprehensive examination courses and are therefore not eligible for national certification. However, these graduates may return for the one semester internship and would then be certification eligible.

CLINICAL LABORATORY SCIENCE

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

Freshman Year

Freshman Focus (IDC 100).....	1	CLS. 101.....	1
Gen Ed English 101.....	3	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed Mathematics 117.....	4	Biology 240.....	4
Gen Ed Biology 130.....	4	Gen Ed History 116 or 117.....	3
Gen Ed Chemistry 103.....	4	Chemistry 104.....	4
	16		15

Sophomore Year

Gen Ed Sophomore Seminar (IDC 200) ..	3	Gen Ed English 200.....	3
Biology 231.....	4	Gen Ed Fine Arts.....	3
Physics 201.....	4	Physics 202.....	4
Gen Ed Theology 200.....	3	Chemistry 206.....	4
Chemistry 205.....	4	CLS. 210.....	1
	18		15

Junior Year

CLS. 301.....	1	CLS. 460.....	3
CLS. 464.....	3	CLS. 461.....	3
CLS. 472.....	3	CLS. 462.....	4
CLS. 473.....	2	CLS. 481.....	1
CLS. 474.....	4	Biology 314.....	4
Gen Ed Philosophy 160.....	3	Gen Ed IDC 301.....	3
	16		18

Summer

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

Senior Year

CLS. 476.....	3	CLS. 468.....	3
CLS. 477.....	2	CLS. 469.....	3
CLS. 478.....	3	CLS. 485.....	2
CLS. 483.....	1	Gen Ed Philosophy 301.....	3
Gen Ed Senior Seminar (IDC 401).....	3	Gen Ed Social Science.....	3
Gen Ed. Theology.....	3		
	15		14

Courses in bold are recommended prerequisites for pre-professional, pre-medical studies.

CLS Accelerated Degree Program

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

Clinical Laboratory Science

Program for Bachelor of Health Science Accelerated Second Degree Program

Prerequisites

Biology, including at least 4 credit hrs at 200-level or higher;

Immunology is strongly recommended.....12

Chemistry, including organic or biochemistry.....12

Mathematics-Precalculus3

Ethics (Not medical ethics)3

Social Science3

YEAR #1

Fall Semester

CLS. 301.....	1
CLS. 472.....	3
CLS. 473.....	2
CLS. 474.....	4
CLS. 476.....	3
CLS. 477.....	2
CLS. 478.....	3
	18

Spring Semester

CLS. 450.....	2
CLS. 460.....	3
CLS. 461.....	3
CLS. 462.....	4
CLS. 468.....	3
CLS. 469.....	3
CLS. 482.....	1
	19

Summer Semester

CLS. 435.....	3
CLS. 459.....	3
CLS. 466.....	3
CLS. 467.....	1
CLS. 483.....	1
Gen Ed Theology 200.....	3
	14

YEAR #1

Fall Semester

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

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

Clinical Laboratory Science

CLS Categorical Certification

An accelerated, limited certification option is available to students who have already earned a degree and completed prerequisites.

Prerequisites

Biology, including at least 4 credit hrs at 200-level or higher;

immunology is strongly recommended 12

Chemistry, including organic or biochemistry 12

Mathematics-Precalculus 3

Ethics (Not medical ethics) 3

Social Science 3

Summer Semester

CLS. 301 1

CLS. 435 3

CLS. 459 3

CLS. 466 3

CLS. 467 1

11

Fall Semester

CLS. 472 3

CLS. 473 2

CLS. 474 4

CLS. 476 3

CLS. 477 2

CLS. 478 3

CLS. 482 1

18

Spring Semester

CLS. 485 2

CLS. 490 8

10

This program begins during summer session, in May/June.

Clinical Laboratory Science

Molecular Diagnostics Certification

An accelerated certification program in Molecular Diagnostics is available to students who have already earned a bachelor's degree and completed program prerequisites.

Prerequisites

Biology, including Cell Biology with laboratory (preferably completed within the last 7 years)	12
Chemistry, including 2 semesters of General Chemistry and one semester of Organic Chemistry or Biochemistry with lab.....	12

Fall Semester

CLS. 301.....	1
BIOL 300	4
CLS. 440	1
CLS. 455.....	3
CLS. 464	3
	12

Spring Semester

CLS. 450	2
CLS. 460	3
CLS. 461.....	3
CLS. 462.....	4
CLS. 482.....	1
	13

Summer Semester

CLS. 435.....	3
CLS. 485.....	2
CLS. 495.....	10
	15

After completing the Molecular Diagnostics certificate program, students are eligible to take the NCA Diagnostic Molecular Scientist [DMS(NCA)] or ASCP Technologist in Molecular Pathology [MP(ASCP)] certification exam.

Clinical Laboratory Science

Molecular Diagnostics Certification for CLS Graduates

An accelerated certification program in Molecular Diagnostics is available to students who have already earned a bachelor's degree and completed a CLS program.

Prerequisites

Completion of bachelor's degree and NAACLS-accredited CLS program (including Cell Biology with laboratory, preferably completed within the last 7 years).

Fall Semester

CLS. 455.....	3
CLS. 482.....	1
	4

Spring Semester

CLS. 450.....	2
CLS. 483.....	1
	3

Summer Semester

CLS. 485.....	2
CLS. 495.....	10
	12

After completion of the Molecular Diagnostics certificate program, students are eligible to take the NCA Diagnostic Molecular Scientist [DMS(NCA)] or ASCP Technologist in Molecular Pathology [MP(ASCP)] certification exam.

Clinical Laboratory Science Course Descriptions

The following courses are open to all Bellarmine students:

CLS. 101 Pre-CLS Seminar (1)

A seminar course designed to provide information about the Clinical Laboratory Science profession, career options, current events, and strategies for success in the professional program. May include shadowing of laboratory professionals, field trips to clinical locations, and panel discussions. *Fall only.*

CLS. 110 Exploring Medical Mysteries (2)

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

CLS. 210 Safety and Phlebotomy (1)

Comprehensive coverage of laboratory and patient safety principles, training in blood-borne pathogen safety, and instruction in phlebotomy (collection, transport, and handling of venous and capillary blood specimens). 1 hr lecture each week plus lab/clinical experience. *Spring only.*

CLS. 250 Cellular and Molecular Basis of Disease (3)

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

CLS. 250L Cellular & Molecular Laboratory (1)

CLS. 440 Laboratory Techniques (1)

This course provides instruction in biosafety, clinical laboratory techniques, clinical laboratory regulation, quality control and assurance, and basic hematology methods. (Prerequisites: BIOL 231 and CHEM 205 or CHEM 301 or equivalents. Corequisite: CLS. 455 Molecular Diagnostics).

CLS. 455 Molecular Diagnostics (3)

This course examines the use and interpretation of molecular techniques as diagnostic indicators in genetic, hematologic, and infectious disease states. (Prerequisites: BIOL 231 and CHEM 205 or CHEM 301 or equivalents).

CLS. 464 Immunology (3)

A study of basic immunology, including history, immunoglobulin structure, function and synthesis, cellular interactions and cytokines, antigen-antibody interaction, complement, inflammation, hypersensitivity, autoimmunity and immunity to infection. (Prerequisite: BIOL 108, 109 or 130 or equivalent.)

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

CLS. 301 Orientation to Clinical Laboratory Science (1)

An orientation to clinical laboratory science including professional responsibilities, basic clinical laboratory techniques, safety, general principles of quality assurance, medical terminology and phlebotomy.

CLS. 435 Leadership and Management (3)

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

CLS. 450 Molecular Techniques (2)

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

CLS. 459 Body Fluids (3)

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

CLS. 460 Medical Microbiology (3)

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

CLS. 461 Medical Microbiology Laboratory (3)

Laboratory instruction in the collection of specimens, microscopic preparation and examination, cultivation of bacteria, identification techniques, antimicrobial safety measures, and quality control procedures. (Corequisite: CLS. 460.) *Spring only.*

CLS. 462 Mycology, Virology & Parasitology (4)

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

CLS. 466 Clinical & Molecular Immunology (3)

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

CLS. 467 Clinical and Molecular Immunology Laboratory (1)

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

CLS. 468 Immunohematology (3)

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

CLS. 469 Immunohematology Laboratory (3)

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

CLS. 472 Hematology (3)

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

CLS. 473 Hematology Laboratory (2)

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

CLS. 474 Hematopathology (4)

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

CLS. 476 Clinical Chemistry I (3)

This course provides a basic understanding of physiological chemistry. Topics covered include instrumentation, proteins, carbohydrates, lipids, enzymes, metabolites, electrolytes, acid-base balance, endocrine function, and toxicology. Principles and procedures of clinical laboratory testing will be introduced. (Prerequisite: CHEM 205 or 301, or equivalent). *Fall only.*

CLS. 477 Clinical Chemistry Lab (2)

Clinical chemistry procedures will be performed. Quality assurance, normal values, laboratory mathematics, instrumentation, and clinical significance of results will be studied. Correlation of metabolism with laboratory results will be stressed. (Corequisite: CLS. 476 and 478). *Fall only.*

CLS. 478 Clinical Chemistry II (3)

A continuation of Clinical Chemistry I, with an emphasis on understanding the physiological basis for tests performed in a clinical chemistry lab, including testing principles and procedures, clinical significance of test results, case studies, and quality assurance. (Corequisite: CLS. 476 and 477). *Fall only.*

CLS. 481 Clinical Laboratory Science Seminar I (1)

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

CLS. 482 Clinical Laboratory Science Seminar (1)

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

CLS. 483 Clinical Laboratory Science Seminar III (1)

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

CLS. 484 Clinical Laboratory Science Seminar IV (1)

Integration of Clinical Laboratory Science theory, practice, pathology, and professional issues. Includes guest speakers, critical reading and discussion of current scientific literature, and attendance at professional meetings when appropriate. Students will read and review papers to be presented, participate in discussion, evaluate presentations, and present topics for discussion. (Prerequisites: CLS 483).

CLS. 485 Senior Capstone Project (2)

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

CLS. 490 Clinical Laboratory Science Clinical Internship (1-14)

Clinical experience in chemistry, hematology, microbiology, immunology, and immunohematology. Students will perform clinical laboratory procedures, applying analytical principles and technical skills. Under supervision, students will work independently, demonstrating initiative and problem solving skills performing clinical laboratory testing of patient specimens.

CLS. 491 Comprehensive Clinical Laboratory Science Examination (1)

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

CLS. 495 Molecular Diagnostics Internship (1-10)

Clinical experience in molecular hematology, molecular genetics, and molecular immunology. Under supervision in a clinical laboratory, students will perform diagnostic molecular procedures, applying analytical principles and technical skills while testing patient specimens.

COMMUNICATION

Ed Manassah, MA, Executive Director, School of Communication
Brown Activities Center 212, Phone 502.452.8324, emanassah@bellarmine.edu

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

Ruth R. Wagoner, Ph.D.; Kyle Barnett, Ph.D.; Kimberly A. Parker, Ph.D;
David E. Meyers, MA; Lara H. Needham, Ph.D; Winnie Spitz, J.D.

Mission of the School of Communication

The mission of the School of Communication is to teach and research the functions, roles, impact, and ethical implications of the many forms of media and communication in a democratic society and diverse global community so its students develop the knowledge, skills, professional competencies, and values of communication necessary for successful living, work, leadership, and service to others.

Goals and Outcomes of the School

1. To educate men and women in the roles and functions of media and communication in a democratic society and diverse global community.
2. To generate and disseminate research about media and communication.
3. To build on the historic understanding of communication technologies and also advance the understanding of the role of new media and emerging technologies.
4. To be knowledgeable creators, consumers and shapers of communication, media, and new technology in all formats.
5. To take an active role as citizens in service and respect to others.
6. To advance the understanding of the ethical dimensions of communication and media.
7. To prepare practitioners and scholars for careers in communication.
8. To provide educational programs and outreach for students and practitioners via traditional and electronic means, such as web-based learning and hybrid courses.

Mission of the Department of Communication

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

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

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

Department of Communication

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

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

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

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

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

Pre-major classes: COMM 103 Public Speaking, COMM 107 Critical Thinking, and COMM 120 Grammar and Editing are required, but do not count toward the major. COMM 120 is required for any 300-level communication writing class.

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

Major Options 12-33 hours

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

Advanced communication writing classes include: COMM 203, 300, 304, 309, 312, 321, 326, and 362, and other communication writing classes offered on an occasional basis.

Required related course: MATH 200 or MATH 205.

Note: COMM 205 Business & Professional Communication does not count toward the major.

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

Tracks: Tracks are suggested, not required, groupings of classes.

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

The **Integrated Communication Track: 15-33 hours beyond the core.** Students interested in careers in advertising, public relations, or marketing communication may choose this track. Students may select from the following suggestions: COMM 307 Advertising, COMM 308 Public Relations, COMM 328 Social Issue Campaigns, and COMM 364 Integrated Marketing Communication. Students are encouraged to take related classes, including COMM 310 Graphic Communication, COMM 340 Advanced Graphic Communication, COMM 319 Multimedia Communication. Suggested double major: business administration, economics, art, psychology. **Writing classes recommended:** COMM 203 Business Writing, COMM 304 Writing for the Mass Media, COMM 312 Newswriting, COMM 362 Writing for New Media.

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

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

Organizational Communication Track: 15-33 hours beyond the core. Students interested in law, human resources, training and development, leadership, or public policy might choose this track. Students select a minimum of **9 hours from the following:** COMM 301 Group and Team Communication, COMM 311 Organizational Communication, COMM 315 Advanced Public Speaking, COMM 316 Great American Speeches, COMM 317 Leadership Communication, COMM 330 Communication in the Courtroom, COMM 350 Persuasion. **Additional electives as desired.** *Suggested writing classes:* COMM 300 Rhetoric, COMM 312 Newswriting. Suggested double major: philosophy, political science, psychology, economics.

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

**The Department routinely offers topics courses under the designation of 341 or 342 which may be appropriate for any of the tracks. Students may take an independent study or an internship within any track.*

Requirements for a Minor in Communication, 18 hours

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

Minor in Writing: 19 hours

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

COMMUNICATION 30-51 HOURS

Suggested Program for Bachelor of Arts Degree, all tracks.

Freshman Year

English 101.....	3	COMM 103.....	3
Freshman Focus 1DC 100.....	1	COMM 120.....	1
Gen Ed History 116 or 117.....	3	Gen Ed English 200.....	3
Gen Ed Social Science.....	3	Gen Ed Philosophy 160.....	3
Gen Ed Freshman Seminar (1DC 101).....	3	Gen Ed Natural Science.....	3
Gen Ed Natural Science.....	3	Gen Ed Fine Arts.....	3
	16		16

Sophomore Year

COMM 107.....	1	COMM 302.....	3
COMM 200.....	4	COMM Writing Course.....	3
Gen Ed Sophomore Seminar (1DC 200) ..	3	COMM Elective.....	3
Gen Ed Math 200 or 205.....	3-4	Elective.....	3
Gen Ed Theology 200.....	3	Elective.....	3
	14-15		15

Junior Year

COMM 303.....	3	COMM 444.....	3
COMM 313.....	3	COMM Elective.....	3
COMM Writing Course.....	3	COMM Elective.....	3
Gen Ed Philosophy 301.....	3	Gen Ed Theology elective.....	3
Gen Ed Junior Seminar (1DC 301).....	3	Elective.....	3
Elective.....	3	Elective.....	3
	18		18

Senior Year

COMM Elective.....	3	COMM 400.....	3
COMM Elective.....	3	Elective.....	3
Gen Ed Senior Seminar (1DC 401).....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

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

Communication Course Descriptions

COMM 103 Introduction to Public Speaking (3)

This course introduces students to the fundamentals of oral communication. This course examines the theories of rhetorical composition and practice in the art of speaking in varied contexts. Students will deliver informative, persuasive, demonstrative, and special occasion speeches. *Every semester. This class is required for all majors; it does not count toward the hours in the major.*

COMM 107 Critical Thinking (1)

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

COMM 120 Grammar and Editing (1)

This course is a review of grammar, punctuation, diction, and editing. This class is required for all majors and is a prerequisite for 300-level advanced writing class. *It does not count toward the hours in the major. Every semester.*

COMM 160, 260, 360, 460 Mock Trial Practicum (1)

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

COMM 170, 270, 370, 470 Publications Laboratory (1)

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

COMM 171, 271, 371, 471 Publications Management Laboratory (1)

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

COMM 180, 280, 380, 480 Broadcasting Laboratory (1)

COMM 181, 281, 381, 481 Broadcasting Management Laboratory (1)

COMM 200 Media and Society (3)

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

COMM 203 Business Writing (3)

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

COMM 205 Business and Professional Communication (3)

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

COMM 220 Mass Media and American Popular Culture (3)

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

COMM 226 Broadcasting (3)

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

COMM 300 Rhetoric (3)

This is a class in argumentation and persuasion. Emphasis is placed on the rhetoric of the sentence, rhetorical analysis, identification of audience and audience response, and the construction of persuasive arguments. (Prerequisite: COMM 120.) *This course counts as an advanced writing class. As required.*

COMM 301 Group and Team Communication (3)

This course provides instruction in small group communication, theory and techniques. Topics to be covered include: the small group as system, group development, nonverbal communication, conflict resolution, problem solving, leadership. *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. (Prerequisite: COMM 120.) *Every semester.*

COMM 304 Writing for the Mass Media (3)

This course provides instruction in writing copy for advertising, public relations, corporate communication, television news writing, radio news writing, print news writing, and editing. (Prerequisite: COMM 120.) *This course counts as an advanced writing course. Fall alternate years.*

COMM 306 Visual Communication (3)

This class provides a foundation in visual communication. Students learn about the process of human visual perception, the use of light, human responses to visual presentations, the technological components of visual communication, cultural influences to determine the forms and responses of visual messages, and the ethical implications of visual communication. *As required.*

COMM 307 Advertising**(3)**

This is a fundamental course in advertising. Students examine the history of advertising, the organizational structure of agencies, advertising strategy, advertising budgets, legal and ethical issues of advertising. Students complete and execute an advertising campaign plan. *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: COMM 120 and ENGL 101). *This course counts as an advanced writing course. Fall alternate years.*

COMM 310 Graphic Communication**(3)**

This class is an introduction to the theory and practice of graphic communication. Students will be introduced to the history and practices of graphic communication, then begin to learn a range of production techniques, computer software and hardware skills. Students will develop a portfolio of work to demonstrate their learning. *Every semester.*

COMM 311 Organizational Communication**(3)**

This is a course in the theory and practice of communication within an organization. Such topics as communication networks, organized power, and leadership will be explored. *Spring alternate years.*

COMM 312 Newswriting and Editing**(3)**

This is an intensive class in foundations of journalism and editing, primarily in print media. Students will study the fundamentals of newsgathering, writing, and editing while writing extensively. (Prerequisite: COMM 120 and ENGL 101). *This course counts as an advanced writing class. Fall semester and as required.*

COMM 313 Intercultural Communication**(3)**

This course examines the unique relationship between communication and culture. The course examines communication among international cultures as well as communication among co-cultures and subcultures in the United States. Topics such as perception, world view, nonverbal communication, and strategies for improving intercultural communication are covered. This course is frequently offered in the summer in an international location. *Every fall.*

COMM 315 Advanced Public Speaking**(3)**

This course will develop the student's skill in speech analysis and in the preparation and delivery of advanced speaking style. (Prerequisites: 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. *As required.*

COMM 317 Leadership Communication (3)

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

COMM 319 Multimedia Communication (3)

This course covers the design and execution of mediated forms of communication. Animation, Web creation, videography are some of the components covered in this class. *As required.*

COMM 321 Feature Writing (3)

This is an advanced professional writing class that gives the student opportunities to write features for newspapers, magazines, and public relations publications. Researching story ideas, conducting effective interviews, writing, editing, and submitting stories will constitute the majority of the class. (Prerequisite: COMM 120). *This course counts as an advanced writing course. As required.*

COMM 323 Photojournalism (3)

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

COMM 325 Communication Law (3)

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

COMM 324 Sports and Media (3)

This course will focus on the relationship between media and sports organizations. *As required.*

COMM 326 Literary Journalism (3)

Literary journalism presents a factual narrative of some aspect of contemporary life. Students read and write 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. (Prerequisite: COMM 120.) *This course counts as an advance writing course. 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 328 Social Issue Campaigns (3)

The purpose of this course is to introduce students to social change and the ability of strategic communicators and marketers to market social change. The course will also provide students exposure to social marketing theories and practices. (Prerequisites: COMM 302 and B.A. 305). *As required.*

COMM 330 Communication in the Courtroom (3)

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

COMM 332 Urban Culture and American Society (3)

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

COMM 340 Advanced Graphic Communication (3)

This class continues the study of graphic communication. It continues a focus on design and communication theory with application. (Prerequisite: COMM 310). *As required.*

COMM 341 Selected Topics in Communication (3)

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

COMM 342 Selected Topics in Communication (3)

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

COMM 343, 344 Internships for Non-Majors I, II (1-3)

The internship provides non-majors an opportunity to develop communication skills and knowledge in a communication-related field such as advertising, public relations, television, radio, newspaper and training. Non-majors may take up to six hours of internship credit. *As required.*

COMM 345 Film Studies (3)

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

COMM 346 Children and Media (3)

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

COMM 347 Film Genre Studies (3)

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

COMM 348 Documentary (3)

This class examines documentary films. Students read film theory and criticism as part of the course and have the opportunity to produce a short documentary. *As required.*

COMM 350 Persuasion (3)

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

COMM 361 First Amendment (3)

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

COMM 362 Writing for New Media (3)

This production-based course examines issues related to reading and writing copy for the web. Students will develop the ability to communicate effectively in a multitude of online and electronic formats, including applications for journalism, advertising, public relations, and graphic design. (Prerequisite: COMM 120). *This course counts as an advanced writing course. As required.*

COMM 363 Global Media (3)

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

COMM 364 Integrated Marketing Communication (3)

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

COMM 400 Communication Ethics (3)

This class addresses ethical dilemmas found in communication. It is the capstone of the major and minor. Students apply professional, philosophical, and theological perspectives to case studies. Senior status or permission of instructor. *Every semester.*

COMM 405 Communication Research Methods**(3)**

Students learn essential quantitative and qualitative techniques used in communication research. The course will include such methods as survey, research, content and interaction analysis, ethnographic research, rhetorical criticism, and conversation and discourse analysis. *As required.*

COMM 423 Independent Study**(1–3)**

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

COMM 444 Internship I**(3)**

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

COMM 445 Internship II**(3)**

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

COMPUTER SCIENCE

Muzaffar Ali, Ph.D., Chair

Pasteur Hall 006J, Phone 502.452.8410, muzaffar.ali@bellarmine.edu

Gene Smith, Ph.D.

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

At present we offer two degree programs: Bachelor of Arts in Computer Science and Bachelor of Science in Computer Engineering. Both programs require computer science component representing the body of knowledge for Computer Science at the undergraduate level. This is accomplished by using a breadth-first strategy in object oriented programming, data structures, and logic design courses. The department also requires in both programs an in-depth study in operating systems, software engineering, and networking. Both degree programs require further courses in computer science and other disciplines to provide depth. A math minor is required for both majors.

Mission of the Department of Computer Science

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

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

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

Requirements for a Minor in Computer Science, 19 hours

C.S. 130, 131, 215, and nine additional hours at the 300 level or above. Students interested in scientific areas should consider C.S. 305, 310, 322, and 330. Those interested in information systems should consider C.S. 300, 335, 339, and 400.

Bachelor of Arts in Computer Science

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

Required courses: C.S. 130, 131, 215, 221, 305, 310, 322, 330, 400, 415 and nine hours selected from 300- or 400-level Computer Science courses. Required related courses: ECON 111, MATH 117, 118, 120, 215, 314 or 352, 321; PHYS 205, 206. Mathematics minor required.

COMPUTER SCIENCE

Suggested Program for Bachelor of Arts Degree

Freshman Year

Computer Science 130.....	4	Computer Science 131.....	3
Gen Ed Mathematics 117.....	4	Mathematics 118.....	4
Mathematics 120.....	3	Gen Ed Freshman Seminar (IDC 101)...	3
Gen Ed English 101.....	3	Gen Ed Economics 111.....	3
Freshman Focus (IDC 100).....	1	Gen Ed Philosophy 160.....	3
Gen Ed History 116 or 117.....	3		
	18		16

Sophomore Year

Computer Science 215.....	3	Computer Science 221.....	4
Mathematics 215.....	3	Gen Ed Physics 206.....	4
Mathematics 321.....	3	Gen Ed Sophomore Seminar (IDC 200)...	3
Gen Ed Physics 205.....	4	Gen Ed Theology 200.....	3
Gen Ed English 200.....	3	Elective.....	3
	16		17

Junior Year

Computer Science 310 or 330.....	3	Computer Science 415 or 400.....	3
Computer Science 322 or Elective.....	3	Elective.....	3
Computer Science 305 or Elective.....	3	Computer Science Elective.....	3
Mathematics (314 or 352) or Elective....	3	Gen Ed Junior Seminar (IDC 301).....	3
Gen Ed Philosophy 301.....	3	Mathematics (352 or 314) or Elective...	3
	15		15

Senior Year

Computer Science 330 or 310.....	3	Computer Science 400 or 415.....	3
Computer Science Elective or 322.....	3	Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Fine Arts Req.....	3	Gen Ed Theology Elective.....	3
Elective or Mathematics (314 or 352)....	3	Mathematics (352 or 314) or Elective...	3
Computer Science Elective or 305.....	3	Elective.....	3
	15		15

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours of Computer Science courses may be used in the 126 hour BA degree program.

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

Bachelor of Science in Computer Engineering

The Bachelor of Science in Computer Engineering provides the student with an opportunity to pursue studies in the hardware area of the field of computers. Through requiring courses in programming, logic, and software design, the emphasis of the program is on electronics, systems design, and architecture.

Requirements for a Major in Computer Engineering, 51 hours

Basic courses: C.S. 130, 131, 215, 221, 305, 310, 324, 330, 360, 365, 400, 415, 421, 425, and six hours selected from the 300- or 400-level Computer Science courses. Required related courses: ECON 111; MATH 117, 118, 120, 215, 321 and any course from MATH 301, 314, 315, 352, 405 or 430; PHYS 110, 111, 205, 206. Mathematics minor required.

COMPUTER ENGINEERING

Suggested Program for Bachelor of Science Degree

Freshman Year

Computer Science 130.....	4	Computer Science 131.....	3
Gen Ed Mathematics 117.....	4	Mathematics 118.....	4
Mathematics 120.....	3	Gen Ed Physics 111 or Philosophy 160.....	3
Gen Ed Physics 110 or History 116 or 117.....	3	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed English 101.....	3	Gen Ed Economics 111.....	3
Freshman Focus (IDC 100).....	1		
	18		16

Sophomore Year

Computer Science 215.....	3	Computer Science 221.....	4
Mathematics 215.....	3	Philosophy 160 or Gen Ed Physics 111.....	3
Mathematics 321.....	3	Gen Ed English 200.....	3
Physics 205.....	4	Physics 206.....	4
Gen Ed History 116 or 117 or Physics 110.....	3	Gen Ed Sophomore Seminar (IDC 200)	3
	16		17

Junior Year

Computer Science 305 or 330.....	3	Computer Science 324 or 365....	4 or 3
Computer Science 310 or 360.....	3	Computer Science 415 or 425.....	3
Computer Science Elective or 421.....	3	Computer Science Elective or 400.....	3
Math.(314 or 352) or Gen Ed IDC 301.....	3	Gen Ed IDC 301 or Math. (314 or 352)....	3
Mathematics 301.....	3	Gen Ed Theology.....	3
	15		16 or 15

Senior Year

Computer Science 330 or 305.....	3	Computer Science 365 or 324.....	3 or 4
Computer Science 360 or 310.....	3	Computer Science 425 or 415.....	3
Computer Science 421 or C.S. Elective.	3	Computer Science 400 or C.S. Elective.	3
Philosophy 301.....	3	Gen Ed IDC 401.....	3
Gen Ed Fine Arts.....	3	Gen Ed Theology Elective.....	3
	15		15 or 16

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 51 hours of Computer Science courses may be used in the 126 hour B.S. program.

Computer Science Course Descriptions

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

C.S. 110 Introduction to PC Hardware and Software (3)

An introduction to personal computer hardware and software: the system board, floppy and hard drives, trouble shooting fundamentals, managing memory, power supplies, operating systems. *As required.*

C.S. 111 Introduction to Visual Basic (3)

An introduction to Visual Basic, user interface, project management, I/O statements, data manipulation, procedures, conditional processing, looping, graphics, data structures, files, and communicating with other applications. *As required.*

C.S. 116 Computer Applications Software (3)

An introduction to computers, operating systems, and to some of the applications of computing today (word processing, spread sheets, databases, presentation graphics, email, and integration of these applications); discussion of internet; a discussion of the historical, social, and ethical aspects of computers. *Every semester.*

C.S. 117 Website Development (3)

Effective interaction with internet; introduction to the World Wide Web, email, file transfer protocol (FTP), Telnet, and other features of internet; introduction to web authoring tools; creation of web pages and website using hyper text markup language (XHTML) and other web authoring tools. *Every semester.*

C.S. 130 Programming Fundamentals (4)

Introduction to fundamental concepts of procedural programming; data types, control structures, functions, arrays, and files; the mechanics of running, testing, and debugging; problem solving techniques; multiple operating system environments; basic web page development; introduction to the historical and social context of computing and an overview of computer science as a discipline. *Every fall.*

C.S. 131 The Object-Oriented Paradigm (3)

Introduction to the concepts of object-oriented programming; definition and use of classes along with the fundamentals of object-oriented design; inheritance and polymorphism; overview of programming language principles; simple analysis of algorithms; basic search and sorting techniques, and an introduction to software engineering issues; introduction to templates. (Prerequisite: C.S. 130.) *Every spring.*

C.S. 215 Data Structures (3)

Algorithmic notation; algorithm design; elementary data structures and their storage representations; linear data structures and their sequential and linked representations; nonlinear data structures and their storage representations; memory management; file processing; sorting and searching algorithms. (Prerequisites: C.S. 131, Math. 120.) *Every fall.*

C.S. 217 Advanced Web Site Development (3)

Web page development tools; web page formatting and web site development using Dynamic HTML and XML; introduction to scripting using JavaScript and/or VBScript; web application development. (Prerequisite: C.S. 117 or permission of instructor.) *As required.*

C.S. 221 Logic Design (4)

An introduction to logic design, including logic gates; combinational and sequential circuits; circuit simplification using Karnaugh maps and Boolean functions; flip-flops as employed in semiconductor memories; counters and registers; electronic implementation of binary arithmetic. Experiments. (Prerequisite: C.S. 131.) *Every spring.*

C.S. 300 Database Management Systems (3)

Organization; independence of and relationships among database concepts; logical and data structure representation of hierarchical, network and relational data models; data normalizations; description languages, query facilities; file organization and security; index organization. (Prerequisite: C.S. 215.) *Fall, even years.*

C.S. 305 Assembly Language Programming (3)

Computer structure and number systems; concepts and instruction format of assembly language; addressing techniques; macros; conditional assembly; file I/O; program segmentation and linkage; future trends. (Prerequisite: C.S. 131.) *Fall, odd years.*

C.S. 310 Operating Systems (3)

Classification schemes for operating systems; resource-manager model of an operating system; system structure; memory management; process management; design techniques; implementation of a simple operating system and related software. (Prerequisites: C.S. 215.) *Fall, odd years.*

C.S. 311 Application Development in Visual Languages (3)

Design of an effective application interface in visual environment; procedures, variables, and operations; projects, forms, and modules; data structures and control structures; data files and database management; input and output techniques; objects and classes; ActiveX components, and web connections. (Prerequisite: C.S. 215.) *As required.*

C.S. 320 Artificial Intelligence (3)

A study of computer systems that perform behavior that is indicative of intelligence were it to have been performed by humans. An introduction to heuristic searches, logical reasoning, language understanding, perception, expert systems, and related issues in the philosophy of mind and in psychology. (Prerequisite: C.S. 215.) *As required.*

C.S. 322 Translator Construction: Theory and Applications (3)

The purpose of translators; different types of translators; formal language concepts including syntax and basic characteristics of grammars; lexical analysis and parsing techniques; interpretative languages. (Prerequisite: C.S. 215.) *Fall, odd years.*

C.S. 324 Microprocessors: Architecture, Programming, and Interfacing (4)

Programming concepts in machine language; microprocessor familiarization; microprocessor operation and programming; memory interfacing using programmable logic devices, I/O interfacing, and PIAs; experiments. (Prerequisite: C.S. 305.) *Spring, even years.*

C.S. 330 Algorithms (3)

Algorithm design techniques, including backtracking, heuristics, recursion, and simulation; experimental and analytical determination of algorithm performance; applications of algorithm design to various areas of computer science, such as artificial intelligence and systems programming. (Prerequisite: C.S. 215.) *Fall, even years.*

C.S. 335 e-Commerce Technologies (3)

Programming e-commerce applications; telecommunications and network technologies; e-business and e-commerce models and business issues; client- and server-side scripting; embedding multimedia in web pages; database design and development for e-commerce; session tracking; and e-commerce security issues. (Prerequisite: C.S. 215.) *Spring, odd years.*

C.S. 339 Information Systems Design and Analysis (3)

Concepts and techniques needed to implement a computer-based information system; I/O media; computer configurations; file design; program types; data controls; cost evaluations; systems flowcharting; the role of the systems analyst. (Prerequisite: C.S. 215.) *Spring, even years.*

C.S. 341 Interactive Computer Graphics (3)

The basic concepts of computer-aided graphics and design are introduced with hands-on approach using various graphics packages. Emphasis is on interactive computer display of graphics using device independent graphics primitives and transformations. (Prerequisites: C.S. 215, Math 215.) *As required.*

C.S. 360 Computer Design (3)

Digital design methodology; design techniques for digital systems; basic machine organization; control unit implementation and interface design. (Prerequisite: C.S. 221.) *Fall, even years.*

C.S. 365 Digital Systems Design (3)

Introduction to the digital logic design; combinational logic; sequential logic; implementation of sequential circuits; implementation of large systems. (Prerequisite: C.S. 221.) *Spring, odd years.*

C.S. 400 Software Design and Development (3)

Design techniques; formal models of structured programming; organization and management; estimating program libraries; documentation; organization of a large-scale project by students. (Prerequisite: C.S. 215.) *Spring, odd years.*

C.S. 415 Data Communications and Computer Networks (3)

Traditional star networks vs. various distributed designs; access methods and protocols; data communications hardware; software and transmission media; systems design considerations; implementation and upgrading, including common carrier options; computer networks. (Prerequisite: C.S. 215.) *Spring, even years.*

C.S. 421 Computer Science Research (3)

Selected topics in computer science, intended to draw together and unify the various subject areas of the computer science program. Emphasis given to research, written and oral reports. (Prerequisite: permission of instructor.) *Fall, even years.*

C.S. 423 Independent Study or Research (3)

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

C.S. 425 Advanced Computer Architecture (3)

Existing architecture; proposed architectures; arithmetic system design; interconnection schemes and performance evaluation; VLSI and computer architecture, case studies. (Prerequisite: C.S. 360.) *Spring, odd years.*

C.S. 440 Computer Science Seminar (3)

A seminar on topics that are common to all computer science programs. Topics chosen to be studied will be determined in advance by the instructor with the consent of the chairperson of the department. (Prerequisite: senior standing in a computer science program.) *As required.*

C.S. 444, 445 Internship I, II (3, 3)

The intern is provided with work experience and training to gain an understanding of the uses of the computer in an outside setting. (Prerequisite: junior or senior standing in computer science.) *As required.*

CRIMINAL JUSTICE STUDIES

Curtis Bergstrand, Ph.D., Program Director

Pasteur Hall 161, Phone 502.452.8145, cbergstrand@bellarmine.edu

Matisa Wilbon, Ph.D.; Frank Hutchins, Ph.D.

Adjunct Faculty: Nancy Schrepf, Psy.D.; Greg Smith, M.A.; Steve Smith, M.A.; William Curley, M.A.

An interdisciplinary degree, the B.A. in Criminal Justice Studies offers a variety of courses which give the student a unique perspective on the criminal justice system and prepares them for leadership roles in this career area. In addition to applied and experiential classes which give practical and “hands-on” knowledge, selected humanities courses in philosophy, psychology, literature, and drama provide interpretations of issues involving crime and society that can only be found in a truly liberal arts education. Faculty in the program have been selected because of their vast experience in the criminal justice field, from criminal profiling to police and correctional administration and law.

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

Required, minimum Department major, 36 semester hours: CJS. 205, 210, 306, 307, 331, 410, 419, 444, 445; PSYC 410 or CJS. 415; PHIL 320 or PHIL 432 or CJS. 310; CJS. 319. Required related courses: SOC. 101, PSYC 304, and MATH 205.

Requirements for a minor in Criminal Justice Studies, 18 hours

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

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

CRIMINAL JUSTICE STUDIES**Suggested Program for Bachelor of Arts Degree****Freshman Year**

Sociology 101.....	3	CJS. 210.....	3
Gen Ed English 101.....	3	Gen Ed Mathematics 205.....	4
Gen Ed IDC 101.....	3	Gen Ed Natural Science Req.....	3
Freshman Focus IDC 100.....	1	Gen Ed Philosophy 160.....	3
Gen Ed History 116 or 117.....	3	Elective.....	3
Gen Ed Social Science Req.....	3		
	16		16

Sophomore Year

CJS. 205.....	3	CJS. 306.....	3
Gen Ed Fine Arts Req.....	4	Psychology 304.....	3
Gen Ed Natural Science Req.....	3	Gen Ed IDC 200.....	3
Gen Ed English 200.....	3	Gen Ed Theology 200.....	3
Elective.....	3	Elective.....	3
	16		15

Junior Year

CJS. 307.....	3	CJS. 444.....	3
CJS. 331.....	3	CJS. 319.....	3
CJS. 415 or PSYC 414.....	3	Gen Ed IDC 301.....	3
Gen Ed Philosophy 301.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Senior Year

CJS. 410.....	3	CJS. 419.....	3
CJS. 445.....	3	CJS. 310/PHIL 320/PHIL 432.....	3
Gen Ed IDC 401.....	3	Gen Ed Theology Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

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

Criminal Justice Studies Course Descriptions

CJS. 150 Practicum: Books Behind Bars

(1)

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

CJS. 205 Sociological Theory I

(3)

An overview of the major theoretical schools of sociology, including their historical development and contemporary expressions. Cross-listed with SOC. 205. (Pre/corequisite: SOC. 101.) *Once per year.*

CJS. 210 Criminal Justice

(3)

An overview of the criminal justice system including the history of law, the police and police powers, the courts, prisons, and strategies for criminal rehabilitation. Cross listed with SOC. 210. (Pre/corequisite: SOC. 101.) *Every year.*

CJS. 306 Juvenile Delinquency

(3)

The Juvenile Court as seen through recent Supreme Court decisions as they affect the determination, handling and rehabilitation of delinquents. Analysis of casual factors. Cross-listed with SOC. 306. (Pre/corequisite: SOC. 101.) *Every year.*

CJS. 307 Criminology

(3)

An examination of societal and social-psychological factors involved in crime and the motives of the offender. Topics range from the "traditional" male street criminal but the female offender and white collar/corporate/governmental crime. (Pre/corequisite: SOC. 101.) *As required.*

CJS. 310 Comparative Criminal Justice Systems

(3)

A comparison of the U.S. system of justice with other societies and cultures, particularly other industrialized or industrializing nations. (Prerequisites: CJS./SOC. 210.) *As required.*

CJS. 319 Topics in Humanities and Crime

(3)

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

CJS. 331 Corrections

(3)

Trends in correctional philosophy in the U.S. are examined. The history and role of prisons in the criminal justice system is analyzed as well as community based corrections, probation and parole, half-way houses, and other alternatives to imprisonment are discussed. (Pre/corequisite: SOC. 101.) *Every year.*

CJS. 341 Topics in Criminal Justice

(3)

One-time or experimental courses which are not intended to be a regular offering within the permanent curriculum. (Prerequisites: SOC. 101; CJS./SOC. 210.) *As required.*

CJS. 343/344 Internship for non-majors

(3, 3)

A course designed for students who are not Criminal Justice majors but wish to experience an internship in this field. The student is placed in an applied setting in the criminal justice system and supervised by a professional selected by the Director of the CJS. program. (Corequisites: SOC. 101 and SOC/CJS. 210 or permission.) *Every semester.*

CJS. 410 Research I (3)

Basic concepts of research methods and design. Each student is guided through the logical steps of constructing a research design. The research problem will focus specifically on issues within criminal justice. This research will be carried out in CJS. 419. Cross-listed with SOC. 410. (Prerequisite: MATH 205, SOC. 101.) *Every year.*

CJS. 415 Criminal Profiling (3)

An overview of the art and science of identifying the perpetrator of a crime through an analysis of crime scene information and other behavioral pattern of the offender. (Pre/corequisite: SOC. 101.) *As needed.*

CJS. 419 Research II (3)

An advanced methodology course in which the student carries out a previously designed research project on a criminal justice topic (CJS. 410). Intensive supervision and guidance by the instructor in the conduct of research and the writing of professional research reports is emphasized. Cross-listed with SOC. 419. (Prerequisites: CJS./SOC. 410 or PSYC 310 and permission of instructor.) *Every year.*

CJS. 423 Independent Study (1-3)

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

CJS. 444/445 Internships in Criminal Justice I, II (3, 3)

The student is placed in an applied setting in the criminal justice system and supervised by a professional selected by the Director of the CJS. program. Typically this requirement involves two 3 credit hour placements of 90 contact hours each. Up to 3 credit hours of Criminal Justice Practicum 150 (Books Behind Bars) may be applied to this requirement. *Every semester.*

Liberal Arts Modules – 9 Hours

The Liberal Arts Modules are designed to assure that a graduate of the program is exposed in some depth to the philosophical, cultural, social, and social psychological factors upon which our legal system rests. The student is given a choice of courses within specific content areas or “modules.” Module offerings are flexible with alternatives offered on a semesterly basis.

MODULE I: Psychological Aspects of Crime

One of the following is required for a total of 3 credit hours

CJS. 415 Criminal Profiling, PSYC 410 Psychology and Law, or other CJS. Topics courses as needed.

MODULE II: Philosophical Assumptions of Our Legal System

One of the following is required for a total of 3 credit hours

CJS. 310 Comparative Criminal Justice Systems, PHIL 320 Philosophical Foundations of the U.S. Constitution, PHIL 432 Philosophy of Law, or other CJS. Topics courses as needed

MODULE III: Crime and the Humanities

One of the following is required for a total of 3 credit hours

CJS. 319 Topics in Humanities and Crime or other CJS. Topics courses as needed

ECONOMICS

Francis E. Raymond, Ph.D., Chair

Horrigan Hall 012-I, Phone 502.452.8487, fraymond@bellarmine.edu

Daniel L. Bauer, DBA; Robert L. Brown, Ph.D., J.D., CPA; Carl Hafele, MBA, CFA, CPA; Myra J. McCrickard, Ph.D.; Bradley Stevenson, Ph.D

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

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

Economics provides an excellent background for students planning to pursue graduate work in business, international studies, public policy and law. Students with undergraduate or advanced degrees in economics may pursue a wide range of careers in both the private and public sectors. Private-sector opportunities include jobs in areas such as banking, finance, insurance, real estate, marketing, data management, general management and research and development. Opportunities in the public sector include jobs at the local, state or federal level of government or with organizations such as the Federal Reserve Bank. Some graduates have also pursued careers in academia by going on to earn doctorates. Some have become entrepreneurs who operate their own business.

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

Economics Learning Objectives

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

Requirements for a Major in Economics, 27-36 hours

Basic courses: ECON 111, 112, 231, 232, 314, 410, 441, 499, and six hours selected from other 300- or 400-level courses in Economics. Required related courses: MATH 205 or 315 and 125 or 117. For the maximum of 36 hours permitted in the Department, nine additional hours may be selected from other courses in Economics. Any student who is considering entering a graduate program in economics should notify his/her academic advisor as soon as possible. Successful entrance and completion of such a program may require that the undergraduate student complete additional courses in mathematics.

Note for Rubel School Double Majors:

Students may double major in Economics and all other Rubel majors. Double majors in Economics/ Finance must complete an additional upper-level ECON elective.

Requirements for a Minor in Economics, 22 hours

ECON 111, 112, 231 or 232, nine hours selected from 200-, 300- or 400-level courses in Economics, and MATH 125 or 117.

Requirements for a Minor in Sports Studies, 18 hours

ECON 106, PSYC 214, COMM 324, B.A. 206, HIST 210, and EXSC 140.

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 Seminar (IDC 101)..	3
Freshman Focus (IDC 100).....	1	Gen Ed Philosophy 160.....	3
Gen Ed History 116 or 117.....	3	Gen Ed Natural Science.....	3
Gen Ed Social Science.....	3		
	17		16

Sophomore Year

Economics 231.....	3	Economics 232.....	3
Gen Ed English 200.....	3	Gen Ed Sophomore Seminar (IDC 200)	3
Gen Ed Theology 200.....	3	Gen Ed Natural Science.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

Junior Year

Economics 410.....	3	Economics 314.....	3
Gen Ed Junior Seminar (IDC 301).....	3	Economics Elective.....	3
Gen Ed Fine Arts Req.....	3	Gen Ed Philosophy 301.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Senior Year

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

Gen Ed courses may be taken in semesters other than the ones listed above. No more than 36 hours in economics may be used in a student's 126-hour degree program.

† Students may take MATH 315 instead of MATH 205 but in doing so will only earn 3 credits, necessitating completion of an additional elective.

Economics Course Descriptions

ECON 106 Economics of Sports (3)

This course considers the economic aspects of sports and how sports impact the economy, as well as how economic issues are often the driving forces as to how sports are organized and run. The course will deal with major economic issues affecting sports such as stadium financing, cost and benefits of franchises to cities, sports franchises as profit-maximizing firms, monopoly and antitrust, game theory and competitive balance, labor markets for sports including the application of human capital theory and discrimination, labor unions, role of NCAA in sports, Olympic and amateur sports, and public vs. private school sports. It will look at these issues through the lens of the major sports of baseball, basketball, football, and hockey. This course cannot be used towards an Economics major or minor.

ECON 111 Principles of Microeconomics (3)

Economics is the study of how people and societies choose when they face scarce resources to produce goods and services. The microeconomics course analyzes the private sector of the economy, emphasizing the decision making process of consumers and business firms. The allocation of goods and services in a private enterprise system as well as the implications of market structure (pure competition, monopolistic competition, oligopoly, and monopoly) is also discussed. *Every semester.*

ECON 112 Principles of Macroeconomics (3)

Economics is the study of how people and societies choose when they face scarce resources to produce goods and services. The macroeconomics course analyzes the public sector of the economy, focusing on the decision making process of government. The role of government in solving problems such as market failure, poor information, lack of competition in markets and economic instability is discussed. Aggregates used to measure economic activity as well as the causes of and policy prescriptions for unemployment and inflation is emphasized. (Prerequisite: ECON 111.) *Every semester.*

ECON 231 Intermediate Microeconomic Theory (3)

Microeconomics focuses on the behavior of individual economic units, primarily consumers and business firms, and considers how their decisions are coordinated through interactions in markets. The theoretical development and empirical verification of economic relationships is emphasized. Topics include consumer choice, firm behavior markets for goods and inputs, and market structure. (Prerequisites: ECON 111,112; Corequisite: MATH 125 or 117.) *Every fall.*

ECON 232 Intermediate Macroeconomic Theory (3)

Macroeconomics focuses on aggregate economic behavior, emphasizing the determination of national income, employment, production, and prices as an outcome of the interactions among product, labor and financial markets. The theoretical development and empirical verification of economic relationships is emphasized. Monetary and fiscal policies designed to maintain economic stability or enhance growth and development are analyzed within the context of Classical and Keynesian paradigms. (Prerequisites: ECON 111,112; Corequisite: MATH 125 or 117.) *Every spring.*

ECON 305 Labor Economics (3)

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

ECON 308 Money and Banking**(3)**

This course focuses on the role of financial markets, asset pricing, banking and financial market regulations, money demand and supply, and the determination of interest rates and exchange rates. This course also explores the Federal Reserve System, monetary policy and the impact of incomplete information on the banking system. (Prerequisites: ECON 111,112.) *As required.*

ECON 314 International Trade and Finance**(3)**

This course examines the causes and consequences of the exchange of goods, services and assets between nations, and policies affecting international markets. The trade portion of the course reveals the principle of comparative advantage within the Ricardian model of trade, including the impact of factor endowments on trade patterns and the consequences of trade restrictions or unions. The finance portion of the course analyzes currency markets, purchasing power parity, covered interest arbitrage, international capital flows, and the balance of payments. (Prerequisites: ECON 111,112.) *Every semester.*

ECON 315 Law and Economics**(3)**

Economic analysis is used to evaluate laws and legal institutions. The role of the legal system as a solution for allocative inefficiency in markets is examined by discussing the importance of economics on the development of laws and the effect of laws on the allocation of resources. (Prerequisites: ECON 111,112.) *As required.*

ECON 341, 342 Basic Issues in Economics I, II**(3, 3)**

Specific topics in economics currently of interest to faculty and students are examined. (Prerequisites: ECON 111, 112 or permission of the instructor.) *As required.*

ECON 346 Public Economics**(3)**

This course examines a variety of topics, including the welfare implications of expenditure and taxation policies of governments, the economic rationale of governmental provision of goods and services, and the efficiency and distributive aspects of taxation on household and firm behavior. Possible topics include the responsibility of government to provide health care and education and to protect environmental assets. (Prerequisites: ECON 111,112.) *As required.*

ECON 351 Investment Theory**(3)**

This course concentrates on investment portfolios and risk, with a focus on markets affecting the allocation of and returns on stocks, bonds and options. Related topics include financial statements analysis, the Black-Scholes model for valuing options, as well as measures and means for assessing financial performance when deciding optimal investment strategy. (Prerequisites: ECON 111,112; MATH 205 or 314.) *As required.*

ECON 410 Econometrics**(3)**

This course develops statistical methods to estimate and test economic models. The method of ordinary least squares regression is examined in detail following a review of basic probability and statistics. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity, and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. Applications of empirical techniques may include topics such as the relationship between unemployment and inflation, wages and productivity, or exchange rates and trade. (Prerequisites: ECON 111,112, MATH 125 or 117, MATH 205 or 315, ECON 231 or permission of the instructor.) *Every year.*

ECON 423 Independent Study (1–3)

The independent study involves a tutorial for students with specific interests in which the student works independently with a member of the economics faculty for one to three hours of academic credit. To register the student must fill out an Independent Study application available in the registrar's office. The application must be approved by the directing faculty member, the departmental chairman, and the dean. (Prerequisites: ECON 111,112.) *As required.*

ECON 441 Senior Seminar in Economic Research (3)

The senior seminar provides a capstone experience for students who major in economics. Several contemporary topics in economic research will be explored throughout the semester. The particular topics selected will be determined by the instructor. As the required capstone experience for economics majors, this course is designed to enhance the student's ability to synthesize theoretical concepts, analytical tools, and econometric techniques developed in previous courses. An original research paper is required in order to complete the course. (Prerequisites: ECON 231, 232 and 410.) *Every spring.*

ECON 444, 445 Economics Internship I, II (3, 3)

Placement at an organization in a position requiring economic decision-making. Students receiving an economics internship must fill out an application available in the registrar's office. The application must be approved by the directing faculty member, the departmental chairman, and the dean. A paper is required. One to three hours of academic credit may be awarded. (Prerequisites: ECON 111,112.) *As required.*

ECON 499 Senior Comprehensive Exam in Economics (0)

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

EDUCATION

Cindy Gnadinger, Ed.D. Dean

Anne Bucalos, Ed.D., Associate Dean

BOB 325, Phone 502.452.8076, cgnadinger@bellarmine.edu, abucalos@bellarmine.edu

Sonya Burton, MAT; Bob Cooter, Ed.D.; Kathy Cooter, Ph.D.; Mary Goral, Ph.D.; Christy McGee, Ed.D.; Theresa Magpuri-Lavell, Ed.D.; Corrie Orthober, Ph.D.; David Paige, Ed.D.; Lauren Pohl, M.A.; Adam Renner, Ph.D.; Belinda Richardson, Ed.D.; John Sizemore, M.Ed.; Kevin Thomas, Ph.D.; Dottie Willis, Ed.D.

Jean Green, Placement Director

Bellarmino Office Building, 502.452.8191, jgreen@bellarmine.edu

“Educator As Reflective Learner”

The Annsley Frazier Thornton School of Education at Bellarmine University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036, and approved by the Kentucky Education Professional Standards Board. It offers programs leading to teacher certification in Elementary (Primary – 5), Middle School (5 – 9), Secondary (8 – 12) and Special Education, Learning and Behavior Disorders (Primary – 12).

In order to meet the needs of diverse learners in the schools of the 21st century, Bellarmine’s program is designed to offer certification in elementary grades and special education or middle grades and special education. All graduates from these programs, which can be completed in four (4) years, will have two teaching certifications, one in regular education and one in special education.

Our secondary education program offers teaching certification for grades 8 – 12 in the following content areas: biology, chemistry, English, mathematics, and social studies. Secondary education students graduate with a content major emphasis and teacher certification in that content area.

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

Accreditation

All teacher education programs at the advanced level are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; and approved by the Kentucky Education Professional Standards Board.

Program Objectives

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

- works collaboratively across disciplines, school corridors/environments, and community settings to

foster student learning;

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

Continuous Assessment Plan

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

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

Admission to Teacher Education (Transition Point 1)

Students preparing for the teaching profession and initial teacher certification must be accepted into the teacher education program. Formal application for admission may be made upon completion of a required set of courses which includes Education 200, Foundations of Education. Applications are obtained through the School of Education Office. Transfer students desiring teacher certification will be screened upon completion of twelve semester hours at Bellarmine.

General criteria for acceptance into teacher education programs are as follows:

1. Evidence of specific competency levels in the following basic skills: oral and written communication, reading, writing and mathematics. Applicants to teacher education must demonstrate these competencies through their liberal arts and professional course work (including experiences in the field) and by meeting minimum score requirements on the American College Test (ACT) or other tests sanctioned by the School of Education.
2. A minimum cumulative grade point average of 2.5.
3. A minimum grade of B- in all Education classes.
4. A minimum grade of C+ in ENGL 101; COMM. 103 or 205.
5. Elementary & Middle School majors – a minimum grade of C+ in MATH 101 and 102.
6. Successful completion of transition point benchmarks.
7. Receipt of recommendations from instructors of Education courses, selected General Education courses, and cooperating teachers of field-based experiences.
8. Appropriate teacher dispositions as delineated by the School of Education.

Application for the Professional Semester (Transition Point 2)

Application for the Professional Semester must be filed with the School of Education during the spring semester prior to the term in which the student plans to student teach. Students must have been accepted into the teacher education program. General criteria for acceptance into the Professional Semester are the following:

1. Senior standing as determined at Bellarmine University by satisfactory completion of 90 or more semester hours of course work.

2. Required number of field experiences.
3. Acceptable academic requirements including:
 - a. An overall academic standing of at least 2.5.
 - b. An academic standing of at least 2.5 in the teaching major and teacher education program.
 - c. Completion of three-fourths of all required professional Education courses with an academic standing of at least B- in each course.
 - d. Completion of at least three-fourths of the course work for the teaching major and/or all of the course work.
 - e. Approval of the Teacher Education faculty. This decision is based upon evidence that the student demonstrates maturity, interpersonal and communication skills, and the attitudes, dispositions, knowledge, competence and judgment necessary to be an effective teacher.
 - f. Appropriate teacher dispositions as delineated by the School of Education.

Exit from the Program (Transition Point 3)

Successful program completion is based on satisfactory completion of all the program requirements.

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 Professional Semester experience, and
 - c. the student has completed the approved program of studies for the certificate to be issued.
2. The Teacher Education program graduate must pass the appropriate PRAXIS Assessments.

The application for certification can be obtained in the School of Education office once the above criteria are met. Upon receipt of a completed certification application, the Kentucky Education Professional Standards Board issues a Statement of Eligibility. When the candidate has secured employment and returned a Confirmation of Employment, the State issues a provisional one-year certificate for the Kentucky Teacher Internship Program (KTIP).

Programs of Study

Specific programs of study for each teacher education program are outlined in this section. Curriculum advisement contracts for each of these programs are available in the School of Education office.

Dual Certification

Bellarmino's School of Education is leading the nation in innovative teacher education programs. Bellarmine is one of a small number of colleges and universities in the nation creating a more comprehensive teacher preparation program which incorporates the national standards for teacher competencies and the state standards (Kentucky Teacher Standards) by requiring all undergraduate students interested in teaching elementary or middle grades to complete a four year program which leads to certification in both general education and special education for learning and behavior disorders.

The diversity of the typical classroom in private, public or parochial schools has changed dramatically, requiring that teachers come to the classroom prepared with a new and more varied set of competencies. National and state standards for teacher competencies have outlined the skills necessary for the teacher of tomorrow. The standards include skills in Planning, Learning Climate, Instructional Delivery, Assessment, Teamwork, Professional Growth, Personal and Professional Reflection. Embedded in each of these skill

areas are critical foundations of teaching which require the teacher to assess, understand and address the unique needs of students with educational disabilities and multicultural backgrounds.

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

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

Professional Education Courses

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

Corequisite Courses

Communications 103 or 205

Art 201 or 202

Mathematics 101 and 102

Academic Emphasis Special Education (29 hours)

Education 102, 111, 122, 214, 220, 312, 315, 362, 382, 420, 446

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

Professional Education Courses

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

Corequisite Courses

Communications 103 or 205

Mathematics 101 and 102

Art 201 or 202, or Fine Arts as appropriate

Areas of Specialization

Select one of the following:

English (21 hours)

English 201, 207, 208, 209

Education 315 (or ENGL 402), 334, 335, 339

Mathematics (25 hours)

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

Education 335, 336

(Math 231 is strongly recommended)

Social Studies (27 hours)

History 116, 117, 201, 202

Economics 111

Political Science 101 or 102

Sociology 101 or 201

Sociology 175 (Geography)

Education 335, 338

Science (25 hours)

Biology 130 and six hours selected from BIOL 111, 112, 113, 114, 115, 116, 117, 118

Chemistry 103, 104, 150

Physics 105 or 106

Education 335, 348

and

Special Education (29 hours)

Education 102, 111, 122, 214, 220, 312, 315, 362, 382, 421, 446

Secondary Education Program

The Annsley Frazier Thornton School of Education's four-year secondary teacher education program provides the critical skills necessary for a teacher in the general education classroom of today and tomorrow. This program requires the undergraduate student to develop an academic emphasis for teaching as well as the knowledge, skills, and dispositions that will improve the learning capacity of all students. Academic emphasis areas include English, Mathematics, Social Studies, Biology, Chemistry, Art, and Music.

High School (Secondary) Education Program, 8 – 12**Professional Education Courses**

Education 116, 131, 132, 200, 208, 212, 221, 341, 342, 355, 441, 442, 445

One content methods course selected from Education 231, 329, 338, 346, 349, or MATH 347.

Corequisite Courses

Communications 103 or 205

Areas of Specialization

Select one of the following:

Biology (48 hours)

Biology 130, 140, 220, 231, 240, 313, 314, 317, 408, 430

Chemistry 103, 104

Physics 205 (recommended)

Mathematics 117

Chemistry (49-50 hours)

Chemistry 103, 104, 205, 206, 301, 307, 309, 330, 411, 411L

Mathematics 117, 118

Physics 205, 206

Chemistry 130 (Earth Science)

English (42 hours)

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

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

Social Studies (48 hours)

History 116, 117, 201, 202, 323, 324; one course from 301, 302, 303, 304 or 313; one course from 319, 320, 321, 327, 415, or 421

Economics 111, 112

Political Science 101

Sociology 101 or 201

Psychology 103

Sociology 175 (Geography)

Art (P-12) 36 hours

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

Music (P-12) 48 hours

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

Undergraduate Programs in Education Course Descriptions

EDUC 102 Typical and Atypical Child Development Part A: Birth – Adolescence (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. *Every fall.*

EDUC 111 Field-Based Instruction (0-1)

Weekly experience in classrooms with children of diverse learning needs. *Every semester.*

EDUC 112/131 Introduction to School of Education (1)

Includes introduction to assessment plan of School of Education. (Corequisite: Concurrent enrollment in EDUC 200). *Fall: Elementary Majors; Spring: Middle and Secondary Majors.*

EDUC 116 Computer Applications in Education (3)

This course addresses the integration of computer technology into teaching. Preservice teachers will explore lesson design and alignment with technology to develop student-centered lesson plans in which technology is used as a *tool* for learning rather than as a delivery mechanism. Students will work with practical inquiry based examples while addressing both local and national educational standards. *Every semester.*

EDUC 122 Field Experience (1)

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

EDUC 132 Field Based Instruction (1)

Weekly experiences in secondary classrooms with adolescents of diverse learning needs. (Corequisite: Concurrent enrollment in EDUC 342.) (Secondary only.) *Every spring.*

EDUC 200 Foundations of Education (3)

Survey course on purpose of education, school as a social and historical institution, curriculum and philosophy of elementary, middle and secondary schools. Through field experiences students will focus on selected areas of interest and concentration. (Corequisite: Concurrent enrollment in EDUC 112/131). (Prerequisites: EDUC 102, 220 or 221). *Fall: Elementary majors; Spring: Middle and Secondary majors.*

EDUC 208 School Health, Nutrition and Physical Education (3)

An overview of current issues in school health, nutrition and physical education. A study is made of the various health-related agencies and facilities available to the school community. A module of physical exercises is included with application for school physical education. *Every semester.*

EDUC 212 Consultation and Collaboration Between School Professionals (3)

A study of children and youth with special needs, emphasizing accommodation in the classroom to help students reach their potential. Students will develop models of collaboration for teaching diverse learners. (Secondary Education students only). *Every fall.*

EDUC 214 Nature and Needs of Children with LBD (3)

An in-depth study of students having learning disabilities and behavior disorders with additional emphasis on diagnostic and assessment processes. (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 atypical development and students with disabilities. (Prerequisite: 102). *Every spring.*

EDUC 221 Psychology of Adolescence**(3)**

A study of the social, cognitive, physical and emotional 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 fall.*

EDUC 231 School Art Methods**(3)**

Designed to meet the needs of P-5, 5-9, 8-12 and Learning and Behavior Disorders P-12 majors in planning quality art programs. Familiarizes each student with a variety of art media and techniques of teaching art, with application for planning and integrating art in the total curriculum. *Every semester.*

EDUC 309 Classroom Management Strategies**(3)**

Students examine a variety of discipline theories and management strategies for establishing and maintaining a learning environment within the school setting. Simulations, role playing, group work and presentations are among the strategies used in the course. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 312 Methods and Procedures for Children with LBD**(3)**

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for learners with mild disabilities. (Prerequisite: Successful completion of EDUC 214. Concurrent enrollment in EDUC 122). *Every spring.*

EDUC 315 Speech, Language Development, and Culture**(3)**

Introduces the student to the typical and atypical development of speech and language in children, within a cultural context, with emphasis on providing opportunities for enriching experiences in diverse classroom settings. (Prerequisite: EDUC 102 and 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 and 220). *Every semester.*

EDUC 334 Literature for Children and Youth**(3)**

A survey of the historical development of literature for children and youth and an evaluation and application of selected works of the past and present. (Prerequisites: EDUC 102 and 220). *Every spring.*

EDUC 335 The Teaching of Reading**(3)**

An analysis of reading methodology and instructional techniques. Special emphasis is placed on the direct application of theory to the teaching of reading in the classroom. Teaching demonstrations and observation required. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 336 Teaching Mathematics**(3)**

Methods and materials for teaching mathematics in the early elementary and middle grades. A survey of the mathematics curriculum using the National Council of Teachers of Mathematics (NCTM) standards, micro-teaching sessions, and participation in school classrooms is included. (Prerequisites: Math 101, 102, and Admission to Teacher Education.) *Every fall.*

EDUC 337 Teaching Science**(3)**

Preservice teachers address science content, education resources, teaching strategies, and inquiry activities necessary to teach science in contemporary ways while using state and national education standards as a framework for making instructional decisions. (Prerequisites: Admission to Teacher Education and one general education science course). *Every spring.*

EDUC 338 Teaching Social Studies**(3)**

An analysis and application of methodology and instructional techniques in the content area of the social studies. Thematic units are introduced and developed. (Prerequisite: Admission to Teacher Education.) *Every spring.*

EDUC 339 Teaching Language Arts**(3)**

Designed for the teacher of language arts to help children and youth experience, observe, think and develop skills through listening, speaking, reading and writing. Teaching demonstrations and observation required. (Prerequisite: Admission to Teacher Education). *Every fall.*

EDUC 341 Special Topics in Curriculum - Secondary**(3)**

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 342 Teaching Secondary School Subjects**(3)**

The course includes the study and demonstration of a variety of teaching strategies, lesson planning, micro-teaching, and student assessment. (Prerequisite: Admission to Teacher Education, concurrent enrollment in EDUC 132). *Every spring.*

EDUC 343 Special Topics in Curriculum - Middle Grades**(3)**

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 346 Teaching English in the Secondary School**(3)**

This course provides an overview of current theories that will help guide the preservice teacher in the teaching of listening, speaking, thinking, reading, and writing at the secondary school level. Students are expected to develop teaching strategies that reflect best practices in the teaching of English as proposed by NCTE, IRA, and as outlined in the Kentucky Core Content for Assessment. Teaching demonstrations and observation required. *Every spring.*

EDUC 347 Teaching Mathematics in the Secondary Classroom**(3)**

This course provides an overview of methods and materials including technology that can be used to present the secondary school curriculum. Careful attention is paid to the NCTM standards. Field observation and teaching demonstrations are required in this course. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 348 Teaching Science in the Middle School (3)

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the middle school. Field observation and teaching demonstrations are required in the course. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 349 Teaching Science in High School (3)

Provides a broad range of science curricula, instructional strategies, materials and evaluation tools for teaching science in the high school. Field observation and teaching demonstrations are required in this course. (Prerequisite: Admission to Teacher Education). *Every spring.*

EDUC 355 The Secondary Classroom as a Learning Environment (3)

Explores in-depth strategies for enhancing learning, problem solving and critical thinking skills; development of a classroom management plan; and development of specific assessment strategies and scoring rubrics. A 30 hour field experience component in a secondary education setting is embedded in the course. (Prerequisite: Admission to Teacher Education). *Every fall.*

EDUC 362 Education Measurements (3)

An introduction to the foundations, techniques, procedures and application of measurement and evaluation, including performance-based and portfolio assessment for the regular education classroom. (Prerequisite: Admission to Teacher Education). *Every fall.*

EDUC 382 Early Childhood Education for Children with Special Needs (3)

Designed to introduce the student to the current practices, research and program issues in early childhood education of children with special needs. (Prerequisite: EDUC 102 and 220). *Every fall.*

EDUC 420 Supervised Professional Semester, LBD, Elementary Grades P – 5 (6)

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

EDUC 421 Supervised Professional Semester, LBD, Middle Grades (6)

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

EDUC 423 Independent Study (1-3)

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

EDUC 431 Supervised Professional Semester, Elementary Grades P – 5 (6)

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

EDUC 436 Special Topics in Curriculum - Elementary (3)

An in-depth study of current critical topics in education and society with emphasis on researching appropriate grade/level trends. (Prerequisite: Admission to Teacher Education). *Every spring.*

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

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

EDUC 443 Supervised Professional Semester, Middle Grades 5 – 9 (6)

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

EDUC 445 Reading in the Content Areas (3)

Familiarizes middle and secondary preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas. (Prerequisite: Admission to Teacher Education). *Every semester.*

EDUC 446 Professional Partnerships : Elementary & Middle School Majors (3)

Students will examine the dynamics of supportive and effective partnerships between general and special education professionals focusing on the teaching of diverse learners. *Every spring.*

ENGLISH

Frederick Smock, M.A., Chair

Alumni Hall 113, Phone 502.452.8091, fsmock@bellarmine.edu

**John S. Gattton, Ph.D.; Charles T. Hatten, Ph.D.; Anthony J. O’Keeffe, Ph.D.;
David Overbey, Ph.D.; Carole C. Pfeffer, Ph.D.; Annette H. Powell, Ph.D.;
Catherine Sutton, Ph.D.; Kathryn West, Ph.D.**

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 ENGL 201, *The World of Texts*, which introduces the student to the basic principles underlying the discipline. 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 ENGL 450, the Integrative Seminar. In working through the variety of courses, students in English may expect to find themselves engaged in the reading of novels, short stories, poems, films, and graphic novels, among other texts.

The deep literacy that one can achieve through careful work in the major prepares the student for a range of post-graduate opportunities. Naturally, one can pursue the discipline further, through graduate study in English. But the major in English can lead also to a wide range of professional opportunities. Graduates will find themselves qualified to work in such fields as law, journalism, banking, publishing and editing, advertising, medicine, management, public relations, teaching, grant and proposal writing, and academic administration. They will also be prepared for graduate study in such areas as library science, institutional technology, technical and scientific writing, and most all other humanities disciplines.

Departmental Mission Statement

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

Requirements for a Major in English, 37-52 hours

Basic courses: ENGL 201, 207, 208, 209, 210, 250, 412, 450, and fifteen hours selected from 300 and 400 level English courses. Students must take:

1. at least one upper-level course from American literature offerings;
2. at least one upper-level course from British literature offerings;
3. at least one 400-level course (which might coincide with #1 or #2) in addition to 412 and 450.

An internship will NOT suffice for the 400-level course.

Requirements for a Minor in English, 21–24 hours

ENGL 201; two of the following survey courses: ENGL 207, 208, 209, 210; ENGL 412; and nine-twelve hours of electives, no more than three hours of which can be at the 200-level.

General Reminders for Majors and Minors

1. The General Education courses (ENGL 101 and ENGL 200) do NOT count as part of a student's curriculum in the English Department. English majors and minors must take English 201, rather than English 200.
2. Per university guidelines, if a student exceeds 52 hours in the major, he/she must add the same number of hours to overall number of hours taken at Bellarmine.

Academic Policies for Majors and Minors

1. The successful completion of ENGL 101 is a prerequisite for all other English courses.
2. We recommend that ENGL 201 be taken first, but a student can enroll concurrently in a 300- or 400-level course with ENGL 201.
3. Students should take at least one half of the American Literature Survey before moving into upper-level American literature courses and one half of the British Literature Survey before moving into upper-level British literature courses.
4. **All students in the English Dept. must earn at least a C in coursework.** If a D or F is earned, the course must be repeated to count toward the major or minor.
5. Students are **strongly encouraged** to take several semesters of a foreign language to complement their major in English, especially if they plan to attend graduate school. Beginning fall of 2009, entering freshmen who declare an English major must take 6 hours of a foreign language or demonstrate an equivalent proficiency.

Department Activities for Students

1. Students majoring and minoring in English are encouraged to involve themselves in **Ariel, the department's literary society**. To strengthen their writing, students are also encouraged to write for the **literary magazine, Ariel**. This student-run organization offers many opportunities for students to enhance their writing and editing skills.
2. Our students have been very successful in the **Metroversity Writing Competitions**, which are held every spring. Our students fare well in these competitions, and our majors are encouraged to take advantage of this opportunity to hone their writing skills. **Work on the school newspaper and yearbook** represents another valuable avenue for students interested in writing.
3. English students are encouraged to apply for the annual **English-Speaking Union Scholarship**, in support of summer study in Great Britain.
4. English majors entering their junior or senior year are encouraged to apply for the annual **Elizabeth Norton Hagan Scholarship**, which provides a substantial cash award for that academic year.

English/Secondary Education Track

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

ENGL 300: Advanced Writing—Rhetoric
 ENGL 309: Technical Writing
 ENGL 312: Creative Writing—Poetry
 ENGL 313: Creative Writing—Fiction
 ENGL 314: Creative Writing—Non-Fiction
 ENGL 402: Modern Linguistics

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

ENGL 324: Multicultural American Literature
 ENGL 350: Contemporary International Literature
 ENGL 436: Women's Literature

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

ENGLISH**Suggested Program for Bachelor of Arts Degree****Freshman Year**

Gen Ed Natural Sciences	3
Gen Ed Freshman Seminar (IDC 101).....	3
Freshman Focus (IDC 100).....	1
Gen Ed English 101.....	3
Gen Ed History 116 or 117.....	3
Elective (Foreign Lang. advised).....	3
	16

Gen Ed Natural Science.....	3
Gen Ed Philosophy 160.....	3
Gen Ed Social Science	3
Elective (Foreign Lang. advised).....	3
ENGL 208 or 210	3

15

Sophomore Year

English 201	3
English 207	3
English 209	3
English 250	1
Elective.....	3
	13

English 208	3
English 210	3
Gen Ed Theology 200.....	3
Gen Ed Math Requirement.....	3
Gen Ed Sophomore Seminar (IDC 200).....	3

15

Junior Year

English Elective.....	3
English Elective.....	3
Gen Ed Junior Seminar (IDC 301).....	3
Gen Ed Philosophy 301.....	3
Elective.....	3
Elective.....	3
	18

English Elective.....	3
Gen Ed Theology Elective.....	3
Gen Ed Fine Arts	3
Elective.....	3
Elective.....	3

15

Senior Year

English 412.....	3
English Elective.....	3
Gen Ed Senior Seminar (IDC 401).....	3
Elective.....	3
Elective.....	3
Elective.....	3
	18

English 450.....	3
English Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3

15

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

English Course Descriptions

ENGL 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.*

ENGL 200 Reading Literature (3)

Reading Literature serves as a common general education course in literature. It aims to help students develop their abilities to read, understand, and appreciate literature—to *experience* it in such a way that they become confident and committed readers. Literary content will vary across sections and can be drawn from various ages and cultures, but the course shares the following emphases: close reading, clear and engaged writing, and strong self-reflection. NOTE—American and British survey courses, as well as upper level English courses, may be substituted for English 200. (Prerequisite: ENGL 101). *Every semester.*

ENGL 201 The World of Texts (3)

The World of Texts is the foundational course with which the student must begin study in the major. “English” is an unusually varied discipline, taking as its object of study almost every kind of text that human beings produce. Given that diverse range, a sense of fundamental organizing principles and practices is essential—and that is what this course is designed to explore. It introduces students to a range of critical theories, both traditional and contemporary, and provides a chance to practice their application through a strong writing component. This course should be completed by English majors **before** students can enroll in 300- and 400-level courses; non-majors may choose upper level English courses as electives without having English 201 as a prerequisite. (Prerequisite: ENGL 101.)

ENGL 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). (Prerequisite: ENGL 101). *Every fall.*

ENGL 208 American Literature Survey II (3)

This course surveys American literature from the Civil War to the present, typically organizing readings into three distinct literary movements: Realism/Naturalism, Modernism, and Postmodernism/Multiculturalism. Approaches combine close reading, literary and cultural history, and a variety of methodological lenses (such as gender, class, race, and form). Authors typically could include Mark Twain, Ambrose Bierce, Kate Chopin, Ernest Hemmingway, William Faulkner, F. Scott Fitzgerald, Toni Morrison, and Sandra Cisneros, among others. (Prerequisite: ENGL 101). *Every spring.*

ENGL 209 British Literature Survey I (3)

In this first part of the survey sequence, students study British Literature from the Anglo-Saxons to Milton, emphasizing such major authors as the Beowulf poet, the Gawain poet, Chaucer, Shakespeare, Donne, and Milton, and such major genres as epic, romance, lyric, poetry, and drama. Students study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. (Prerequisite: ENGL 101). *Every fall.*

ENGL 210 British Literature Survey II (3)

In this second part of the survey sequence, students study British Literature from 1660 to the present, emphasizing such major authors as Swift, Pope, Wordsworth, Mary Shelley, Tennyson, Hardy, Woolf, T. S. Eliot, and Yeats. Lyric poetry and fiction constitute the main genre focus. Students study this literature in its cultural contexts, developing a survey knowledge of the evolution of English literature as a basis for upper-level course work. (Prerequisite: ENGL 101). *Every spring.*

ENGL 250 Introduction to the Profession of English (1)

This course provides an introduction to the profession of English. Career opportunities and graduate programs in English are addressed in this class, and students develop plans to complete their work in the English Department and to prepare themselves for life beyond Bellarmine. This course should be completed before enrolling in 300- and 400-level courses. (Prerequisite: ENGL 101).

ENGL 251 Writing Center Theory and Practice (1)

English 251 introduces students to the theory and practice of effective consulting in the Writing Center at Bellarmine University through a combination of reading, writing, and discussion activities. The course includes a practicum component of five hours as part of the coursework. (Prerequisite: ENGL 101 and instructor permission).

ENGL 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 ranging from Aristotle to digital media. (Prerequisite: ENGL 101). *As required.*

ENGL 309 Technical Writing (3)

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

ENGL 312 Creative Writing: Poetry (3)

This course is designed to give students with an interest in writing poetry intense practice of the craft, along with the critical and creative feedback that comes with a workshop experience. Students read selected literature and create their own poetry portfolios. (Prerequisite: ENGL 101). *Every year.*

ENGL 313 Creative Writing: Fiction (3)

This course is designed to give students with an interest in writing fiction intense practice of the craft, along with the critical and creative feedback that comes with a workshop experience. Students will read selected literature and create their own fiction portfolios. (Prerequisite: ENGL 101). *Every year.*

ENGL 314 Creative Writing: Non-Fiction (3)

Creative Non-Fiction is a fairly abstract name for a growing body of work in contemporary writing. This course is designed to give students intense practice in the writing of such creative non-fictional genres as memoir, literary journalism, and the speculative essay. Students will read selected literature and develop their own creative non-fiction portfolios. (Prerequisite: ENGL 101). *As required.*

ENGL 320 Playwriting (3)

This course will assist students in understanding the elements of writing a play. Through readings and working with elements of playwriting, students will gain experience in writing monologues, dialogues, scenes, and short plays. Students will develop an understanding of dramaturgical concepts such as plot, character (emotion, needs, conflict, motivation, character development), structure, theme, and dialogue. Students will also read and discuss each other's work. (Prerequisite: ENGL 101). *As required.*

ENGL 322 American Modernism (3)

Between 1910 and 1950, experimentation (in form and in theme), psychological realism, psychoanalytic awareness, and "Make it new!" were the rallying cries of key literary figures, and the role of literature shifted from confirming social vision to questioning it. *American Modernism* closely examines the literature of this period, focusing on such poets as Eliot, H.D., Stevens, Williams, and Stein, or such fiction writers as Faulkner, Fitzgerald, Hemingway, Porter, Cather, and Stein. The material is approached by either genre or thematic emphases. (Prerequisite: ENGL 101). *As required.*

ENGL 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, post-modernism, or some combination of those overlapping strains, and will typically consider the questions contemporary authors raise about language, culture, gender, race, ethnicity, and the very idea of literature itself. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 330 Topics in Literature (3)

This class provides for the study of various literatures not addressed in the department's American and British Literature courses. While several of the department's genre courses allow for specialized study, this course provides a venue for a variety of genres focused around one specific theme/topic. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *Every spring.*

ENGL 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. (Prerequisite: ENGL 101). *Every fall.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 423 Independent Study**(3)**

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: ENGL 101). *As required.*

ENGL 424 Advanced Creative Writing**(3)**

This course is designed to give students with an interest in furthering their writing of poetry and fiction an intense workshop experience in the craft. Students will read selected literature for discussion; create their own portfolios; and write a critical appreciation of a selected writer. (Prerequisite: successful completion of ENGL 101 and ENGL 312, 313, 314, or THEA 320.)

ENGL 425 American Renaissances**(3)**

American Renaissances focuses on one or more of the periods of marked vitality in American literature: the American Renaissance of the mid-nineteenth century, encompassing such authors as Whitman, Emerson, Thoreau, Hawthorne, Melville; the “Other” American Renaissance—a corresponding blossoming of writing by women in the nineteenth century; the Southern American Renaissance of the early to mid-twentieth century, examining Faulkner, Warren, Welty, O’Connor, and others; or the Harlem Renaissance of the 1920s and 1930s, featuring the work of Langston Hughes, Claude McKay, Zora Neale Hurston, Nella Larsen, and others. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 432 Studies in British Fiction (3)

The last three centuries of British literature offer a range of great and exciting fiction. This course offers the opportunity for advanced, in-depth study of some carefully focused aspect of that fiction. Course content will vary, making possible such topics as the Victorian Novel, Gothic Fiction, and the Twentieth Century Novel, or study of a single major author. (Prerequisite: ENGL 101). *As required.*

ENGL 433 Studies in Genre (3)

In this course, students will examine the development of a particular mode or genre. Examples of possible course topics: the sonnet from the fourteenth century to the present, romance from the twelfth to the nineteenth century, the many expressions of the Arthurian legends in English autobiography or the American graphic novel. (Prerequisite: ENGL 101). *As required.*

ENGL 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. (Prerequisite: ENGL 101). *As required.*

ENGL 436 Women's Literature (3)

Using gender as a lens, this course investigates writing by women in order to ask such questions as: What is women's literature? Does gender shape topic, theme, and structure? Is there a "women's tradition" in literature? Typically, the course will cross national, temporal, and generic boundaries, and will pay attention to the racial, social, and cultural diversity of women's writing. Topics might include the self, other women, men, children, motherhood, politics, race, class, social justice, rituals and ceremonies, sexuality, spirituality, and the process of writing. (Prerequisite: ENGL 101). *As required.*

ENGL 444, 445 Internship I, II (3, 3)

(Prerequisite: ENGL 101). *Every semester.*

ENGL 450 Integrative Seminar (3)

This senior-level seminar gives students the opportunity to consolidate their learning within the major and to connect it with larger frames of inquiry. The course asks students to reflect upon the ways of knowing that they have developed as English majors and to integrate them with disciplinary methods and bodies of knowledge they have encountered throughout their college education. The course will demand substantial, independent written research. (Prerequisite: ENGL 101). *Every spring.*

EXERCISE SCIENCE

Kent Brown, MA, Chair

Miles 320, Phone 502.452.8391, kbrown@bellarmine.edu

The Exercise Science Program prepares students to advocate for community wellness; to pursue careers and graduate school opportunities in the healthcare, fitness and wellness; and to develop lifetime awareness of healthy living. The curriculum emphasizes the role of the exercise specialist in the prevention of disease through physical activity and health awareness.

Students completing the Exercise Science curriculum will be prepared to sit for a number of external certification examinations in the fitness and wellness fields, including personal training, strength and conditioning, and as an exercise specialist. The major is also an option for pre-professional preparation for careers in physical therapy, nursing, respiratory therapy, athletic training, occupational therapy, and medicine.

Exercise science is the study of how the human body responds to exercise and movement. The field emphasizes concepts of health, wellness and fitness, and the scientific basis of sports performance. Students in the exercise science program will take courses in exercise physiology, kinesiology, exercise testing and prescription, nutrition, anatomy and physiology, chemistry, and physics.

The Mission of the Exercise Science Department is for students, faculty and graduates to advocate for healthy living, wellness and the prevention of disease related to physical inactivity and personal health decisions. Rooted in Catholic traditions of excellence in education and principles of social justice, the Department emphasizes outreach and service to all individuals of varying backgrounds, ages, needs and abilities to promote healthy lifestyles, wellness and fitness.

Program Outcomes

The goals of the Bellarmine University Exercise Science Department are to prepare students to:

1. Prevent and treat disease related to physical inactivity and poor nutrition.
2. Promote health, wellness, fitness and quality of life for everyone.
3. Enhance human performance and athletic performance across the lifespan.
4. Promote personal responsibility toward wellness and champion proactive lifestyles to improve the body, mind and spirit of the individual for life.
5. Advocate for healthy lifestyle and wellness in the community, especially for those that are underserved and marginalized.
6. Pursue graduate studies and careers in healthcare, fitness and wellness.

Requirements for the B.A. Degree in Exercise Science

Basic Courses: EXSC 110, 140, 240, 324, 325, 360, 400, 415, 444, 445; NURS 200; RTH. 323, 410, and 455. Required Related Courses: BIOL 108 and BIOL 109; CHEM 214; PHYS 214; MATH 205; PSYC 103; COMM 103.

Pre-Medical/Pre-Physical Therapy Studies

Pre-professional education for dentistry, osteopathic, podiatric, veterinary, traditional medicine, and physical therapy can be designed in the Exercise Science program of study. The program of study is designed to be in compliance with the admission requirements of the professional schools. For more information and suggested program of study information for each professional school track, contact the Exercise Science department chair.

EXERCISE SCIENCE**Suggested Program for the Traditional Curriculum****Freshman Year**

EXSC 110.....	2	EXSC 140	3
Biology 108	4	Biology 109	4
Psychology 103.....	3	Communication 103.....	3
Freshman Focus (IDC 100).....	1	Gen Ed English 101.....	3
Gen Ed Freshman Seminar (IDC 101).....	3	EXSC Elective or Gen Elective	3
EXSC Elective or Gen Elective	3		
	16		16

Sophomore Year

Nursing 200.....	3	Gen Ed English 200.....	3
Chemistry 214	4	EXSC 240.....	4
Gen Ed Sophomore Seminar (IDC 200).....	3	Gen Ed Theology 200.....	3
History 116 or 117	3	Gen Ed Philosophy 160.....	3
Mathematics 116.....	3	Physics 214.....	4
	16		17

Junior Year

EXSC 325.....	4	Gen Ed Fine Arts	3
Gen Ed Junior Seminar (IDC 301).....	3	Mathematics 205.....	4
Gen Ed Philosophy 301.....	3	EXSC 360	4
EXSC 324.....	4	RTH. 410	3
EXSC Elective or Gen Elective	3	RTH. 323.....	2
	17		16

Senior Year

EXSC 444	3	EXSC 445.....	3
EXSC 400.....	3	RTH. 455	2
EXSC 415.....	3	Gen Ed Theology Elective.....	3
EXSC Elective or Gen Elective	3	Gen Ed Senior Seminar (IDC 401).....	3
EXSC Elective or Gen Elective	3	EXSC Elective or Gen Elective	3
	15		14

EXERCISE SCIENCE

Suggested Program for Pre-Physical Therapy Studies for the Bellarmine Early-Entry DPT Program

Freshman Year

EXSC 110.....	2	EXSC 140	3
Biology 108	4	Biology 109	4
Psychology 103	3	Mathematics 116.....	3
Freshman Focus (IDC 100)	1	Gen Ed Freshman Seminar (IDC 101)..	3
Gen Ed English 101.....	3	Communication 103	3
Gen Ed History 116 or 117.....	3		
	16		16

Sophomore Year

Nursing 200.....	3	Gen Ed English 200.....	3
Biology 130	4	EXSC 240	4
Gen Ed Sophomore Seminar (IDC 200)....	3	Gen Ed Theology 200.....	3
Gen Ed Philosophy 160.....	3	Gen Ed Fine Arts	3
Chemistry 103	4	Chemistry 104	4
	17		17

Junior Year

EXSC 325.....	4	Gen Ed Theology Elective.....	3
Gen Ed Junior Seminar (IDC 301).....	3	Mathematics 205	4
Gen Ed Philosophy 301.....	3	EXSC 360	4
EXSC 324.....	4	RTH. 410.....	3
Physics 201	4	Physics 202	4
	18		18

If the student is admitted into the Bellarmine Early Entry DPT program after completion of above coursework, he or she will complete that program as outlined in the Physical Therapy Department section of this catalog. Students who do not proceed into the DPT program will complete the fourth year of the Exercise Science major as shown below.

Senior Year

EXSC 444	3	EXSC 445.....	3
EXSC 400.....	3	RTH. 455	2
EXSC 415.....	3	RTH. 323.....	2
EXSC Elective or Gen Elective	3	Gen Ed Senior Seminar (IDC 401).....	3
	12	Elective.....	3
			13

*Courses in **bold** are required prerequisites for the doctoral program in physical therapy.*

EXERCISE SCIENCE**Suggested Program for Pre-Medical, Pre-Professional Studies****Freshman Year**

EXSC 110.....	2
Biology 108.....	4
Psychology 103.....	3
Freshman Focus (IDC 100).....	1
Gen Ed Freshman Seminar (IDC 101).....	3
Biology 130.....	4
	17

EXSC 140.....	3
Biology 109.....	4
Communication 103.....	3
Biology 240.....	4
Gen Ed English 101.....	3

17

Summer

Chemistry 103.....	4
Chemistry 104.....	4
	8

Sophomore Year

Nursing 200.....	3
Biology 231.....	4
Gen Ed Sophomore Seminar (IDC 200).....	3
Gen Ed Philosophy 160.....	3
Chemistry 205.....	4
	17

Biology 314.....	4
Mathematics 117.....	4
EXSC 240.....	4
Chemistry 206.....	4

16

Junior Year

Physics 201.....	4
EXSC 325.....	4
EXSC 324.....	4
Gen Ed Junior Seminar (IDC. 301).....	3
Gen Ed English 200.....	3
	18

Physics 202.....	4
EXSC 360.....	4
RTH. 323.....	2
RTH. 410.....	3
Mathematics 205.....	4

17

Senior Year

EXSC 444.....	3
EXSC 400.....	3
EXSC 415.....	3
Gen Ed Philosophy 301.....	3
Gen Ed Theology 200.....	4
	16

EXSC 445.....	3
RTH. 455.....	2
Gen Ed Theology Elective.....	3
Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Fine Arts.....	3
Gen Ed History 116/117.....	3

17

Courses in **bold** are required prerequisites for UofL Medical School and/or recommended by Pre-Medical Studies Advisors.

Exercise Science Course Descriptions:

EXSC 110 Introduction to Exercise Science (2)

Introduction to the Exercise Sciences is designed to give the student a comprehensive overview of the scientific disciplines that form the foundation of Exercise Science. The course introduces the students to scope of knowledge and the skills essential for a practitioner in exercise science. Career opportunities will be described by successful exercise professionals, coaches, and health care providers. *Fall semester; offered yearly.*

EXSC 140 Personal Wellness (3)

This course is designed to prepare the student to apply basic principles of exercise physiology and nutrition to the development of positive attitudes and behaviors in personal wellness. The influence of society, individual choices and heredity on personal wellness will be explored, as well as the role of exercise, proper nutrition and personal responsibility in maintaining a healthy lifestyle. The interconnectedness of the mind, body and spirit in wellness will be emphasized to provide the student with a solid foundation for academic achievement and success in life. *Spring semester, offered yearly.*

EXSC 240 Physiology of Exercise (4)

This course is designed to teach the fundamental principals of the physiology of exercise, the physiology of health, fitness and disease, and the physiology of performance. Exercise physiology is the foundation of scientific knowledge for all the exercise sciences. Three hours lecture; three hours laboratory. Prerequisites: BIOL 108, BIOL 109, CHEM 214 or CHEM 103. *Spring semester, offered yearly.*

EXSC 324 Basic Injury Prevention and Care (4)

This course is designed to teach the Exercise Science student the principals of athletic training in the prevention and treatment of injuries that occur in sport and fitness programs. Emphasis will be placed on physical training techniques to improve musculoskeletal strength and condition as well as assessment and treatment of specific injuries. Three hours lecture, three hours laboratory. (Prerequisite: EXSC 240. Must be concurrently registered with EXSC 325). *Fall semester, offered yearly.*

EXSC 325 Kinesiology (4)

This course is designed to teach the physics of motion and its application to human movements. This course summarizes how understanding the causes of human motion, the effects of forces on human tissues, and how kinematic measurements of human motion can be used by exercise scientists to modify exercise prescriptions and enhance human performance. Three hours lecture, three hours laboratory. (Prerequisite: EXSC 240. Pre or Corequisite: PHYS 214 or 201. Must be concurrently registered with EXSC 324). *Fall semester, offered yearly.*

EXSC 360 Exercise Testing and Prescription (4)

This course is designed to prepare the student to apply principles of exercise science to controlled exercise testing for healthy clients and patients with existing disease. The student will prescribe specific and safe exercise programs based on the results of the testing procedures. Factors that affect exercise performance and the body's adaptation to resistance and cardiovascular endurance training will be discussed. The course will prepare the student to sit for the American College of Sports Medicine certification exam as a Health and Fitness Instructor. Three hours lecture, three hours laboratory. (Prerequisite: EXSC 240, EXSC 324). *Spring semester, offered yearly.*

EXSC 400 Research Methods**(3)**

This course introduces the design, application, and implementation of research projects measuring cognitive, affective, and psychomotor performance. It includes the use of statistical procedures and the interpretation of published research in the discipline of Exercise Science. The focus of this course is on designing, conducting and reporting the results of research projects. The class includes lectures, discussions and projects. Prerequisite: MATH 205. *Fall semester, offered yearly.*

EXSC 415 Community Wellness**(3)**

This course focuses on community primary care with the promotion of health and wellness and the prevention of disease for the individual, family, schools, workplace and cities. The student will learn the skills to assess the needs of the individual and groups and then provide the education and community resources for effective intervention. *Fall semester, offered yearly.*

EXSC 444 Internship I**(3)**

Internship I is designed to give the Exercise Science student practical exposure to teaching nutrition and physically training obese and morbidly obese children in Louisville. The goal is to help these children lose weight, increase lean muscle mass, and improve cardiovascular endurance by working one on one with the Bellarmine student. Permission of the department chairperson required. *Fall and spring semester, offered yearly.*

EXSC 445 Internship II**(3)**

Internship II is designed to provide practical and specific clinical intervention experience for the exercise science student dealing with the senior population. The student will use principals learned in exercise physiology, nutrition, exercise testing and prescription, injury prevention, community wellness, and kinesiology to design and implement an intervention program as a service learning experience. Permission of the department chairperson required. *Fall and spring semester, offered yearly.*

FINANCE

Francis E. Raymond, Ph.d., Chair

Horrigan Hall 012-1, Phone 502.452.8487, fraymond@bellarmine.edu

Daniel L. Bauer, DBA; Robert L. Brown, Ph.D., J.D., CPA;

Carl Hafele, MBA, CPA, CFA; Myra J. McCrickard, Ph.D.; Bradley Stevenson, Ph.D.

The finance major at Bellarmine integrates the theory and application of finance, supplemented by a broad background in accounting and economics. The major stresses application of financial tools and analysis, supported by the comprehensive liberal arts foundation inherent in all Bellarmine University business degrees.

Learning Goals – Bachelor of Arts in Finance

1. Finance graduates will receive a quality education.
2. Finance graduates will achieve quality employment in a business field or pursue graduate education opportunities in business and/or related fields.
3. Finance graduates will be able to accurately assess the financial position of organizations through examination of balance sheets, cash flow statements, financial ratios, and annual reports.
4. Finance students must demonstrate the ability to recognize and analyze ethical problems, and choose and defend resolutions for practical solutions that occur in business.
5. Finance graduates shall be able to express themselves clearly and professionally in oral presentations.

Requirements for a Major in Finance

Major Courses: ACCT 211, 212, 313, ECON 308, 351, B.A. 417, 418;

Business Core Courses: B.A. 103, 203, 301, 305, 315, 345, 499;

Required Related Courses: ACCT 101, 102; ECON 111, 112, 314, 410; MATH 125 or 117, MATH 205 or 314; COMM 103 or 205, and PSYC 103.

Note for Rubel School Double Majors

Students may not earn a double major in Finance/Business Administration. Students with a double major in Finance/Accounting may take no more than 50% of their total credit hours in accounting or business administration courses. Students with a double major in Finance/Economics must complete an additional upper-level ECON elective.

Requirements for Major in Finance and MBA

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

FINANCE**Suggested Program for Bachelor of Arts Degree****Freshman Year**

Accounting 101	3
Gen Ed History 116 or 117	3
Gen Ed Psychology 103	1
Gen Ed Mathematics 125 or 117	4
Gen Ed English 101	3
Freshman Focus (IDC 100)	1
	17

Accounting 102	3
Business Administration 103	3
Economics 111	3
Gen Ed Natural Science	3
Gen Ed Freshman Seminar (IDC 101) ..	3
	15

Sophomore Year

Economics 112	3
Accounting 211	3
Gen Ed Sophomore Seminar (IDC 200) ..	3
Gen Ed English 200	3
Gen Ed Theology 200	3
	15

Accounting 212	3
Business Administration 203	3
Communication 103 or 205	4
Mathematics 205 or 314	3
Gen Ed Philosophy 160	3
	16

Junior Year

Business Administration 301	3
Business Administration 315	3
Accounting 313	3
Economics 308	3
Gen Ed Theology Elective	3
	15

Business Administration 305	3
Business Administration 345	3
Economics 351	3
Gen Ed Junior Seminar (IDC 301)	3
Gen Ed Philosophy 301	3
Gen Ed Fine Arts	3
	18

Senior Year

Business Administration 417	3
Economics 314	3
Economics 410	3
Gen Ed Natural Science	3
Elective	3
	15

Business Administration 418	3
Business Administration 499	0
Gen Ed Senior Seminar (IDC 401)	3
Elective	3
Elective	3
Elective	3
	15

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

GLOBAL LANGUAGES & CULTURES

Nelson López, MFA, Ph.D, Chair

Miles Hall 112, Phone 502.452.8237, nlopez@bellarmine.edu

Gabriele Bosley, MA, MAT; Julien Carriere, Ph.D.; Evanthia Speliotis, Ph.D.

The Department of Global Languages and Cultures 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.

Studying world languages 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 world language so that they may:

- develop their intellectual capabilities and study habits through world language study.
- increase their understanding of how language functions and, through the study of a world language, develop a greater awareness of their own language.
- keep current on the latest academic methodology and scholarly research across national barriers.
- increase their personal awareness of culture through the study of great literature, philosophy, art, and music in the target language.
- gain a greater understanding of people across national barriers, by developing sympathetic insights into the ways of thinking of the people whose languages they study.
- be able to reflect on their own heritage and customs.
- enhance their chances in today's competitive world of global employment for initial recruitment and further advancement.

While many of Bellarmine students studying a world languages have cultural, social, political, and economic interests in order to support and broaden their studies in other fields, Bellarmine's program is aimed toward preparing students for graduate school and a global job market, by offering a major in Foreign Languages and International Studies, a major in Spanish, as well as minors in French, German, and Spanish.

Major in Foreign Languages and International Studies

Program Content

A degree in Foreign Languages and International Studies (FLIS) is an interdisciplinary major, focusing students' attention on the international scene, primarily from historical, political, socio-cultural, and economic perspectives. The degree, therefore, combines studies in two different cultures and languages with studies in history, political science, business, economics, philosophy, theology, communications, and geography. The program provides preparation for participation in internships and exchange programs abroad and builds a foundation for careers in international relations, international business, marketing, commerce, industry, government, human resources, and for graduate degrees in international law, foreign relations, diplomacy, and world language teaching.

FLIS Major Learning Outcomes

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

FLIS Entrance Requirement

201 Proficiency Level in French, German, or Spanish (Language 1). The proficiency level will be determined by means of a placement test. Students with less or no prior experience in the chosen L1, may acquire such at Bellarmine.

FLIS Major Course Requirements

(21 hours of languages, plus 15 hours of interdisciplinary courses, plus study abroad requirement)

15 hrs in Language 1 at and above 200 level in German, French or Spanish

6 hrs in Language 2 (French, German, Spanish, Russian*, Italian*, Japanese, Chinese) at any level (most likely 101, 102, but excluding French, German, and Spanish 100) *presently available only through Metroversity or study abroad.

6 hrs Political Science (308, 317, 318, 323, 325, 413, 414 et. al.)/**History** (116, 117, 241, 242, 243, 317, 318, 320, 321, 327, 417, 419, 420, 421 et. al.)

6 hrs Economics 111, 112, 405 et. al.) **or Business Administration** (301, 305 et. al.) **and 3 hrs Philosophy** (309, 330, 350, et. al.) **or Communications** (313, et. al.) **or Theology** (307, et. al.) **or World Geography** (Metroversity) et. al.

*additional courses are available at our foreign study sites.

FLIS Major Study Abroad Requirement

(6–30 hrs, but not more than 12 hrs in Language 1 or Language 2)

At least one international semester or year study experience in a Bellarmine approved program abroad, representing Language 1 as the native tongue. While abroad, a student should focus on language study, but is encouraged to also use Language 1 as a vehicle for study of electives or interdisciplinary requirements.

A student is asked to carefully review all foreign study with the Language advisor and Department Chair granting credit in conjunction with the International Programs Office, assuring a close link between his/her primary and secondary languages and focus areas. Electives should be chosen from the following special focus areas:

Economics/Business Administration
 History/Diplomacy and International Relations
 Human and Social Services
 World Language Literature and/or Education
 Translation and Interpretation

Major in Spanish

Objectives: This major equips students with language proficiency in Spanish as it introduces them to the multicultural nature and historical evolution of Hispanic literary and cultural expressions in Europe and the Americas. It provides students with opportunities to comprehend, interpret, and practice advanced linguistic skills in Spanish through oral and written exercises and assignments. Survey and seminar classes familiarize them with representative literary works and cultural texts from Spain, Spanish America, and the U.S., and provide theoretical terminology and concepts essential for structural and conceptual analyses of these products. The major also requires the study of Spanish phonology, morphology, syntax, and dialectal varieties. Finally, it helps students to develop a sense of social justice through their consistent participation in intercultural events and service learning activities that involve both academic and culturally significant contexts.

Spanish Major Learning Outcomes**Spanish majors will know:**

1. The principal aspects of Spanish
2. The variety and nature of linguistic practices, cultural texts, and perspectives in Spanish speaking countries.
3. Representative literary works and cultural texts from Spain, Spanish America, and the U.S..
4. Theoretical terminology and concepts essential for structural and conceptual analyses of these texts;

Spanish majors will be able to:

1. Communicate creatively and effectively in written and oral forms in Spanish
2. Read and understand spoken Spanish
3. Apply acquired theoretical and critical skills in textual analyses and scholarly research
4. Demonstrate an advanced command of how literary works, cultural expressions, and linguistic varieties of the Spanish-speaking world represent the multiplicity of human experience;

Spanish majors will value:

1. The evolution and variety of perspectives in Hispanic cultures
2. Social justice and intercultural awareness.

Spanish majors are able to choose electives among course offerings in either Hispanic/Latino culture or literature, so they may design a program of study which best meets their interests and needs. Spanish majors are strongly encouraged to adopt an appropriate cognate program – as either a minor or double major. A minor in a second language can enhance your Spanish major. Eighteen credits beyond 102 or 111 are required for the minor in a second language.

Spanish Major Requirements

The Spanish major requires 36 credits in Spanish: three courses at the 200-level beyond SPAN 201, four courses at the 300-level, and five courses at the 400-level, as outlined below. In addition, an approved immersion experience as outlined below is required (study abroad, intensive internship, or intensive service learning).

Required Courses for the Spanish Major:**200- level**

SPAN 202 Exploration of Topics in Spanish II.....	(3)
SPAN 211 Intermediate Spanish Conversation and Composition	(3)
SPAN 212 Intermediate Spanish Conversation and Composition	(3)

300- Level

SPAN 312 Advanced Spanish Composition	(3)
SPAN 315 Introduction to 20th century Hispanic Literature,.....	(3)
SPAN 320 Hispanic Culture and Civilization	(3)
SPAN 350 Practical Translation.....	(3)

400-level

Five SPAN courses at the 400 level	(15)
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(to be chosen in consultation with advisor to form a major focus area)

Spanish Major Immersion Experience:

Students majoring in Spanish with sufficient skills must do one of the following options approved by the GLC department Chair in consultation with the Spanish Language advisor:

- Internship for at least eight weeks in a Spanish-speaking environment.
- Service learning for at least eight weeks in a Spanish-speaking environment.
- Participate in a Bellarmine University Study Abroad program for at least one summer term.

FOREIGN LANGUAGES AND INTERNATIONAL STUDIES (FLIS) MAJOR

Suggested Program of Study

Freshman Year

Language 1 201 (Fren, Ger, Span)	3	Language 1 202 (Fren, Ger, Span)	3
Gen Ed English 101	3	Interdisciplinary Requirement.....	3
Gen Ed Freshman Sem (IDC 101).....	3	Gen Ed History 116 or 117	3
Freshman Focus (IDC 100)	1	Gen Ed Philosophy 160	3
Interdisciplinary Requirement	3	Gen Ed Social Science Elective	3
Elective	3		
	16		15

Sophomore Year

Language 1 211	3	Language 1 212	3
Language 2 101.....	3	Language 2 102.....	3
Gen Ed Natural Science Req	3	Gen Ed Natural Science Req	3
Gen Ed English 200	3	Gen Ed Math Req	3
Gen Ed IDC 200	3	Gen Ed Theology 200.....	3
Elective.....	3	Interdisciplinary Requirement.....	3
	18		18

Junior Year

Language 1 312	3	Language 1 320	3
Language 2 Elective (201).....	3	Language 2 Elective (202).....	3
Gen Ed IDC 301	3	Gen Ed Philosophy 301.....	3
Interdisciplinary Requirement	3	Interdisciplinary Requirement.....	3
Gen Ed Fine Arts Req	3	Elective.....	3
Elective	3	Elective.....	3
	18		18

Senior Year

Language 1 315	3	Language 1 420.....	3
Language 2 Elective	3	Language 2 Elective	3
Gen Ed Theology Elective.....	3	Elective	3
Gen Ed Senior Seminar (IDC 401).....	3	Elective	3
Interdisciplinary Requirement.....	3	Interdisciplinary Requirement.....	3
	15		15

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

SPANISH MAJOR

Suggested Program Study

Freshman Year

Spanish 202	3
Gen Ed English 101	3
Gen Ed Freshman Sem (IDC 101)	3
Freshman Focus (IDC 100)	1
Gen Ed History 116	3
Elective	3
	16

Spanish 211	3
History 117 or Elective	3
Gen Ed Social Science	3
Gen Ed Philosophy 160	3
Gen Ed Mathematics	3
	15

Sophomore Year

Spanish 212	3
Language 2 101 or Elective	3
Gen Ed Natural Science Req	3
Gen Ed English 200	3
Gen Ed IDC 200	3
Elective	3
	18

Spanish 312*	3
Language 2 102 or Elective	3
Gen Ed Natural Science Req	3
English 300 or Elective	3
Gen Ed Theology 200	3
	15

Junior Year

Spanish 315	3
Spanish 320	3
Language 2 Elective (201) or Elective	3
Gen Ed Philosophy 301	3
Gen Ed IDC 301	3
Gen Ed Fine Arts Req	3
	18

Spanish 350	3
Spanish 400-level	3
Language 2 Elective (202) or Elective	3
History 327 or Elective	3
Gen Ed Theology Elective	3
	15

Senior Year

Spanish 400-level	3
Spanish 400-level	3
Gen Ed Senior Seminar (IDC 401)	3
Elective	3
Elective	3
	15

Spanish 400-level	3
Spanish 400-level	3
Elective	3
Elective	3
Elective	3
	15

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

** Span 312 can be substituted with an equivalent level course.*

Language Offerings

- 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 and major in FLIS with French as their primary language.
- 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 and major in FLIS with German as their primary language.
- 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.
- 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 and major in FLIS with Spanish as their primary language.

Program of Studies in Global Languages and Cultures

The introductory 100-level courses introduce the student to the role of language in general, while giving valuable insights into the function of English, developing basic communication skills in the target language, as well as an appreciation of the history and cultures studied.

The intermediate 200-level courses continue the emphasis on developing all four skills through guided readings in literature and culture and through conversation and composition courses dealing with contemporary issues and their critical analysis, employing video, audio, satellite, and computer-assisted instruction outside the classroom.

The advanced 300- and 400-level courses are content courses that place 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.

Placement Testing

Any student with previous world language experience must take the university's computerized placement test via the Global Languages and Cultures website. For further information, please consult with the department chair. AP, ACES, CLEP, and IB credits are accepted up to 6 hours at any level and may also grant placement into higher level language courses.

Heritage and Native speakers must consult with the department chair regarding placement. Native speakers of the target language are only permitted to enroll into courses at the 300 level and above. Please check language sections for specific requirements.

Language Course Descriptions

CHINESE COURSES

In addition to the following courses, intermediate and advanced study abroad options are available at our partner university, the Chinese University of Hong Kong under www.bellarmino.edu/studyabroad.

CHIN 101, 102 Introductory Chinese I, II (3, 3)

This is a two-semester sequence designed to provide basic language skills in Modern Standard Chinese (Mandarin/Putonghua) for beginners. It emphasizes oral communication as a first step, leading gradually to a balanced development of the four skills of listening, speaking, reading, and writing, as well as an understanding of aspects of Chinese culture and society that influence the language and how it is used. By the end of the year students will be able to carry on simple conversations about everyday life with native speakers of Chinese and read and write 400 to 500 Chinese characters. No prior knowledge of Modern Standard Chinese is required. (Prerequisite for CHIN 102 is CHIN 101 or its equivalent.) *As required.*

CHIN 201, 202 Intermediate Chinese I, II (3, 3)

This is a two-semester sequence (201/202) designed to provide language skills in Modern Standard Chinese (Mandarin/Putonghua) in a cultural context for those who have studied Chinese at the beginners' level. It is designed to provide a balanced development of the four skills of listening, speaking, reading, and writing in depth and breadth, aiming toward the elementary level of the Chinese Proficiency Test designed and developed by the Chinese Proficiency Test Centre of Beijing Language and Culture University. By the end of the year, students will be able to carry on 15-20 line situational conversations with native speakers of Chinese and read and write about 500 Chinese characters. (Prerequisite for CHIN 201 is CHIN 102 or its equivalent. Prerequisite for CHIN 202 is CHIN 201 or its equivalent.) *As required.*

CHIN 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.*

FLIS COURSES

FLIS 201 Perspectives of World Cultures (1)

This course is designed to increase the student's cultural awareness and to prepare the student for semester or academic year study abroad programs via direct enrollment at a foreign institution. The goal of the course will be to learn ways to successfully integrate into the host culture, and to develop culture learning strategies and coping mechanisms to be used during the time abroad. Language learning skills will be incorporated for students studying in non-English speaking destinations. Prerequisites: Students must be accepted into a semester or academic year study abroad program in order to enroll. *Required only for FLIS majors.*

FLIS 423 Independent Study (1)

Guided research in an area of special interest under the direction of a faculty member. Required for the International Studies minor (see International Studies section of this catalog). *As required.*

FRENCH COURSES

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

FREN 101, 102 Introduction to French Language & Culture I, II (3, 3)

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

FREN 201, 202 Exploration of Topics in French I, II (3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for FREN 201 is FREN 102 or its equivalent; Prerequisite for FREN 202 is FREN 201 or its equivalent.) *As required.*

FREN 211, 212 Intermediate French Conversation and Composition I, II (3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of French instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for FREN 211 is FREN 202 or its equivalent; Prerequisite for FREN 212 is FREN 211). *As required.*

FREN 312 Advanced French Conversation and Composition (3)

The focus of this course is directed toward refining the student's ability to use vocabulary and grammatical forms accurately in the written and spoken language, using pronunciation and intonation acceptable to a native speaker. Listening comprehension, idiomatic language use, classroom discussions, and compositions on a variety of issues and literary works are an integral part of this course. (Prerequisite: FREN 212). *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 212 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). *As required.*

FREN 420 Special Topics in French Language, Literature, and Culture (3)

This course may include topics like "French Theater," "Francophone Literature," "Women's Voices Through History," "French Cultural History through Films," and "Francophone Cultural History Through Films." (Prerequisite: FREN 212 or permission of the instructor.) *As required.*

FREN 423 French Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

GERMAN COURSES

In addition to the following courses, a variety of other courses are available at our German, Austrian, and Swiss partner universities under www.bellarmino.edu/studyabroad.

GERM 101, 102 Introduction to German Language & Culture I, II (3, 3)

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

GERM 201, 202 Exploration of Topics in German I, II (3, 3)

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for GERM 201 is GERM 102 or its equivalent; Prerequisite for GERM 202 is GERM 201 or its equivalent.) *As required.*

GERM 211, 212 Intermediate German Conversation and Composition I, II (3, 3)

This course is designed to bridge the gap between the intermediate and advanced levels of German instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for GERM 211 is GERM 202 or its equivalent; Prerequisite for GERM 212 is GERM 211). *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). *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). *As required.*

GERM 350 Introduction to Practical Translation Techniques I (3)

With an eye toward honing the basic skills acquired in the 100 and 200 level sequences, German 350 emphasizes practical applications of the language when translating into and out of English. Students focus on the written aspect of German and its relevance to speakers of English from a translator's point of view in an academic and professional environment, bearing in mind that the commonly understood concept of interpretation also falls within the realm of translation. The history, theory and contemporary approaches to the discipline will be briefly examined, students will acquire practical translation skills. Written and oral activities within the contextualized study of Germanic society, geography, literature and current events will afford students an opportunity to familiarize themselves with different forms of translation. (Prerequisites: GERM 211).

GERM 420 Special Topics in German Language, Literature, and Culture (3)

This course may include topics such as “20th Century German Short Prose,” “The Age of Goethe,” “German Literary Landscapes,” “Voices of Romanticism,” “Women’s Literature,” “German Theater,” and “20th Century German Cultural History through Films.” (Prerequisite: GERM 212). *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.*

GREEK COURSES

Additional courses are available through Metroversity, www.metroversity.org.

GRK. 101, 102 Introductory Greek I, II (3, 3)

The purpose of this course is to give students an understanding and mastery of Attic Greek syntax and grammar, and confidence in translating both from the Attic Greek into English and from English to Attic Greek. Students will learn both to write in Greek and to read aloud. (Prerequisite for GRK. 102 is GRK. 101 or its equivalent.) *As required.*

GRK. 201, 202 Intermediate Greek I, II (3, 3)

The purpose of this course is to master the fine points of Attic grammar, and to translate grammatic and syntactic competence into practical competence. By the end of the course students will have translated one short Platonic dialog and a book from Homer’s Iliad or Odyssey. (Prerequisite for GRK. 201 is GRK. 102 or its equivalent; Prerequisite for GRK. 202 is GRK. 201 or its equivalent.) *As required.*

ITALIAN COURSES

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

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

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

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

The intermediate series offers furthers development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussions of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for ITAL 201 or its equivalent; Prerequisite for ITAL 202 is ITAL 201 or its equivalent.) *As required.*

JAPANESE COURSE

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

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.*

LATIN COURSES

Additional courses are available through Metroversity, www.metroversity.org.

LAT. 101, 102 Introductory Latin (3, 3)

This course provides a structured approach to Latin grammar and syntax. In Lat. 102 the grammatical study is supplemented with selected readings from Latin prose and poetry. (Prerequisite for LAT. 102 is LAT. 101 or its equivalent.) *As required.*

SPANISH COURSES

In addition to the following courses, a variety of other courses are available at our partner universities in Spain and Latin America under www.bellarmino.edu/studyabroad.

SPAN 101, 102 Introduction to Spanish Language & Culture I, II (3, 3)

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

SPAN 111 Intensive Review of Spanish (3)

One semester review of elementary Spanish: grammar, speaking, reading, writing, and Hispanic cultures. Open to students who are placed in this level by test results or departmental direction. Not open to students who have credit for SPAN 101 or 102. *Every fall.*

SPAN 112 Introduction to Medical Spanish**(3)**

Designed for students who have had a semester of college Spanish, or who studied Spanish in high school. The emphasis is on the conversational Spanish needed to obtain basic information from patients and to give instructions. Listening comprehension will be an important component of the course, as will discussion of cultural differences that need to be considered when working with Latino needs. (Prerequisites: SPAN 102 or SPAN 111). *As required.*

SPAN 201, 202 Exploration of Topics in Spanish I, II**(3, 3)**

Further development of the four language skills and acquisition of more complicated structural elements combined with a general grammar review. Emphasis is placed on basic composition, vocabulary building, syntactical problems, and idiomatic usage through the reading and discussion of contemporary literary prose and non-literary selections from a variety of fields in a variety of styles. (Prerequisite for SPAN 201 is SPAN 102 or its equivalent; Prerequisite for SPAN 202 is SPAN 201 or its equivalent.) *As required.*

SPAN 211, 212 Intermediate Spanish Conversation and Composition I, II**(3, 3)**

This course is designed to bridge the gap between the intermediate and advanced levels of Spanish instruction. It focuses on the application of all four skills in a natural setting through the use of authentic materials, particularly emphasizing the specific development of reading strategies, discussion skills, and writing discourse in preparation for content-driven courses and study abroad. (Prerequisite for SPAN 211 is SPAN 202 or its equivalent; Prerequisite for SPAN 212 is SPAN 211 or SPAN 202 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.) *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.) *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 211 or 212.) *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 211 or SPAN 212). *As required.*

SPAN 350 Introduction to Practical Translation Techniques I (3)

This course emphasizes practical applications of the language when translating into and out of English in order to perfect basic skills acquired in the 100 and 200 level sequences. Approaching the language from a translator's point of view, students will focus on the written aspect of Spanish and its relevance to speakers of English in an academic and professional environment, bearing in mind that the commonly understood concept of interpretation also falls within the realm of translation. Written and oral activities within the contextualized study of Hispanic society, geography, literature and current events will afford students an opportunity to familiarize themselves with different forms of translation. This course will also promote the service ideals of Bellarmine University in that it will provide an outlet to community organizations in need of qualified translators. (Prerequisites: SPAN 212).

SPAN 420 Special Topics in Spanish Language, Literature, and Culture (3)

This course may include topics such as "Spanish Theater," "The Hispanic Short Story," "Women's Literature," "Chicano Literature," "Spanish Cultural History through Films," "Twentieth Century Novel," and "Medical Spanish," "Spanish American Literature," "Literature of the Golden Age," "Women Writers of Spain," "Cultural Anthropology of Spain," "Spanish Business Environment," "International Business and the European Union," "Current Events of Spain," "Mosaic: Jews, Muslims, and the Spanish Experience." (Prerequisite: SPAN 212.) *As required.*

SPAN 423 Spanish Independent Study (3)

Guided reading or research in an area of special interest (language, literature, culture, business, etc.) under the direction of a faculty member. *As required.*

SPAN 444, 445 Internship I, II (3, 3)

The internship provides the student the opportunity to apply classroom learning to the workplace and explore potential career interests domestically or abroad. *As required.*

HEALTH CARE

Mary Ellen Pike, MSN, RN, Advisor

Miles Hall, Room 206, Phone 502.452.8265, mpike@bellarmine.edu

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

Requirements for the Minor in Health Care, 18 hours

B.A. 103, 203; NURS 300, 400, and 425; PHIL 430 or THEO 450.

Course Descriptions

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

Course descriptions for the Health Care minor courses are available in their respective home departments. For the business course descriptions, see the Business Administration department section. For the nursing course descriptions, see the Nursing department section, and for the philosophy and theology course descriptions, see the Philosophy and Theology departments' sections of this catalog.

HISTORY

Margaret H. Mahoney, Ph.D., Chair

Pasteur Hall 206, Phone 502.452.8171, mmahoney@bellarmine.edu

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

Department Mission

The history faculty serves the mission of Bellarmine University by developing the intellectual and professional competencies of our students: majors, minors, and general education students. The department strives to present its program in the truest liberal arts tradition, which helps students correlate their knowledge of history with the other disciplines. This, however, does not imply that history majors receive anything less than a thorough understanding of the discipline. The history program is geared so that a major is prepared to continue study in graduate school, teach on the primary or secondary school level, and participate in many other academic and professional activities. Graduates are to be prepared for productive lives informed by a deeper understanding of the human condition.

Department Outcomes

General Education

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

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

History majors

Students who complete the major in history will demonstrate (in addition to outcomes 1-3 listed above) the following:

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

Requirements for a Major in History, 30–36 hours

Basic courses: HIST 116, 117, 201, 202, 323, 324, and twelve hours selected from 300- or 400-level History courses. Required related courses: six hours of ancient or modern language in 100-level courses or equivalent; P.S. 204; and six hours selected from Art History, Music History, or Theatre History courses or ECON 111, 112. For the maximum 36 hours permitted in the department, students may select six additional hours from 300- or 400-level History courses.

Requirements for a Minor in History, 24 hours

HIST 116, 117, 201, 202, and twelve hours selected from 300- or 400-level History courses.

HISTORY

Suggested Program for Bachelor of Arts Degree

Freshman Year

History 116	3
Gen Ed Freshman Sem. (IDC 101)	3
Gen Ed English 101.....	3
Foreign Language Req	3
Freshman Focus (IDC 100).....	1
Gen Ed Natural Science Req.....	3
	16

History 117.....	3
Gen Ed Pol. Science 204 (SS Req).....	3
Gen Ed Philosophy 160	3
Foreign Language Req	3
Gen Ed Natural Science Req.....	3
	15

Sophomore Year

History 201	3
Corequisite †	3
Gen Ed IDC 200.....	3
Gen Ed Math Req	3
Elective.....	3
Elective.....	3
	18

History 202	3
Corequisite†.....	3
Gen Ed English 200	3
Gen Ed Theology 200	3
Elective.....	3
	15

Junior Year

History 323	3
History Elective	3
Gen Ed IDC 301.....	3
Elective.....	3
Elective.....	3
	15

History 324	3
History Elective	3
History Elective	3
Gen Ed Philosophy 301	3
Elective.....	3
Elective.....	3
	18

Senior Year

History Elective	3
Gen Ed Senior Seminar (IDC 401)	3
Gen Ed Fine Arts Req.....	3
Elective.....	3
Elective.....	3
	15

History Elective	3
Gen Ed Theology Elective	3
Elective.....	3
Elective.....	3
Elective.....	3
	15

† Selected from Art History, Music History, Theatre History courses, or Economics 111, 112.

Gen Ed or required related courses may be taken in different semesters other than those listed above. A student may not take more than 36 hours in History in the 126 hour program.

History Course Descriptions

HIST 116 The Western World I, 1450 to 1870 (3)

This survey of Western civilization between the Renaissance and the Age of Imperialism will focus on the development of the modern European and American nation-state and the incredible expansion of the West's economic, religious and political systems in the world. *Every semester.*

HIST 117 The Western World II, 1870 to Present (3)

Surveys the rise and decline of European imperialism, World War I, the Russian Revolution, the Great Depression, totalitarianism, World War II, the Cold War, postwar society and politics. *Every semester.*

HIST 201 History of the United States to 1877 (3)

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

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

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

HIST 210 History of Sports (3)

This survey of sports in America will concentrate on the history of sports from the early Olympic games to the present. The course will trace the development of school, inter-collegiate, and professional sports, and the impact they have had on today's culture. *As required.*

HIST 301 Ancient Near East (3)

Ancient Mesopotamia, Egypt, and Asia Minor, with special emphasis on the common cultural features passed on to later civilization. *As required.*

HIST 302 Greece (3)

Growth and development of the history and culture of Ancient Greece. *As required.*

HIST 313 Rome (3)

Growth and development of the history and culture of Ancient Rome to 300 A.D. *As required.*

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

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

HIST 319 The Islamic World to 1500 (3)

Emphasizes the affinities and interaction of African and southwest Asian civilizations before European expansion. Traces the founding, spread, and impact of Islam; the growth of maritime and caravan trade; Sudanic, Arab, Persian, Berber, and Turkish empires; the decline and fall of the Byzantines. *As required.*

HIST 320 Modern Africa (3)

Explores the history of Africa from the coming of the Europeans to the present. Major themes include the Atlantic slave trade and abolition, Islamic revival, the “Scramble” and resistance, the impact of colonial rule, cultural imperialism, the rise of nationalism, and the challenges of independence. *Spring, alternate years.*

HIST 321 Modern Middle East (3)

The development of southwest Asian institutions and culture since 1500. The flowering and decay of Ottoman civilization, Islamic revival, European imperialism, the rise of nationalism, Zionism, oil, superpower intervention and fundamentalism. *Spring, alternate years.*

HIST 323 Methodology of History (3)

A critical investigation of the discipline of history: philosophy of history, theory, research methods, approaches and recent trends in the field. (Prerequisite: Junior/Senior status or permission of instructor.) *Every fall.*

HIST 324 Practical Historical Research (3)

Continuation of History 323; supervised historical research and writing using primary sources. (Prerequisite: HIST 323). *Every spring.*

HIST 326 Race Relations and Civil Rights (3)

A survey of race relations and civil rights since colonial times to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with P.S. 326. (Prerequisite: Junior/Senior status or permission of instructor). *As required.*

HIST 327 Modern Latin American and Caribbean History (3)

A survey of Latin American and Caribbean history since the period of national wars of independence, focusing on colonial legacies, independence/imperialism, and violence/power. The course format will be interdisciplinary, drawing on literature, art, music, film, religion and contemporary political and economic issues to present a wide perspective on the hemisphere. *As required.*

HIST 328 The United States Presidency (3)

This interdisciplinary examination of the presidency will focus on the development and use of executive branch power and the changing relationship between American citizens and their chiefs of state. With a theoretical foundation provided by Political Science, the course will examine the policies and personalities of the nation’s presidents. Cross-listed with P.S. 328. (Prerequisite: HIST 116 or 117). *As required.*

HIST 343, 344 Internship for Non-Majors I, II (1–3)

Opportunity for a history-related internship for students who are not history majors.

HIST 412 Recent History of the United States, 1945 to Present (3)

This course begins with the atomic blast at Hiroshima in 1945. It examines the tumultuous decades since then, including the Baby Boom, the Red Scare, the Sixties, the end of the Cold War, and the beginning of the “War on Terror,” with an emphasis on generational changes. *As required.*

HIST 413, 414 U.S. Foreign Policy I, II (3, 3)

A study of the origins and development of U.S. diplomatic history and implementation of U.S. policies, construction of an empire, and the super-power status of the United States in world affairs since World War II. Cross-listed with P.S. 413, 414. (Prerequisite: Junior/Senior status or permission of instructor). *As required.*

HIST 415 Arab-Israeli Conflict (3)

An historical exploration of the ideological, spiritual, and territorial conflict over Israel/Palestine, including the rise of Zionism, the Balfour Declaration, the British Mandate, the refugee crisis, the birth of Israel, the Arab-Israeli wars, the PLO, Oslo, and the prospects for peace. *As required.*

HIST 419, 420 Special Topics in History I, II (3, 3)

Problems in a specific topical area will be considered. *As required.*

HIST 421 Nazi Germany (3)

A review of the controversies surrounding the Weimar era, Adolf Hitler's background, the rise to power of the Nazi party, the implementation of Nazi policies, the tragedies of World War II and genocide in Europe, and the legacy of the Nazi era. *As required.*

HIST 422 Vietnam and Watergate (3)

This examination of the Vietnam war and the Watergate scandal focuses on ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with P.S. 422. *As required.*

HIST 423 Independent Study (1-3)

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

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

As required.

HONORS PROGRAM

Kathryn West, Ph.D., Director

Alumni Hall 101, Phone 502.452.8210, kwest@bellarmine.edu

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

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

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

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

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

The Bellarmine University Honors Program is a member of the National Collegiate Honors Council.

Honors Housing

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

Admission to the Honors Program

Admission to the Honors Program is by invitation of the director; prospective students are encouraged to contact the director with a letter describing interest in the program. Students accepted into the program usually have an ACT of 28+ and rank in the top ten percent of their graduating class. Looking beyond such numbers, however, the program seeks individuals who demonstrate a love of learning, intellectual curiosity, and a desire to pursue advanced education. Students typically join the program upon matriculation at Bellarmine; however, students may be invited by the director, or may apply to the director for admission to the program, through the sophomore year.

Requirements

To graduate from the Honors Program with a special certificate and designation in the commencement program and on the permanent transcript requires three elements: credit for a minimum of five honors courses, the senior honors thesis, and demonstration of proficiency in a foreign language equivalent to two years of college-level study or an approved substitute. To remain in good standing in the Honors Program, students maintain a 3.25 grade point average after the freshman year, with a grace period for improvement typically being granted if the GPA dips below that mark. The research credits earned for the senior honors thesis include Honors 353, 450, and 451, or honors research credits in the major department. Students may choose to substitute a regularly scheduled Honors course with an Honors Contract course, as described below. Honors students are asked to show proficiency in a foreign language at the second year college level. This requirement does not necessarily lead to a certain number of foreign language classes, as Honors students may place out of some coursework and offer relevant substitutions. Depending upon major and future goals, students may substitute study abroad, pursue sign language, or, especially in nursing and health science majors, offer fieldwork and a journal of experience with a community unfamiliar to them. Honors program students and those considering the program are strongly encouraged to discuss options with the Director.

Honors Contract Course

Honors students may ask to be excused from the regularly scheduled Honors seminars and substitute advanced work in some other course. Such contracts are arranged in consultation with the professor of the course in question and the Honors director. This option allows students to offer to do work beyond the typical requirements in a course in which they have a strong interest, and receive Honors credit.

In addition, students who are not regular participants of the Honors Program may apply to the director to take a scheduled Honors course if they have a particular interest in the subject matter; completion of such a course will come with the "Honors" designation for that course on the transcript.

Senior Honors Thesis

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

Students choose a timetable for their thesis that best accommodates study abroad plans, graduation tim-

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

Bellarmino Scholars

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

Honors Program Course Descriptions

HONR 101 Honors Expository Writing (3)

Honors Expository Writing offers an advanced level expository writing course for Honors students and for students scoring 29 or higher on the Reading section of the ACT. Fulfills English 101. *Every semester.*

HONR 150 Freshman Honors Seminar (3)

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

HONR 151L Honors Literature (3)

This course fulfills the Literature 200 general education requirement. Recent topics have included “Autobiography: Journey to the Self” and “Exploring Kentucky Authors.” *Every spring.*

HONR 151M Honors Mathematics (3)

This course fulfills the general education requirement of 3 hours of Mathematics. Recent topics include “Music and Math.”

HONR 151N Honors Natural Science (3)

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

HONR 151S Honors Social Science (3)

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

HONR 160 Honors Introduction to Philosophy (3)

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

HONR 200 Honors Ultimate Questions (3)

This course provides an honors level version of the Theology 200 Ultimate Questions course under the general education requirements. *Every fall or spring.*

HONR 220 Honors U.S.-Experience Seminar (3)

Honors 220 counts as the core-required U.S.-Experience course and thus fulfills IDC. 200. Recommended for Honors sophomores; open to others with permission of the Honors director. Recent topics have included History of Kentucky; the U.S. in the World; Mental Illness in Film and Memoir among others. This course may be taken more than once for elective credit. *Every semester.*

HONR 301 Honors Ethics (3)

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

HONR 320 Honors Transcultural Experience Seminar (3)

Honors 320 counts as the core-required Transcultural Experience course and thus fulfills the IDC. 301 requirement for Honors sophomores and juniors; open to others with permission of the Honors director. Recent topics have included Global Storytelling; Narrative and Identity; Shakespeare's Rome; History of Slavery; Women in Islam among others. This course may be taken more than once for elective credit. *Every semester.*

HONR 350 Honors Seminar in the Arts (3)

The Honors Seminar provides in-depth consideration of creative thought and expression. It fulfills the Fine Arts requirement under the core curriculum. Open to honors sophomores, juniors, and seniors, and to others by permission. *Every fall.*

HONR 353 Junior Honors Research Mentorship (1)

The Junior Honors Research Mentorship matches Honors students with faculty members to begin work toward the senior research project and Honors thesis. Students 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. Strongly recommended for all Honors juniors. *Every semester.*

HONR 401 Honors Senior Seminar (3)

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

HONR 450 Senior Honors Research (3)

Senior Honors students earn credit for research work leading toward the production of the Senior Honors Thesis. Students may also be asked to meet in research/writing groups periodically through the semester. Required for all Honors participants unless such a course is offered by and taken in the department in which the student is majoring (e.g., Biology 450H). *Every semester.*

HONR 451 Senior Honors Thesis (3)

The Senior Honors Thesis is the culmination of the Honors Program. Each student will work with an advisor in preparing the project, submitting the final research/document, and presenting a summary of it at a public occasion. Students may also be asked to meet in research/writing groups periodically through the semester. Required for Honors seniors. *Every semester.*

INTERDISCIPLINARY COURSES (IDC) OF THE GENERAL EDUCATION PROGRAM

Adam Renner, Ph.D., Director

BOB 306, Phone 502.452.8135, arenner@bellarmine.edu

Introduced in 1997 as a key component of the reformed general education curriculum, the IDC program is designed to provide a coherent, integrated, and developmental sequence of courses for undergraduate students as they progress through the General Education program. Many of the requirements of general education are discipline-specific, asking students to build a base of knowledge and skills in such individual areas as mathematics, the natural and social sciences, philosophy, Theology, English, and the Arts. Therefore, the IDC program, interdisciplinary in nature, offers a unique learning experience for Bellarmine students.

The IDC program has three overarching sets of objectives: skill development, discipline integration, and incorporation of the Catholic tradition of social justice. These three sets of objectives are hierarchical in nature, with skill development forming the foundation, discipline integration providing the structure, and the Catholic perspective on contemporary social issues informing the capstone experience. Through this capstone experience -The Senior Seminar- students demonstrate the ways in which they have developed the various critical thinking, reading, and writing skills in previous coursework by engaging in thoughtful discussion of contemporary social issues through a lens of Catholic social justice.

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

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

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

Clearly, the IDC program supports the **university's mission** to "develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership to others" as well as "authentic conversations and thoughtful, informed consideration of various ideas, values and issues." Also, through the IDC's ultimate focus on Catholic social teaching, it seeks to help "improve the human condition."

WAIVER INFORMATION FOR TRANSFER STUDENTS

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

Interdisciplinary Courses (IDC) of the General Education Program

IDC. 101 – Freshman Seminar (3)

The Freshman Seminar courses are designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman Seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of Freshman Seminar are set by the individual instructors and reflect a wide ranging set of interdisciplinary issues such as, but certainly not limited to, the environment, health care, globalization, and the arts. Students are required to practice both critical and creative approaches to the individual seminar topic and to develop essential university-level abilities in oral and written communication. *This course may not be taken for elective credit. Every semester.*

IDC. 200 – Sophomore US Experience (3)

These courses are designed to focus on an important issue connected with the history and nature of U.S. culture. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on the American Family might involve working from a combination of sociological, psychological, and literary perspectives; a course on the U.S. Constitution might include the philosophical, political, and historical factors that contributed to its writing and character; and a course on the American Space Program might combine scientific and historical approaches. This course builds on and further develops the set of skills/abilities introduced in IDC.101, in part, by culminating with a final project that combines research and critical analysis and emphasizes the research component of the project. *This course may not be taken for elective credit by junior and senior level students. (Prerequisite: IDC.101 and sophomore status.) Every semester.*

IDC. 301 – Junior Transcultural Experience (3)

These courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on Latin American Culture and Civilization might approach its subject through art, music, and history; another might combine the disciplines of theology, history, and art in studying the lives of St. Francis and St. Robert Bellarmine and the Italian culture that frames their work. These set of courses also better illuminate Bellarmine's Quality Enhancement Plan, which focuses on internationalization, thereby making every part of the globe a part of the Bellarmine classroom. Whether studying abroad, intensively studying the verities of a particular culture, and/or studying the politics of difference and the formation of culture, these courses build on and further develop the set of skills/abilities introduced in IDC.101/200, culminating with a final project that combines research and critical analysis and emphasizing the critical analysis component of the project. *This course may be taken for elective credit by junior and senior level students. (Prerequisite: IDC. 200 and junior status.) Every semester.*

IDC. 401 – Senior Seminar (3)

The Senior Seminar is the capstone experience in the general education of a Bellarmine student. It has as its primary focus the development of students' abilities to examine contemporary issues in a comprehensive and integrated way within a Catholic social justice perspective and a liberal arts and sciences context. Seniors from various disciplines come together in smaller groups with a faculty member to reflect on critical issues facing contemporary society, such as racism, economic and social justice, environmental concerns, national and international crises, and ethical issues arising from developments in science, medicine, and technology. Students are also expected to bring the knowledge and skills gained in their major fields of study and their other general education courses to the seminar as appropriate. *(Prerequisite: IDC.301 and senior status.)*

While IDC. 100 is **NOT** a part of the IDC program, it is **REQUIRED** of every first-time full-time traditional age freshman at Bellarmine. *Every semester.*

IDC. 100 Freshman Focus

(1)

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

INTERNATIONAL STUDIES MINOR

Gabriele W. Bosley, MA, MAT, Associate Professor of Foreign Languages and Director of International Programs, Miles Hall 148, Phone 502.452.8476, gbosley@bellarmine.edu

Hannah Holler Egea, International Studies Minor Coordinator and Study Abroad Coordinator, Miles Hall 147, Phone 502.452.8423, hholler@bellarmine.edu

Requirements for the International Studies Minor 19 hours

In order to be awarded an International Studies Minor, you must complete a minimum of 19 credit hours as listed below. Students are encouraged to choose a focus area and select courses to correspond with it, such as Hispanic Studies, Italian Culture, etc. Please consult the Bellarmine website under Majors and Minors for up-to-date program details.

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

1. **A minimum of six credits** in a global language at the 200-level or higher. All courses must be taken in the same language and at least one of the courses must be taken at Bellarmine University. If a student is a heritage or native speaker of a language other than English, alternative arrangements for completing this requirement can be made through consultation with the minor coordinator in the IPO.
2. **A minimum of six credits** in multi-cultural or cross-cultural disciplinary areas, chosen in consultation with the minor coordinator. See list below.
3. **A minimum of six credits** (and min. of 4 weeks) of either a university level study abroad and/or a work internship (in the U.S. or abroad) in an international and/or intercultural setting.
4. **A one credit** independent study that will bring together the student's cumulative international experience during their years at Bellarmine University and abroad and/or work experience and its relationship to their coursework and career/personal goals. The student is required to write an 8-10 page paper in coordination with the minor coordinator.

Courses pre-approved to count towards the International Studies Minor are:

Art: ART. 299 African Art History

Business Administration: B.A. 445 International Experience

Communications: COMM 313 Intercultural Communication

Economics: ECON 314 International Trade and Finance

English:

ENGL 324 Multicultural American Literature

ENGL 350 Contemporary International Literature

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

History:

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

Interdisciplinary Courses: All IDC. 301 junior seminar courses are pre-approved to count as part of the multi-cultural/cross-cultural disciplinary requirement. Students choosing this option realize that they must take an IDC. 301 in addition to completing one for the Gen Ed requirement. One IDC. 301 course cannot fulfill both.

Music:

MUSC 304 Music of the World's Cultures

Philosophy:

PHIL 311 Ancient Philosophy
PHIL 312 Medieval Philosophy

Political Science:

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

Psychology:

PSYC 215 Human Sexuality
PSYC 317 Social Psychology

Sociology:

SOC. 111 Cultural Anthropology
SOC. 175 Human Geography
SOC. 201 Contemporary American Social Problems
SOC. 235 Social Inequality

Theater:

THEA 310 Theater History I
THEA 311 Theater History II

Theology:

THEO 307 World Religions
THEO 334 Christian Peacemaking
THEO 335 Theology from the Margins
THEO 401/402 History of Judaic Thought I, II
THEO 432 Jesus in Palestinian Culture

LIBERAL STUDIES PROGRAM

Robert G. Pfaadt, MA, Program Director

Pasteur Hall, Phone 502.452.8267, rpfaadt@bellarmine.edu

The Bachelor of Arts in Liberal Studies is designed for students who wish to pursue a general degree in the liberal arts with emphasis on the humanities or the social sciences. It is a particularly attractive option for adult students who have been away from the classroom for a number of years. While maintaining the high standards of academic excellence at Bellarmine University, the Bachelor of Arts in Liberal Studies offers students more flexibility in designing their program of study than the traditional undergraduate disciplinary majors and allows them to explore a broader variety of disciplines.

Requirements for a Major in Liberal Studies

1. A total of 126 semester hours, of which at least 36 must be taken at Bellarmine University.
2. At least 24 semester hours at the 300 and 400 level, exclusive of General Education requirements.
3. No more than 24 semester hours in a single discipline. A student who transfers to Bellarmine with more than 24 hours in a single discipline may count all of those hours, but no additional hours taken in that discipline may count toward the degree.
4. Course Requirements:

General Education Requirements	49
Humanities (Art, Communications, English, Global Languages, Music, Philosophy, Theatre, Theology)	21
Social Sciences (Criminal Justice, Economics, History, Political Science, Psychology, Sociology)	15
Electives	41
 Total Semester Hours	 126

MATHEMATICS

Michael C. Ackerman, Ph.D., Interim Chair

Pasteur Hall 006I, Phone 502.452.8125, mackerman@bellarmine.edu

Michael J. Bankhead, MSc; William E. Fenton, Ph.D.; R. Adam Molnar, B.A.;

Anne M. Raymond, Ph.D.; Daylene Zielinski, Ph.D.

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

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

Mission of the Mathematics Department

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

1. To enhance the quantitative reasoning skills of undergraduate students by educating them in the use of graphical and symbolic representations to understand quantitative relationships.
2. To educate undergraduate majors in the primary content and methods of mathematics, as preparation for careers and for graduate study.
3. To have departmental faculty who are actively engaged in the mathematics profession through scholarly activity.
4. To participate in the activities of academic citizenship in the college, university, and the broader mathematical community.
5. Upon completion of the undergraduate program in mathematics or actuarial science, the successful student will:
 - exhibit skills in problem solving.
 - exhibit the ability to communicate mathematical ideas.
 - demonstrate a reasonable proficiency at understanding and creating mathematical proofs.
 - demonstrate an awareness of a broad variety of applications, both in and out of mathematics.
 - demonstrate reasonable proficiency with major topics from important subfields of mathematics.
 - (B.S. only) demonstrate application of mathematical principles in an actuarial context.

The Mathematics major is designed to fulfill these goals. The intent is to prepare a student for a career that uses her/his mathematical abilities, or for further study at the graduate level. Students majoring in Mathematics are encouraged to complete a minor in an area in which Mathematics is applied, such as Computer Science or Economics.

Requirements for a Major in Mathematics, 40-46 hours

Prerequisite course: MATH 117. Basic courses: MATH 118, 120, 215, 216, 231, 314, 331, 403, 450, one course from 312, 315, 332, 352, 411, and nine to fifteen hours selected from 300- or 400-level Mathematics courses. Students intending to be certified to teach Mathematics at the secondary level may substitute MATH 332 for 331, MATH 411 for 403, and must take MATH 305. Computer Science 130 is strongly recommended for all mathematics majors.

Requirements for a Minor in Mathematics, 20 hours

MATH 117, 118, 215, one of 205, 314, 352, and two additional courses. One of these additional courses must be at the 300- or 400-level; the other can be any course except 101, 102, 105, 107, 116 or 125. Note: Students completing an Actuarial Science major may not also earn a math minor.

MATHEMATICS

Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed Mathematics 117	4	Mathematics 118.....	4
Mathematics 120.....	3	Gen Ed Freshman Sem (IDC 101).....	3
Gen Ed English 101.....	3	Gen Ed Philosophy 160.....	3
Freshman Focus (IDC 100).....	1	Gen Ed History 116 or 117.....	3
Computer Science 130 (recommended) .	4	Elective	3
Gen Ed Social Science Elective.....	3		
	18		16

Sophomore Year

Mathematics 215.....	3	Mathematics 216.....	3
Elective	3	Mathematics 231.....	3
Gen Ed Natural Science.....	3	Gen Ed Natural Sciences	3
Gen Ed English 200	3	Gen Ed IDC 200.....	3
Elective.....	3	Elective.....	3
	15		15

Junior Year

Mathematics 314 or Math elective*	3	Mathematics Elective	3
Mathematics 331 or 403.....	3	Mathematics Elective	3
Gen Ed Theology 200.....	3	Gen Ed Philosophy 301.....	3
Gen Ed Fine Arts Req.....	3	Gen Ed IDC 301	3
Elective	3	Elective	3
	15		15

Senior Year

Mathematics 314 or Math elective*	3	Mathematics 450	3
Mathematics 331 or 403.....	3	Mathematics Elective	3
Gen Ed Senior Seminar (IDC 401).....	3	Gen Ed Theology Elective.....	3
Elective	3	Elective	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

* Majors must complete at least one of MATH 312, 315, 332, 352, 411.

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

Bachelor of Science in Mathematics: Actuarial Science Emphasis

The Actuarial Science major concentrates on applied courses in Mathematics and includes courses directly related to the business world, where actuaries are in high demand.

Requirements for a Bachelor of Science in Mathematics: Actuarial Science, 40-46 hours

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

MATHEMATICS: ACTUARIAL SCIENCE EMPHASIS

Suggested Program for Bachelor of Science Degree

Freshman Year

Gen Ed Mathematics 117	4	Mathematics 118.....	4
Mathematics 120.....	3	Gen Ed Freshman Sem (IDC 101).....	3
Computer Science 130.....	4	Computer Science 131	4
Gen Ed Economics 111 (SS Req).....	3	Economics 112.....	3
Gen Ed English 101.....	3	Business Administration 103.....	3
Freshman Focus (IDC 100).....	1		
	18		17

Sophomore Year

Mathematics 215.....	3	Mathematics 216.....	3
Gen Ed IDC 200.....	3	Mathematics 231.....	3
Gen Ed Philosophy 160.....	3	Gen Ed English 200.....	3
Accounting 101.....	3	BA 315	3
Economics 231.....	3	Economics 232	3
	15		15

Junior Year

Mathematics 314.....	3	Mathematics 315.....	3
Mathematics 403 or Math Elective.....	3	Mathematics 340	3
Gen Ed Theology 200.....	3	Gen Ed Philosophy 301.....	3
Gen Ed History 116 or 117.....	3	Gen Ed IDC 301	3
Gen Ed Natural Science.....	3	Gen Ed Natural Science.....	3
	15	Economics 351.....	3
			18

Senior Year

Mathematics 331 or Math Elective.....	3	Economics 410	3
Mathematics 353.....	3	Mathematics Elective	3
Gen Ed Senior Seminar (IDC 401).....	3	Mathematics 450	3
Gen Ed Fine Arts Req.....	3	Gen Ed Theology Elective.....	3
Comm. 205	3	Elective.....	3
	15		15

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

Mathematics Course Descriptions

MATH 116, 117, 125, 200, and 205 assume that the student has taken a college preparatory course in high school mathematics, typically including two years of algebra. Students who have had only one year of high school algebra should take MATH 105. A student separated from mathematics for some time, even with two years of algebra, might be advised to take a college algebra course.

MATH 101 Foundations of Mathematics I* (3)

This course is an investigation of our numeration system. The NCTM standards guide the course through an introduction to problem solving, sets, functions, ancient numeration systems, and place value. Next, a thorough examination of addition, subtraction, multiplication and division reveals why these operations behave the way they do and what interconnections exist between these operations. The counting numbers are extended to include negative numbers and the study of integer operation follows. In addition, the course addresses topics in number theory including the study of primes, divisibility, the LCM and GCF. Finally, the course examines fractions and the arithmetic of fractions at a deep level. *Enrollment restricted to Elementary and Middle Education majors only. *Every fall.*

MATH 102 Foundations of Mathematics II* (3)

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

MATH 105 College Algebra (3)

Properties of real numbers, linear equations and inequalities, quadratic equations, and inequalities, polynomial functions, exponential and logarithmic functions, algebraic functions, systems of linear equations. This course is taught primarily to prepare students for Business Calculus. **MATH 105 does not fulfill the general education requirement in mathematics. Students with credit for MATH 116, 117, or 125 may not enroll in MATH 105.** *Every semester.*

MATH 107 Mathematics for Liberal Arts (3)

This course will investigate mathematical issues at a non-technical level. The course analyses life issues that transcend mathematics by balancing theory with practical applications. The students will be expected to communicate mathematics through reading, writing, and presenting their mathematical ideas. *Every spring.*

MATH 116 Precalculus (3)

A study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions. This course is taught with graphing calculators. (Prerequisites: two years of high school algebra and one year of geometry.) *Every fall.*

MATH 117 Calculus I (4)

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

MATH 118 Calculus II**(4)**

Applications of integration such as area, volume and arc length; techniques of integration and improper integrals; approximation of integrals; infinite sequences and infinite series. The course includes computer-based explorations. (Prerequisite: MATH 117 or its equivalent.) *Every spring.*

MATH 120 Discrete Mathematics**(3)**

An introduction to topics involving discrete sets of objects. These include number systems, sets and their operations, propositional logic, quantification, algorithms, functions, recursion, relations, and graph theory. The course contains an introduction to proof methodology, including mathematical induction, based on the preceding topics. This course makes extensive use of the computer for exploration and discovery of the concepts. (Prerequisite: MATH 116 or its equivalent.) *Every fall.*

MATH 125 Business Calculus**(4)**

Applications of polynomial, rational, exponential, and logarithmic functions. Limits, derivatives, and integrals with applications to business and economics. (Prerequisite: MATH 105 or equivalent.) *Every semester.*

MATH 200 Statistics & Society**(3)**

Sampling, experimental design, and the evaluation of data quality. Numeric summaries and graphical representation of data, including categorical tables. Selected topics from basic probability, including odds and relative risk. Assumptions and interpretation of confidence intervals, hypothesis tests, and regression. This course emphasizes visual representation and the interpretation of results, drawing many examples from public media. *Every semester.*

MATH 205 Elementary Statistics**(4)**

Descriptive statistics: graphical representation and numerical summaries of data. Elementary probability. Basic concepts of sampling and experimental design. Linear correlation and regression. Interval estimates and hypothesis testing, including chi-square and proportion. Two years of high school algebra and one year of high school geometry, or their equivalent, are strongly recommended as preparation for this course. *Every semester.*

MATH 215 Linear Algebra**(3)**

This course covers basic ideas of matrix theory and linear algebra, including applications in mathematics and other disciplines. The course begins with systems of linear equations, then explores matrices and their relation to systems of linear equations. This includes elementary row operations, the arithmetic of matrices, inverting a matrix, special types of matrices, and the determinant of a matrix. Other topics covered are linear transformations, eigenvalues and eigenvectors. (Prerequisite: MATH 117 and sophomore standing, or permission of instructor.) *Every fall.*

MATH 216 Calculus III**(3)**

A study of the concepts from Calculus I and II in the multivariable case. This includes partial derivatives, multiple integrals, and vector calculus. The course makes extensive use of computer explorations and cooperative learning. (Prerequisite: MATH 118.) *Every spring.*

MATH 231 Numbers and Proof**(3)**

An exploration of fundamental concepts involving natural numbers, integers, rational numbers, real numbers, and complex numbers, and their operations. We will examine field properties, cardinality issues, and ordering properties, with other topics as time allows. The course will emphasize conjecture and proof. Students will develop, write and present their proofs. (Prerequisite: MATH 118 and 120.) *Every spring.*

MATH 301 Differential Equations (3)

The objective of the course is to introduce applications and solution methods for equations which include derivatives. Maple software will be used extensively. The following topics will be covered: basic definitions and terminology; direction fields, phase portraits; first-order differential equations; modeling with first-order differential equations; higher-order differential equations; modeling with initial-value problems and boundary-value problems; the Laplace transform; the Dirac delta function; systems of first-order differential equations; numerical solution of ordinary differential equations. (Prerequisite: MATH 118.) *Fall, odd years.*

MATH 305 Modern Geometry (3)

A survey of advanced geometry that incorporates three historical perspectives: synthetic, analytic, and transformational. Topics include advanced results in Euclidean geometry, the role of axiom systems, coordinate methods, non-Euclidean geometry, isometries in the plane, and symmetry groups, with additional topics as time allows. (Prerequisite: MATH 215 or permission of instructor.) *Every spring.*

MATH 312 Topology (3)

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

MATH 314 Probability and Mathematical Statistics I (3)

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

MATH 315 Probability and Mathematical Statistics II (3)

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

MATH 321 Combinatorics (3)

Topics in graph theory, including circuits, coloring, trees and searching. Enumeration methods, including permutations and combinations, the inclusion-exclusion principle, generating functions and recurrence relations. (Prerequisite: MATH 118, 120, 215.) *Fall, odd years.*

MATH 331 Abstract Algebra (3)

An examination of addition and multiplication, and how their properties resemble other operations in other settings. With a single operation the notion of group is available; adding a second operation extends this to rings and fields. Basic properties of groups, rings, and fields will be examined, including the Fundamental Theorem of Homomorphisms. Applications will be included as time allows. (Prerequisite: MATH 215 and 231.) *Fall, even years.*

MATH 332 Advanced Linear Algebra (3)

This course is a continuation of MATH 215. It begins with a brief review of topics from the earlier course. The course then develops more deeply the theory of linear transformations on vector spaces and examines its applications. Topics include inner product spaces, orthogonality, eigenvalues and eigenvectors, and diagonalizable linear operators. (Prerequisite: MATH 215.) *Spring, odd years.*

MATH 340 Introduction to Actuarial Mathematics (3)

This course includes an introduction to insurance and risk management, an introduction to the actuarial profession, actuarial applications of calculus and probability, and preparation for the Society of Actuaries Exam P. (Prerequisites: MATH 216 and 314.) *Spring, even years.*

MATH 352 Stochastic Processes (3)

Stochastic Processes are situations where a path over time is not deterministic; future behavior is based on past positions, the current location, and a probability distribution which defines the ways the process can move. This course covers theory and applications of basic stochastic processes: the Poisson process, discrete time Markov chain, continuous time Markov chain, queue, random walk, and martingale. This course is useful to those interested in mathematical finance. (Prerequisites: MATH 314 and MATH 215.) *Spring, odd years.*

MATH 353 Interest Theory (3)

This course develops a practical knowledge of the theory of interest in both finite and continuous time. This knowledge includes how these concepts are used in the various annuity functions and how to apply the concepts of present and accumulated value for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies. (Prerequisite: MATH 118.) *Fall, even years.*

MATH 403 Real Analysis (3)

This course provides a rigorous critical study of calculus of one real variable. Topics include the real number system and its properties, the theory of sequences, limits of functions, continuity, derivatives, integrals, and infinite series. Mathematical writing and the mathematical proof will be emphasized. (Prerequisites: MATH 118 and 231.) *Fall, odd years.*

MATH 405 Introduction to Numerical Analysis (3)

A numerical method is used to solve a problem approximately when an exact solution cannot be found. The following topics will be covered: properties of a floating point number system and IEEE754; types of errors; stability and conditioning; solution of equations in one variable; interpolation and polynomial approximation; numerical differentiation and integration; numerical solution of ordinary differential equations; and direct methods for solving linear systems. (Prerequisite: MATH 118.) *Fall, even years.*

MATH 411 Complex Analysis (3)

In this course we consider familiar concepts encountered in calculus in the new setting of functions of a complex variable. Topics covered include: the arithmetic, algebra, and geometry of the complex number system and complex plane; elementary functions of a complex variable; the derivative (analyticity and harmonicity); the integral (line and contour integrals); the topological aspects of the plane needed to develop the theory of differentiability and integrability (including Cauchy's Theorem, Cauchy's Integral Formula, and the Maximum Modulus Theorem); and series representations for functions. (Prerequisite: MATH 216.) *Fall, even years.*

MATH 419, 420 Mathematics Research I, II (1–3, 1–3)

Students have the opportunity to conduct original mathematical research on a topic of their choosing, under the guidance of a faculty mentor. The research project is expected to result in a written and an oral report presented to the Mathematics Department. (Prerequisite: permission of instructor.) *As required.*

MATH 423 Independent Study (1–3)

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

MATH 430 Operations Research (3)

An introduction to deterministic optimization. Topics include linear programming, sensitivity analysis, duality theory, network analysis, integer programming, and game theory. (Prerequisite: MATH 215.) *Fall, odd years.*

MATH 441 Topics in Mathematics (3)

This course will examine a subject not typically included in our curriculum. Students are encouraged to suggest topics of interest for a possible course offering. (Prerequisite: Permission of instructor.) *As required.*

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

As required.

MATH 450 Readings in Mathematics (3)

A capstone course for majors in mathematics and actuarial science. Professional readings will be assigned. Satisfactory completion of a major research project and oral presentations are required. (Prerequisite: Senior standing or permission of instructor.) *Every spring.*

MATH 523 Foundations of Mathematics* (4)

This course is an investigation at the master's level of topics from the elementary and middle school mathematics curriculum. It is not a study of how to do mathematics, but why the way we do mathematics works. The NCTM standards guide the course through a study of problem-solving, sets, functions, ancient numeration systems and numeration in various bases. The four basic operations of addition, subtraction, multiplication, and division are thoroughly examined. The counting numbers are extended to include fractions, decimals and negative numbers. In addition, the course addresses topics in number theory including the study of primes, divisibility, the LCM and GCF. Next, an investigation of ratios, rates, and proportions leads to percentages, uncertainty, and chance. This is followed by the study of basic statistics emphasizing measures of central tendency, variance, and ways of organizing data. Next, the study of geometry begins with examination of the basic shapes of one, two, and three dimensions and is followed by an investigation of the basic ways these shapes can be transformed: translation, reflection, and rotation. The study of basic measurement including length, area, surface area, and volume completes the content of this course. ***Enrollment restricted to graduate Education majors.** *As required.*

MUSIC

J. Richard Burchard, MM, Chair

Norton Music Building 203, Phone 452-8497, rburchard@bellarmine.edu

Dave Clark, MM,; Alexander T. Simpson, Jr. Ph.D.; Meme Tunnell, MM

The Music Program offers an integrated program of both standard and commercial/popular instruction. Diverse course offerings, numerous and enriching music activities, individual attention from faculty, and a willingness to tailor-make each program according to the unique needs of each student make the Music Program a vital experience for student musicians. The Bachelor of Arts degree is offered with the following emphases: Jazz Studies, Piano Pedagogy and Accompanying, Vocal Performance, Instrumental Performance, Sacred Music Studies, and Teacher Certification with Music Specialization.

Mission

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

The Music Department has six goals for its degree programs:

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

Entrance Audition

The Music Department does not deny anyone the opportunity to enter our music program. All music majors and minors will be accepted into the program upon successful completion of an audition. The audition is designed to allow the faculty members of the music department the opportunity to assess your musical skills and background so that we may better advise you as to the most suitable courses and degree track. Successful completion of the course requirements for the degree and consistent improvement of your musical skills are necessary to remain in the major or minor status. Detailed audition information for specific instruments and degree tracks can be found on our website at www.bellarmine.edu/music.

Requirements for a Minor in Music, 21 hours

The minor in music requires MUSC 101, 102, 200 and six credits of music electives agreed upon by the student and the department chair; four credits of applied instrument or voice and two credits of a music ensemble. In order to enroll in MUSC 101, students must either pass a music theory placement test or enroll in MUSC 100 before enrolling in MUSC 101.

Teacher Certification: Music Specialization

The requirements for Teacher Certification with Music Specialization are listed in the Education section of this catalogue.

Piano Proficiency Examination and Sophomore Comprehensive Examination

All majors 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 majors must pass a piano proficiency examination to fulfill the piano requirement for degree conferral.

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

Basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211 or 330, 409 and 410; seven credits of jazz related courses: MUSC 312, 343 and 344; sixteen credits (two per semester) in applied jazz major ordinarily taken in sequence; four credits of an approved ensemble or equivalency; Piano Proficiency Exam and Sophomore Comprehensive Exam. Students are highly encouraged to take two semesters of Music Technology.

MUSIC: JAZZ STUDIES EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

Applied Major I	2	Applied Major II	2
MUSC 101: Music Theory I	3	MUSC 102: Music Theory II	3
MUSC 110: Intro to Study of Music	2	MUSC 105 Aural Skills I	1
English 101	3	Gen Ed History 116 or 117	3
Freshman Focus IDC 100	1	Gen Ed Fine Arts (ART. or THEA)	3
Gen Ed IDC 101	3	Gen Ed Philosophy 160	3
Elective	3		
	17		15

Sophomore Year

Applied Major III	2	*Applied Major IV	2
MUSC 201: Music Theory III	3	MUSC 312: History of Jazz	3
MUSC 205: Aural Skills II	1	MUSC 206: Aural Skills III	1
Gen Ed Theology 200	3	MUSC 202: Music Theory IV	3
Gen Ed Natural Science	3	Gen Ed Natural Science	3
Gen Ed English 200	3	Gen Ed IDC 200	3
	15		15

Junior Year

*Applied Major V	2	*Applied Major VI	2
MUSC 343: Jazz Harmony I	2	MUSC 344: Jazz Harmony II	2
MUSC 211 or 330: Music History I or II	3	Jazz Ensemble	1
Jazz Ensemble	1	Gen Ed Mathematics	3
Gen Ed Philosophy 301	3	Gen Ed IDC 301	3
Gen Ed Social Science	3	Elective	3
Elective	3	Elective	3
	17		17

Senior Year

*Applied Major VII	2	Applied VIII	2
MUSC 409: Music History III	3	MUSC 410: Recital	1
Jazz Ensemble	1	Jazz Ensemble	1
Gen Ed Theology Elective	3	Gen Ed IDC 401	3
Elective	3	Elective	3
Elective	3	Elective	3
	15	Elective	3
			16

**Students studying a jazz instrument in the fourth, fifth, sixth and seventh semesters must register for a Jazz Improvisation Lab. Each Jazz Improvisation Lab is a study of jazz improvisation techniques, focusing on the interpretation of both traditional and contemporary jazz performance.*

Requirements for a Major in Music: Piano Pedagogy and Accompanying Emphasis, 51 hours

Basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211, 330, 354, 355, 409 and 410; sixteen credits in applied instrumental major (two per semester) taken in sequence; four credits of an approved ensemble or equivalency; Piano Proficiency Exam and Sophomore Comprehensive Exam. Students are highly encouraged to take two semesters of Music Technology.

MUSIC: PIANO PEDAGOGY AND ACCOMPANYING EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUSI 111: Applied Piano I	2	MUSI 112: Applied Piano II	2
MUSC 101: Music Theory I	3	MUSC 102: Music Theory II	3
MUSC 110: Intro to Study of Music	2	MUSC 105 Aural Skills I	1
English 101	3	Gen Ed History 116 or 117	3
Freshman Focus IDC 100	1	Gen Ed Fine Arts (ART. or THEA)	3
Gen Ed IDC 101	3	Gen Ed Philosophy 160	3
Elective	3		
	17		15

Sophomore Year

*MUSI 211: Applied Piano III	2	*MUSI 212: Applied Piano IV	2
MUSC 201: Music Theory III	3	MUSC 202: Music Theory IV	3
MUSC 205: Aural Skills II	1	MUSC 206: Aural Skills III	1
MUSC 211: Music History II	3	MUSE 156: Piano Ensemble	1
MUSE 155: Piano Ensemble	1	Gen Ed Theology 200	3
Gen Ed Social Science	3	Gen Ed Natural Science	3
Gen Ed English 200	3	Gen Ed IDC 200	3
	16		16

Junior Year

**MUSI 311: Applied Piano V	2	**MUSI 312: Applied Piano VI	2
MUSC 354: Piano Literature I	2	MUSC 355: Piano Literature II	2
MUSC 330: Music History I	3	MUSE 256: Piano Ensemble	1
MUSE 255: Piano Ensemble	1	Gen Ed Mathematics	3
Gen Ed Natural Science	3	Gen Ed IDC 301	3
Gen Ed Philosophy 301	3	Elective	3
	14	Elective	3
			17

Senior Year

**MUSI 411: Applied Piano VII	2	**MUSI 412: Applied Piano VIII	2
Gen Ed IDC 401	3	MUSC 410: Recital	1
Gen Ed Theology Elective	3	MUSC 409: Music History III	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		15

*Students enrolled in MUSI 211 and 212 must register for a Piano Pedagogy Lab.

**Students enrolled in MUSI 311 and beyond must register for a Piano Accompanying Lab. See the course description under MUSI 111-412, Piano, for full details.

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

Basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211, 320, 330, 351, 409 and 410; sixteen credits (two per semester), ordinarily taken in sequence, in applied vocal major; four credits of an approved ensemble or equivalency; Piano Proficiency Exam and Sophomore Comprehensive Exam.

MUSIC: VOCAL EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUSI 115: Applied Voice I	2
MUSC 101: Music Theory I	3
MUSC 110: Intro to Study of Music	2
MUSE: Vocal Ensemble	1
English 101.....	3
Freshman Focus IDC 100.....	1
Gen Ed IDC 101.....	3
	15

MUSI 116: Applied Voice II	2
MUSC 102: Music Theory II	3
MUSC 105 Aural Skills I	1
MUSE: Vocal Ensemble	1
Gen Ed History 116 or 117	3
Gen Ed Fine Arts (ART. or THEA).....	3
Gen Ed Philosophy 160.....	3
	16

Sophomore Year

MUSI 215: Applied Voice III	2
MUSC 201: Music Theory III	3
MUSC 205: Aural Skills II	1
MUSE: Vocal Ensemble	1
MUSC 211: Music History II	3
Gen Ed Social Science	3
Gen Ed English 200	3
	16

MUSI 216: Applied Voice IV	2
MUSC 202: Music Theory IV	3
MUSC 206: Aural Skills III	1
MUSE: Vocal Ensemble	1
Gen Ed Theology 200.....	3
Gen Ed Natural Science.....	3
Gen Ed IDC 200.....	3
	16

Junior Year

MUSI 315: Applied Voice V	2
MUSC 351: Vocal Pedagogy	2
MUSC 330: Music History I	3
Gen Ed Natural Science	3
Gen Ed Philosophy 301.....	3
Elective.....	3
	16

MUSI 316: Applied Voice VI	2
MUSC 320: Conducting	2
Gen Ed Mathematics.....	3
Gen Ed IDC 301	3
Elective.....	3
Elective	3
	16

Senior Year

MUSI 415: Applied Voice VII	2
MUSC 409: Music History III	3
Gen Ed IDC 401.....	3
Gen Ed Theology Elective.....	3
Elective.....	3
Elective.....	3
	17

MUSI 416: Applied Voice VIII	2
MUSC 410: Recital	1
Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	15

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

Basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211, 320, 330, 341, 409 and 410; sixteen credits (two per semester), ordinarily taken in sequence, in applied instrumental major; four credits of an approved ensemble or equivalency; Piano Proficiency Exam and Sophomore Comprehensive Exam.

MUSIC: INSTRUMENTAL EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUSI: Applied Major I	2
MUSC 101: Music Theory I	3
MUSC 110: Intro to Study of Music	2
MUSE: Instrumental Ensemble	1
English 101	3
Freshman Focus IDC 100.....	1
Gen Ed IDC 101	3
	15

MUSI: Applied Major II	2
MUSC 102: Music Theory II	3
MUSC 105 Aural Skills I	1
MUSE: Instrumental Ensemble	1
Gen Ed History 116 or 117	3
Gen Ed Fine Arts (ART. or THEA).....	3
Gen Ed Philosophy 160.....	3
	16

Sophomore Year

MUSI: Applied Major III	2
MUSC 201: Music Theory III	3
MUSC 205: Aural Skills II	1
MUSE: Instrumental Ensemble	1
MUSC 211: Music History II	3
Gen Ed Social Science	3
Gen Ed English 200	3
	16

MUSI: Applied Major IV	2
MUSC 202: Music Theory IV	3
MUSC 206: Aural Skills III	1
MUSE: Instrumental Ensemble	1
Gen Ed Theology 200.....	3
Gen Ed Natural Science	3
Gen Ed IDC 200	3
	16

Junior Year

MUSI: Applied Major V	2
MUSC 320: Conducting	2
MUSC 330: Music History I	3
Gen Ed Natural Science	3
Gen Ed Philosophy 301.....	3
Elective.....	3
	16

MUSI: Applied Major VI	2
MUSC 341: Chamber Orchestration ..	2
Gen Ed Mathematics.....	3
Gen Ed IDC 301	3
Elective.....	3
Elective.....	3
	16

Senior Year

MUSI: Applied Major VII	2
MUSC 409: Music History III	3
Gen Ed IDC 401.....	3
Gen Ed Theology Elective.....	3
Elective.....	3
Elective.....	3
	17

MUSI: Applied Major VIII	2
MUSC 410: Recital	1
Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	15

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

Basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211, 320, 330, 341, 409 and 410; sixteen credits (two per semester), ordinarily taken in sequence, in applied major; four credits of an approved ensemble or equivalency; Piano Proficiency Exam and Sophomore Comprehensive Exam. Related required courses are listed under Requirements for Theology Minor (18 hours).

MUSIC: SACRED MUSIC EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

MUSI: Applied Major I	2
MUSC 101: Music Theory I	3
MUSC 110: Intro to Study of Music	2
MUSE: Instrumental Ensemble	1
English 101	3
Freshman Focus IDC 100.....	1
Gen Ed IDC 101	3
	15

MUSI: Applied Major II	2
MUSC 102: Music Theory II	3
MUSC 105 Aural Skills I	1
MUSE: Instrumental Ensemble	1
Gen Ed History 116 or 117.....	3
Gen Ed Fine Arts (ART. or THEA).....	3
Gen Ed Philosophy 160.....	3
	16

Sophomore Year

MUSI: Applied Major III	2
MUSC 201: Music Theory III	3
MUSC 205: Aural Skills II	1
MUSE: Instrumental Ensemble	1
MUSC 211: Music History II	3
Gen Ed Theology 200	3
Gen Ed English 200	3
	16

MUSI: Applied Major IV	2
MUSC 202: Music Theory IV	3
MUSC 206: Aural Skills III	1
MUSE: Instrumental Ensemble	1
Theology course	3
Gen Ed Natural Science	3
Gen Ed IDC 200.....	3
	16

Junior Year

MUSI: Applied Major V	2
MUSC 320: Conducting	2
MUSC 330: Music History I	3
Gen Ed Natural Science	3
Gen Ed Philosophy 301.....	3
Theology 300	3
	16

MUSI: Applied Major VI	2
MUSC 341: Chamber Orchestration ..	2
Gen Ed Mathematics.....	3
Gen Ed IDC 301	3
Theology course	3
Theology course	3
	16

Senior Year

MUSI: Applied Major V	2
MUSC 409: Music History III	3
Gen Ed IDC 401	3
Theology course	3
Elective	3
Elective	3
	17

MUSI: Applied Major VI	2
MUSC 410: Recital	1
Gen Ed Social Science	3
Elective	3
Elective	3
Elective	3
	15

Music Course Descriptions

NOTE: Metroversity registration for Music courses at Bellarmine University is restricted to those courses that do not entail private lessons. If a Metroversity student wishes to enroll in a course that involves private lessons, he/she may register only as a “Visiting Student” and must pay regular tuition and fees. The admission application fee is waived.

All individual instruction and ensemble classes must be taken in sequence from beginning level.

A maximum of 12 ensemble hours will apply toward graduation requirements for all Bellarmine students

Applied Music Offerings (Private Lessons)

MUSI 100 Beginning Piano (1)

Group piano instruction for students with very little or no piano experience. *Every semester.*

MUSI 111, 112, 211, 212, 311, 312, 411, 412 Piano (1, 2)

Individual instruction. A study of piano techniques and standard literature. *Every semester.*

Special note to piano majors and minors enrolled in MUSI 211 and 212: You must register for a Piano Pedagogy Lab. Each Piano Pedagogy Lab is a survey of piano teaching procedures and beginning methods and materials, including observation of private and group instruction and supervised teaching, and seminars covering aspects of music technology as related to the teaching studio. Student teachers will be assigned a pupil to teach during the course of the semester.

Special note to piano majors and minors enrolled in MUSI 311 and beyond: You must register for a Piano Accompanying Lab. Each Piano Accompanying Lab will allow the student to develop the requisite skill sets for a career in collaborative performance through first-hand experience in accompanying in a variety of formats and settings, including collaboration with solo instrumentalists, solo vocalists, chamber settings, orchestral or symphonic band keyboard work, and choral ensemble accompanying. The course will also include the study of vocal diction, orchestral score reduction, and SATB choral score reduction.

MUSI 113, 114, 213, 214, 313, 314, 413, 414 Organ (1, 2)

Individual instruction. A study of organ techniques and standard literature. *Every semester.*

MUSI 115, 116, 215, 216, 315, 316, 415, 416 Voice (1, 2)

Individual instruction. A study of vocal techniques and standard literature. *Every semester.*

MUSI 121, 122, 221, 222, 321, 322, 421, 422 Flute (1, 2)

Individual instruction. A study of flute techniques and standard literature. *Every semester.*

MUSI 123, 124, 223, 224, 323, 324, 423, 424 Clarinet (1, 2)

Individual instruction. A study of clarinet techniques and standard literature. *Every semester.*

MUSI 125, 126, 225, 226, 325, 326, 425, 426 Oboe (1, 2)

Individual instruction. A study of oboe techniques and standard literature. *Every semester.*

MUSI 127, 128, 227, 228, 327, 328, 427, 428 Bassoon (1, 2)

Individual instruction. A study of bassoon techniques and standard literature. *Every semester.*

MUSI 131, 132, 231, 232, 331, 332, 431, 432 Saxophone (1, 2)

Individual instruction. A study of saxophone techniques and standard literature. *Every semester.*

MUSI 133, 134, 233, 234, 333, 334, 433, 434 Violin (1, 2)

Individual instruction. A study of violin techniques and standard literature. *Every semester.*

MUSI 135, 136, 235, 236, 335, 336, 435, 436 Viola (1, 2)

Individual instruction. A study of viola techniques and standard literature. *Every semester.*

MUSI 137, 138, 237, 238, 337, 338, 437, 438 Cello (1, 2)

Individual instruction. A study of cello techniques and standard literature. *Every semester.*

MUSI 141, 142, 241, 242, 341, 342, 441, 442 Bass Violin (1, 2)

Individual instruction. A study of bass violin techniques and standard literature. *Every semester.*

MUSI 143, 144, 243, 244, 343, 344, 443, 444 Trumpet (1, 2)

Individual instruction. A study of trumpet techniques and standard literature. *Every semester.*

MUSI 145, 146, 245, 246, 345, 346, 445, 446 Horn (1, 2)

Individual instruction. A study of horn techniques and standard literature. *Every semester.*

MUSI 151, 152, 251, 252, 351, 352, 451, 452 Trombone (1, 2)

Individual instruction. A study of trombone techniques and standard literature. *Every semester.*

MUSI 153, 154, 253, 254, 353, 354, 453, 454 Euphonium (1, 2)

Individual instruction. A study of euphonium techniques and standard literature. *Every semester.*

MUSI 155, 156, 255, 256, 355, 356, 455, 456 Tuba (1, 2)

Individual instruction. A study of tuba techniques and standard literature. *Every semester.*

Special note to students studying a jazz instrument in the fourth semester and beyond: Students studying a jazz instrument in the fourth, fifth, sixth and seventh semesters must register for a Jazz Improvisation Lab. Each Jazz Improvisation Lab is a study of jazz improvisation techniques, focusing on the interpretation of both traditional and contemporary jazz performance.

MUSI 161, 162, 261, 262, 361, 362, 461, 462 Jazz Piano (1, 2)

Individual instruction. A study of jazz piano techniques and standard literature. *Every semester.*

MUSI 163, 164, 263, 264, 363, 364, 463, 464 Jazz Guitar (1, 2)

Individual instruction. A study of jazz guitar techniques and standard literature. *Every semester.*

MUSI 165, 166, 265, 266, 365, 366, 465, 466 Jazz Bass (1, 2)

Individual instruction. A study of jazz bass techniques and standard literature. *Every semester.*

MUSI 167, 168, 267, 268, 367, 368, 467, 468 Jazz Drum (1, 2)

Individual instruction. A study of jazz set techniques and standard literature. *Every semester.*

MUSI 171, 172, 271, 272, 371, 372, 471, 472 Classical Guitar (1, 2)

Individual instruction. A study of classical guitar techniques and standard literature. *Every semester.*

MUSI 173, 174, 273, 274, 373, 374, 473, 474 Music Technology for Non-Majors (1, 2)

A study of basic MIDI (Musical Instrument Digital Interface) techniques, synthesis, music software, electronic music composition. Course offerings vary depending on the need of the student. *Every semester.*

MUSI 181, 182, 281, 282, 381, 382, 481, 482 Rock Guitar (1, 2)

Individual instruction. A study of rock guitar techniques and standard literature. *Every semester.*

MUSI 183, 184, 283, 284, 383, 384, 483, 484 Percussion (1, 2)

Individual instruction. A study of percussion techniques and standard literature. *Every semester.*

MUSI 185, 186, 285, 286, 385, 386, 485, 486 World Percussion (1, 2)

Individual instruction. A study of percussion techniques of non-western percussion. *Every semester.*

MUSI 187, 188, 287, 288, 387, 388, 487, 488 Rock Drum (1, 2)

Individual instruction. A study of rock drum techniques and standard literature. *Every semester.*

MUSI 191, 192, 291, 292, 391, 392, 491, 492 Recital Attendance (0)

A non-credit registration for music majors.

Music Ensembles**MUSE 111, 112, 211, 212, 311, 312, 411, 412 Chorale (0 – 1)**

This group is a large mixed-vocal ensemble which performs primarily 19th and 20th century secular and sacred works. See Director for audition. *Every semester.*

MUSE 121, 122, 221, 222, 321, 322, 421, 422 Handbell Ensemble (0 – 1)

This course is designed to introduce the students to both basic and advanced techniques of ensemble and solo handbell ringing. See Director for audition. *Every semester.*

MUSE 123, 124, 223, 224, 323, 324, 423, 424 Chapel Music Ensemble (0 – 1)

An auditioned-member ensemble that examines and performs vocal and instrumental music for weekly Sunday and occasional celebratory mass and concerts at Bellarmine University. *Every semester.*

MUSE 125, 126, 225, 226, 325, 326, 425, 426 Chamber Winds (0 – 1)

A small instrumental wind ensemble performing Baroque, Classical, Romantic and Contemporary music repertory. See Director for audition. *Every semester.*

MUSE 127, 128, 227, 228, 327, 328, 427, 428 Chamber Strings (0 – 1)

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

MUSE 129, 130, 229, 230, 329, 330, 429, 430**Chamber Strings: Consort Rocco (0 – 1)**

An advanced ensemble that studies standard literature for the specific instrumentation. By audition. *Every semester.*

MUSE 131, 132, 231, 232, 331, 332, 431, 432 Chamber Ensemble (0–1)

A small mixed vocal and instrumental ensemble performing Baroque, Classical, Romantic and Contemporary music repertory. See Director for audition. *Every semester.*

MUSE 133, 134, 233, 234, 333, 334, 433, 434 Early Music Ensemble (0–1)

An auditioned-member ensemble that examines and performs vocal and instrumental Medieval and Renaissance music. See Director for audition. *Every semester.*

MUSE 135, 136, 235, 236, 335, 336, 435, 436 Classical Guitar Ensemble (0–1)

This ensemble performs from the standard classical guitar repertory. See Director for audition. *Every semester.*

MUSE 137, 138, 237, 238, 337, 338, 437, 438 Brass Ensemble (0–1)

A small instrumental brass ensemble performing Baroque, Classical, Romantic and Contemporary music repertory. See Director for audition. *Every semester.*

MUSE 140, 141, 240, 241, 340, 341, 440, 441 Jazz Trio (0–1)

This ensemble has traditionally featured the strongest rhythm-section players among jazz students. This program is typically high-powered and demanding. See Director for audition. *Every semester.*

MUSE 142, 143, 242, 243, 342, 343, 442, 443 Jazz Combo I (0–1)

This small ensemble features contemporary performances and techniques relating to jazz through the music of Charlie Parker, Dizzy Gillespie, Thelonious Monk and Miles Davis. Mixed instrumentation. Vocalists encouraged to participate. See Director for audition. *Every semester.*

MUSE 144, 145, 244, 245, 344, 345, 444, 445 Jazz Combo II (0–1)

A small jazz ensemble for advanced musicians exploring contemporary jazz repertory. Open to instrumentalists and vocalists. See Director for audition. *Every semester.*

MUSE 146, 147, 246, 247, 346, 347, 446, 447 Nouveau Gumbo Ensemble (0–1)

Explore the roots of non-western music and its influence on American culture through jazz, blues soul, funk, R&B, gospel, spirituals, and island grooves in an ensemble where relationships and possibilities are constantly examined. See Director for audition. *Every semester.*

MUSE 151, 152, 251, 252, 351, 352, 451, 452 Percussion Ensemble (0–1)

This ensemble performs from the standard Percussion Ensemble literature. The music of Varèse, Crumb, Reich and others is studied and presented in concert. See director for audition. *Every semester.*

MUSE 155, 156, 255, 256, 355, 356, 455, 456 Piano Ensemble (0–1)

A piano ensemble performing Baroque, Classical, Romantic and Contemporary music repertory. See Director for audition. *Every semester.*

MUSE 157, 158, 257, 258, 357, 358, 457, 458 Voices of Praise (0–1)

An ensemble made up of voices and instrumentalists who come together to perform faith based music. Influences of Gospel, Contemporary Christian, and other genres are rehearsed weekly and performed several times throughout the year. This serves as an opportunity for students to engage in a setting of music based on praise and worship. *Every semester.*

MUSE 161, 162, 261, 262, 361, 362, 461, 462 Flute Ensemble (0 – 1)

This ensemble performs from the standard flute ensemble repertory. See Director for audition. *Every semester.*

MUSE 171, 172, 271, 272, 371, 372, 471, 472 Symphonic Wind Ensemble (0 – 1)

This ensemble performs from the standard Wind Symphony literature. The music of Holst, Grainger, Copland and others is studied and presented in concert. See director for audition. *Every semester.*

Music Courses**MUSC 100 Introduction to Music Theory (3)**

This course is designed as an introduction to the fundamental concepts of music theory, including music reading, note recognition, scales, key signatures, chords and harmony. This course is taught as a preparatory course to remedy deficiencies in the areas of music theory and therefore is perfect for both non-music majors and music majors with little to no background in music theory. *As needed.*

MUSC 101 Music Theory I (3)

A study of scales, chords, musical notation and rhythm with emphasis on aural perception and ear training. An introduction to Common Practice Theory, figured bass and four-part writing. *Every fall.*

MUSC 102 Music Theory II (3)

A continuation of the material introduced in Theory I with expanded emphasis on aural perception, ear training, and part writing. An introduction to music analysis with examples of Renaissance motets and Baroque choral music. (Prerequisite: MUSC 101). *Every spring.*

MUSC 103 Music in American Popular Culture (3)

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

MUSC 105 Aural Skills I (1)

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

MUSC 110 Introduction to the Study of Music (2)

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

MUSC 200 Music Literature (3)

A General Education course designed for non-majors to help develop an understanding and appreciation of traditional Western music from antiquity through the present. *Every semester.*

MUSC 201 Music Theory III (3)

A continuation of the material introduced in Theory II with emphasis on harmony and formal analysis. Music examples of the Baroque and Classical periods are analyzed vertically and holistically. (Prerequisite: MUSC 102). *Every fall.*

MUSC 202 Music Theory IV (3)

The first five weeks is a continuation of MUSC 201 with study devoted to the chromatic and tonal language of Romantic music, the modal music of the Impressionist composers and the relationship to Medieval church modes. Techniques for analyzing twentieth-century music are introduced. (Prerequisites: MUSC 201). *Every spring.*

MUSC 205 Aural Skills II (1)

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

MUSC 206 Aural Skills III (1)

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

MUSC 211 Music History: Late Baroque to Romantic Music (3)

An historical survey of late Baroque, Classical and early Romantic music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisite: MUSC 102). *Every Fall.*

MUSC 304 Music of the World's Cultures (3)

An introduction to music of selected cultures with an emphasis on music emanating from non-western societies. The course will study the music in its various contexts and will further explore the technical features of the music which determines its characteristics and distinctive sound. Also taught in the summer in Salzburg, Austria. *As required.*

MUSC 312 History of Jazz (3)

This course is designed to bring understanding to jazz practices and forms by looking at its historical development. By examining the cultural, sociological, historical and musical facets of jazz, the listener and the performer gain a better understanding of jazz and its practices. This understanding not only sheds insight on music and American culture of the past, but also can serve to illuminate how the art form of jazz is evolving. (Prerequisite: MUSC 202). *As needed.*

MUSC 320 Fundamentals of Conducting (2)

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

MUSC 330 Music History: Medieval to Early Baroque Music (3)

An historical survey of Medieval, Renaissance and early Baroque music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisite: MUSC 202).

MUSC 341 Chamber Orchestration I (2)

A study of techniques in orchestration and arranging music for large and small instrumental ensembles. (Prerequisite: MUSC 202). *As required.*

MUSC 343 Jazz Harmony and Arranging I (2)

A study of harmony and music theory focusing on the interpretation of both traditional and contemporary jazz nomenclature. This course also studies arranging techniques for small jazz ensemble. (Prerequisite: MUSC 202). *As needed.*

MUSC 344 Jazz Harmony and Arranging II (2)

A continuation of MUSC 343 with continued study of arranging techniques expanded to large jazz ensembles of up to 20 players/vocalists. (Prerequisite: MUSC 343). *As needed.*

MUSC 351 Vocal Pedagogy (2)

This course is designed to present the student with the practical, aesthetic, and musical requirements for the proper performance of the solo and choral masterworks of this repertoire. *As required.*

MUSC 354 Piano Literature I (2)

A survey of piano literature from the Baroque and Classical periods. Analysis of forms, genres, styles and primary composers are studied, and history of non-organ keyboard instruments is included. (Prerequisite: MUSC 202). *As needed.*

MUSC 355 Piano Literature II (2)

A continuation of MUSC 354, Piano Literature I, concentrating on piano literature from the Romantic and Contemporary periods. Analysis of forms, genres, styles and primary composers are studied, and history of non-organ keyboard instruments is included. (Prerequisite: MUSC 354). *As required.*

MUSC 401 Special Topics (3)

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

MUSC 403 Choral Writing and Arranging (2)

A study of writing and arranging music for choral ensembles and a study of choral repertoire from various historical periods. (Prerequisite: MUSC 201). *As needed.*

MUSC 410 Recital (1)

Public performance during the senior year.

MUSC 409 Music History: Twentieth Century Symphonic Literature (3)

An historical survey of late Romantic, Twentieth-century and contemporary music focusing on the study of specific musical monuments, forms, genres, composers, instruments and styles. (Prerequisites: MUSC 202). *As needed.*

MUSC 411 The History of the Mass as a Musical Genre (3)

This course is designed to familiarize the student with musical monuments related to the Mass, Requiem Mass and Motet by select composers. The course will examine the roots of these genres from the Western tradition in the Roman rite and their development into the Classical Period. (Prerequisite: MUSC 202). Also taught in the summer in Salzburg, Austria. *As needed.*

MUSC 423 Independent Study (1 – 3)

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

MUSC 444, 445 Internship I, II (1 – 3)

As required.

MUSIC TECHNOLOGY

J. Richard Burchard, MM, Director

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

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

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

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

Entrance Requirements

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

Requirements for a Major in Music Technology, 51 hours

Basic courses: Sixteen credits taken in sequence in applied technology major: MUST 173, 174, 273, 274, 373, 374, 473 and 474;

Twenty-six credits of basic music courses: MUSC 101, 102, 105, 110, 201, 202, 205, 206, 211 or 330, 304, 409;

Nine credits of music or music technology courses chosen from the 300 and 400 level;

Four credits of Applied Music courses;

Other related required courses: PHYS 110, C.S. 117, B.A. 103, ECON 111, and 3 credits of a Foreign Language (German preferred).

All students must pass a sophomore proficiency examination, taken upon completion of the fourth semester of study in the applied major, in order to retain their major status. All students must pass a piano proficiency examination to fulfill the keyboard skill requirement for degree conferral.

Students are encouraged to develop their skills on a musical instrument beyond the required four credits of applied music study. Participation in a study abroad program is strongly recommended.

MUSIC TECHNOLOGY**Suggested Program for Bachelor of Arts Degree****Freshman Year**

MUST 173: Music Technology I	2
MUSC 101: Music Theory I	3
MUSC 110: Intro to Study of Music	2
MUSI: Applied Elective	1
IDC. 100 Freshman Focus.....	1
IDC. 101 Freshman Seminar.....	3
Gen Ed English 101.....	3
	15

MUST 174: Music Technology II	2
MUSC 102: Music Theory II	3
MUSC 105: Aural Skills 1	1
MUSI: Applied Elective	1
*Physics 110.....	3
Gen Ed Philosophy 160.....	3
B.A. 103.....	3
	16

Sophomore Year

MUST 273: Music Technology III	2
MUSC 201: Music Theory III	3
MUSC 205: Aural Skills 2	1
MUSI: Applied Elective	1
C.S. 117.....	3
German 101.....	3
Gen Ed History 116 or 117.....	3
	16

MUST 274: Music Technology IV	2
MUSC 202: Music Theory IV	3
MUSC 206: Aural Skills 2	1
MUSI: Applied Elective	1
IDC. 200 Sophomore Seminar.....	3
Gen Ed Mathematics.....	3
Gen Ed English 200.....	3
	16

Junior Year

MUST 373: Music Technology V	2
MUSC 211 or 330: Music History I or II	3
Elective.....	3
*Econ 111.....	3
Gen Ed Natural Science.....	3
Gen Ed Philosophy 301.....	3
	17

MUST 374: Music Technology VI	2
MUSC 304: World Music	2
Music Elective 300 or 400 level	2
Gen Ed Fine Arts.....	3
IDC. 301 Junior Seminar.....	3
Gen Ed Theology 200.....	3
	15

Senior Year

MUST 473: Music Technology VII	2
MUSC 409: Music History III	3
IDC. 401 Senior Seminar.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	17

MUST 474: Music Technology VIII	2
Music Elective 300 or 400 level	2
Gen Ed Theology Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	16

**fulfills both a major and a General Education Requirement.*

Music Technology Courses

MUST 150, 151, 250, 251, 350, 351, 450, 451 Music Technology Ensemble (0 – 1)

This course is designed to engage the students in both basic and advanced techniques of ensemble collaboration, improvisation and cutting edge performance media utilizing performance-based music technology. See Director for audition. *Every semester.*

MUST 160, 161, 260, 261, 360, 361, 460, 461 Modern Voice and Technology (1 – 2)

Individual instruction. A study of contemporary vocal techniques and literature in commercial and mainstream music. *Every semester.*

Each of the following courses combines lecture, laboratory time and creative projects.

MUST 173 Music Technology I: Basic MIDI (2)

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

MUST 174 Music Technology II: Advanced MIDI (2)

Continuation of MUST 173. Advanced applications in computer music synthesis and sequencing. Topics focus on obtaining greater technical and creative control of computer music parameters. *Every semester.*

MUST 273 Music Technology III: Recording Technology 1 (2)

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

MUST 274 Music Technology IV: Recording Technology 2 (2)

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

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

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

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

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

MUST 380 Inside the Music Industry (2)

This course provides an overview of the music industry, focusing on contracts negotiated by artists and executives including: Artist Management Contract, Recording Label Contract, Publishing Contract, Concert Rider Contracts, Licensing Contracts and Copyright Forms. Emphasis is given to career possibilities and the skills required to succeed in each of the major areas, including work as a performer, songwriter, record producer and engineer, artist manager, booking agent, concert promoter, record retailer, entertainment attorney, A&R executive, marketing executive, sales executive and music journalist. (Prerequisites: MUST 373 or MUSC 202.) *As needed.*

MUST 473 Music Technology VII: Soundtrack Music**(2)**

A survey of musical styles in film with a focus on current trends in electronic music within film genres.

Every semester.

MUST 474 Music Technology VIII: Senior Project/Recital**(2)**

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

MUST 490 Special Topics**(1 – 3)**

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

NURSING

Susan H. Davis, Ed.D., RN, Dean

Pasteur Hall 262, Phone 502.452.8217, sdavis@bellarmine.edu

Theresa R.M. Broderick, MSN, ARNP; Victoria Burns, Ph.D., ARNP;
Linda B. Cain, Ph.D., RN; Connie Cooper, Ed.D., RN; Sherill N. Cronin, Ph.D., RN, BC;
Elizabeth Fitzgerald, Ed.D., ARNP; Kathy Hager, DNP, ARNP; Brandy Henderson, MSN, RN;
Beverly Holland, Ph.D., ARNP; Michael Huggins, Ed.D., ARNP; Barbara P. Lee, MSN,
MEd, RN; Joan C. Masters, Ed.D, RN; Pat McEachron MSN, RN; Dana A. McNeeley, MSN,
RN; Lori Minton, BSN, RN; Mary E. Pike, MSN, RN; Melody Reibel, MSN, RN; Carol
Smith, MSN, RN; Sally Sturgeon, 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 Commission on Collegiate Nursing Education, One Dupont Circle, NW #530, Washington, DC 20036, tel. 202.887.6791. BSN Program approved by Kentucky Board of Nursing. BSN program approved by Kentucky Board of Nursing.

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 for BSN 4-Year Traditional Program Track

1. Accepted to Bellarmine University
2. A completed application for admission to the nursing major on file in the Lansing School of Nursing Department.
3. Completion of all courses designated in the BSN curriculum for the freshman year.
4. A minimum cumulative GPA of 2.75 on a 4.0 scale. The GPA is based on all earned academic credits earned at Bellarmine and other colleges and/or universities.
 - If the cumulative GPA is less than 2.75, a student may be admitted if the following criteria are met:
 - Prerequisite GPA of 3.0 or higher
 - Grades of B or higher in Anatomy & Physiology I and II, Nursing 110 and Nutrition (NURS 200).
 - No prerequisite grade below a C.
5. A minimum grade of C in prerequisite natural science courses (Biology 108 and 109).
6. A minimum grade of C in the freshman level nursing courses (Nursing 110 and 200).
7. Personal interview if requested.
8. Prerequisite courses must be completed prior to the first day of class in the nursing major. Official transcripts validating grades must be received within 30 days of course completion.
9. Students for whom English is a second language or who have a degree from an international institution will need to take the TOEFL-iBT (internet-based test) and receive a total score of 83 or higher AND a score of 26 or higher on the speaking test. Only official score reports will be accepted.

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

Basic courses: NURS 110, 200, 205, 206, 220, 230, 305, 310, 311, 312, 330, 401, 415, 430, 455, 499.

Required related courses: BIOL 108, 109, 202, 300; CHEM 214; MATH 200 or 205; PSYC 103, 218.

Grades of C or better are required in all Nursing and Natural Science courses.

BACHELOR OF SCIENCE IN NURSING

Suggested BSN Curriculum—4-Year Track

Freshman Year

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

Sophomore Year

Nursing 205.....	4	Nursing 311.....	3
Nursing 206.....	3	Nursing 230.....	5
Nursing 220.....	3	Gen Ed Mathematics 200 or 205....	3/4
Gen Ed IDC 200.....	3	Chemistry 214.....	4
Biology 202.....	4		
	17		15/16

Junior Year

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

Senior Year

Nursing 401.....	5	Nursing 430.....	5
Nursing 415.....	4	Nursing 455.....	4
Gen Ed Philosophy 301.....	3	Gen Ed IDC 401.....	3
Gen Ed Theology 200.....	3	Gen Ed Theology Elective.....	3
Gen Ed English 200.....	3	Nursing 499.....	1
	18		16

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

BSN Accelerated Track

This is an accelerated program for individuals who hold a bachelor's degree in any discipline and wish to pursue a career in professional nursing. The curriculum is designed to be completed in one calendar year. Upon successful completion of the program, a Bachelor of Science in Nursing degree is conferred.

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

Admission to the BSN Accelerated Track

Requirements for admission are:

1. Completion of a bachelor's degree in any discipline from a regionally accredited college or university.
2. Minimum prerequisite GPA of 2.75 on a 4.0 scale.
3. A minimum cumulative GPA of 2.75 on a 4.0 scale.
 - If the cumulative GPA is less than 2.75, a student may be admitted if the following criteria are met:
 - Prerequisite GPA of 3.0 or higher
 - Grades of B or higher in Anatomy & Physiology I and II, Microbiology and Nutrition
 - No prerequisite grade below a C.
4. Grade of B- or better in all prerequisite natural science and nutrition courses.
5. Grade of C or better in all other prerequisite courses.
6. Complete 5 of the 7 prerequisite courses prior to application.
7. Submit a complete BSN Accelerated 2nd degree track application to the university's Office of Admission (including official transcripts for all colleges and universities attended).
8. Submit a personal statement that addresses educational and professional goals.
9. Personal interview if requested.
10. Complete all program prerequisites and degree by January 1 of the program year.
11. Successfully complete a Medicaid approved State Registered Nursing Assistant (SRNA) Course by March 30 of program year.
12. Completion of the following prerequisite courses:
 - Microbiology
 - Nutrition
 - Anatomy & Physiology (8 hrs.)
 - Developmental Psychology
 - Ethics
 - Statistics
13. Students for whom English is a second language or who have a degree from an international institution will need to take the TOEFL-iBT (internet-based test) and receive a total score of 83 or higher AND a score of 26 or higher on the speaking test. Only official score reports will be accepted.

Requirements for a Major in Nursing: BSN Accelerated Track, 61 hours

Basic courses: NURS 205, 206, 220, 230, 305, 310, 311, 312, 330, 401, 415, 430, 455, 499. Required related courses: BIOL 300, THEO 200. Grades of C or better are required in all Nursing and Natural Science courses.

BSN ACCELERATED CURRICULUM

Grades of C or better are required in all Nursing and Natural Science courses.

SEMESTER 1 (May-August)

Session 1 (8 weeks)

Nursing 220	3
Nursing 205	4
Nursing 206	3

Session 2 (8 weeks)

Nursing 230	5
Nursing 311	3
Nursing 312	3

SEMESTER 2 (August-December)

Session 3 (8 weeks)

Nursing 310	5
Biology 300	4
Theology 200	3

Session 4 (8 weeks)

Nursing 305	4.5
Nursing 330	4.5

SEMESTER 3 (January-May)

Session 5 (8 weeks)

Nursing 401	5
Nursing 415	4

Session 6 (8 weeks)

Nursing 455	4
Nursing 430	5
Nursing 499	1

BSN Accelerated 2 Year Curriculum Plan

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

SEMESTER 2 - Fall Semester (15 weeks)

Nursing 310	5
Biology 300	4

SEMESTER 3 - Spring Semester (15 weeks)

Nursing 305	4.5
Nursing 330	4.5

SEMESTER 4 - Summer

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

Nursing 401	5
Nursing 415	4

SEMESTER 6 - Spring Semester (15 weeks)

Nursing 455	4
Nursing 430	5
Nursing 499	1

BSN RN Track

This track is for registered nurses who wish to pursue a bachelor’s degree in nursing. The curriculum is designed to be completed on a part-time basis. RNs who wish to be full-time students may meet with their faculty advisor to plan their course of study.

Requirements for Admission

1. Completion of an accredited diploma or an associate degree nursing program.
2. Proof of RN licensure.
3. A personal interview, if requested by the Admission, Progression, and Graduation Committee.

LOWER-LEVEL GENERAL EDUCATION REQUIREMENTS:

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

* May include Math, Chemistry, General Biology, Anatomy and Physiology, Microbiology, or Nutrition.

** May include: Introduction to Psychology, Introduction to Sociology, Life-Span Development, or other Social Science courses.

GENERAL EDUCATION REQUIREMENTS AND ELECTIVES

U.S. Experience IDC 200 (diploma graduates only)	3
Biology 300.....	4
Fine & Performing Arts.....	3
Literature–English 200.....	3
Mathematics 200 or 205.....	3/4
Philosophy 160.....	3
Philosophy 301.....	3
Theology 200.....	3
Theology Elective.....	3
Transcultural Experience IDC 301.....	3
Western Tradition–History 116 or 117	3
Senior Seminar IDC 401.....	3
Electives.....	12
Total.....	49/50

NURSING REQUIREMENTS

Grades of C or better are required in all Nursing courses.

Nursing 301.....	3
Nursing 311.....	3
Nursing 312.....	3
Nursing 313.....	3
Nursing 400.....	3
Nursing 410.....	4
Nursing 425.....	3
Nursing 435.....	4
Nursing Elective.....	3
Total.....	29

Nursing Course Descriptions

For all nursing courses, 45 hours of clinical equals 1 credit hour.

NURS 110 Introduction to Nursing (3)

This course is designed to introduce the student to the discipline and current concepts of nursing, with emphasis on the development of attitudes and values supporting the role of the professional nurse. Students will learn to perform selected basic nursing skills. (2 hours class per week; 45 hours lab per semester.)

NURS 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.

NURS 205 Foundations of Nursing (4)

This course is designed to introduce the nursing process, knowledge, concepts, and skills of nursing care. The nursing process is used to examine alterations in health status and functioning. The skills lab and acute care facilities provide the setting for clinical experiences. (2 hrs. class per week; 90 hrs. laboratory/clinical per semester.) (Prerequisites: NURS 110, 200; BIOL 108, 109; PSYC 103, 218.)

NURS 206 Nurse-Client Interaction (3)

This course provides theory and practice using interpersonal communication as a foundation for nursing care for individuals throughout the lifespan. The nursing process is discussed as it relates to communication and group dynamics. A variety of community settings are used for clinical experience. (2 hrs. class per week; 45 hrs. laboratory/clinical per semester.) (Prerequisites: NURS 110; BIOL 108, 109; PSYC 103, 218.)

NURS 220 General Principles of Drug Classification (3)

This course focuses on the action and therapeutic use of medication. Major classes of drugs are examined for pharmacological properties and effects. (Corequisites: NURS 205, 206.)

NURS 230 Nursing Process with Ill Adults, I (5)

This course focuses on implementation of the nursing process with ill adults who are experiencing fluid and electrolyte, cardiac, respiratory, hematologic, and neoplastic disorders. Perioperative care and HIV/AIDS are also examined. The skills lab and acute care facilities provide the setting for clinical experiences. (3 hrs. class per week; 90 hrs. clinical per semester.) (Prerequisites: NURS 205, 206, 220; Pre/corequisite: BIOL 202; NURS 311.)

NURS 300 Introduction to Health Care (3)

This course is designed to present an overview of the U.S. health care system. Topics will include a historical review, delivery systems, health care workers, payment systems and government influence.

NURS 301 Dynamics of Professional Nursing (RNs Only) (3)

This course provides an overview of the professional nurse's role. Topics include nursing history, professional socialization, health care delivery, and leadership. Legal, ethical, and political aspects of health care trends and issues are considered.

NURS 305 Nursing Process with Children (4.5)

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

NURS 310 Nursing Process with Ill Adults, II (5)

This course offers a continued focus on the nursing process with ill adults. Emphasis is placed on the nursing care of adults experiencing disorders of gastrointestinal, renal, neurological, musculoskeletal, sensory (eye and ear), urinary, renal, prostate and endocrine function. Further opportunity is provided for the application of nursing concepts and skills in the clinical setting. (3 hrs. class per week; and 90 hrs. clinical per semester.) (Prerequisites: NURS 230, 311.)

NURS 311 Health Assessment (3)

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

NURS 312 Health Care Research (3)

This course provides an introduction to the basic principles of evidence-based practice. It includes examination of selected health care research for applicability to clinical practice. Critical analysis of health care research studies is emphasized. (Pre/corequisite: MATH 200 or 205.)

NURS 313 Pharmacology (RNs Only) (3)

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

NURS 330 Nursing Process with Woman and Childbearing Families (4.5)

This course focuses on a wellness approach to the developmental changes women experience. The nursing process will be used to meet the health care needs of childbearing family and women throughout the lifespan. (3 hrs. class per week; and 67.5 hrs. clinical per semester.) (Prerequisites: NURS 310, 312; BIOL 300.)

NURS 346 Selected Topics in Nursing and Health Care (1–3)

This course offers the student the opportunity to explore health care delivery, examine health care for specific population groups, or participate in evidence-based research activities.

NURS 350 Nurse Externship (3)

This course is designed to provide nursing students with additional experiences in patient care management under the guidance of clinical faculty and RN preceptors. The focus of this course is on developing proficiency with clinical skills, organization, and time management. (Prerequisites: instructor's permission).

NURS 400 Health Policy (3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal levels are used for analysis of the relationship of the health care industry to policy making. Selected organizational systems, legislative, ethical, and regulatory problems provide course content.

NURS 401 Mental Health Nursing and Health Care Policy (5)

The focus of this course is on the theory and practice of psychiatric mental health nursing in the hospital and community. Emphasis is on using the nursing process to develop therapeutic relationships with individuals. The American health care delivery system will be examined and compared to selected international systems. Issues in health policy and legislation will be examined. (3 hrs. class per week; and 90 hrs. clinical per semester.) (Prerequisites: NURS 305, 330.)

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

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

NURS 415 Community and Public Health Nursing (4)

This course provides an overview of community and public health and the nurse's role in health theory and practice. The focus is health promotion and disease prevention across the lifespan. The provision and management of care for individuals, families, and groups is emphasized. (2.5 hrs. class per week; and 67.5 hrs. clinical per semester.) (Prerequisites: NURS 305, 330.)

NURS 425 Health Care Finance (3)

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

NURS 430 Complex Health Problems (5)

This course focuses on the provision of professional nursing care to clients with complex health problems. Emphasis is placed on use of the nursing process with individuals and families in secondary or tertiary settings. (3 hrs. class per week; and 90 hrs. clinical per semester.) (Prerequisite: NURS 305, 330.)

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

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

NURS 455 Leadership and Management in Health Care (4)

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

NURS 499 Senior Comprehensive Review in Nursing (1)

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

PEACE STUDIES

Elizabeth Hinson-Hasty, Ph.D.

Alumni Hall 112, Phone 502.452.8031 ehinsonhasty@bellarmine.edu

J. Milburn Thompson, Ph.D

Alumni Hall 100, Phone 502.452.8178, jthompson@bellarmine.edu

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

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

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

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

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

There are a number of agencies, both internal and external, that support this program in peace studies. Bellarmine is home to the Thomas Merton Center, Students for Social Justice, the Center for Ethics and Social Justice, and an office of volunteerism and service learning. The Muhammad Ali Center makes Louisville a national focus for the promotion of peace. There are also a number of mediation centers (e.g. Brkthur, Council on Peacemaking, Family Mediation Services of Kentucky, Just Solutions, Louisville Mediation Services, Mediation First, Mediation Plus Inc., Mending Fences, Peace Education Program, Shalom Nisim Mediation Services) and peace-related organizations (e.g., The local chapters of the Fellowship of Reconciliation, Amnesty International, Bread for the World, Center for Interfaith Relations, CLOUT, Committee for Israeli/Palestinian States, Fairness Campaign, Interfaith Paths to Peace, Justice Resource Center, KY Alliance Against Racial and Political Repression, KY Coalition to abolish the Death Penalty, Louisville Peace Action Community, NAACP, etc.) in Louisville that are predisposed to be resources for a peace studies program.

The promotion of peace in its many forms is an appropriate way for Bellarmine to fulfill that part of its mission statement that promises to assist students as they “develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others.”

Requirements for the Minor in Peace Studies, 18 hours

THEO 334 “Christian Peacemaking,” and a suitable 3 credit internship in an appropriate discipline, and a minimum of 12 additional hours from no less than three separate disciplines. **No course can count both toward a student’s major and the minor in Peace Studies.**

Courses pre-approved to count toward the minor are listed below. Additional courses that substantively address one or more of the goals of the peace studies minor may be used, including IDC courses, provided the student obtains written permission from the program’s advisor and the Dean of Bellarmine College.

Communication:

COMM 313: Intercultural Communication
COMM 317: Leadership Communication
COMM 400: Communication Ethics

Criminal Justice:

CJS. 210: Criminal Justice
CJS. 306: Juvenile Delinquency
CJS. 307: Criminology
CJS. 310: Comparative Criminal Justice Systems
CJS. 331: Corrections

History:

HIST 321: Modern Middle East
HIST 326: Race Relations and Civil Rights
HIST 413/414: U.S. Foreign Policy I, II
HIST 415: Arab-Israeli Conflict
HIST 421: Nazi Germany
HIST 422: Vietnam and Watergate

Philosophy:

PHIL 309: Social and Political Philosophy
PHIL 432: Philosophy of Law

Political Science:

P.S. 325: International Relations
P.S. 326: Race Relations and Civil Rights
P.S. 413/414: U.S. Foreign Policy I, II
P.S. 422: Vietnam and Watergate

Psychology:

PSYC 317: Social Psychology
PSYC 320: Human Resource Management
PSYC 402: Organizational Behavior and Leadership
PSYC 410: Psychology and Law

Sociology:

SOC. 201: Contemporary American Social Problems
SOC. 210: Criminal Justice
SOC. 235: Social Inequality
SOC. 306: Juvenile Delinquency

Theology:

THEO 314: Christianity and Social Justice
THEO 335: Theology from the Margins

PHILOSOPHY

Steven Berg, Ph.D., Chair

Alumni Hall 119, Phone 502.452.8226, sberg@bellarmine.edu

Joshua Golding, Ph.D.; David Mosley, Ph.D.; Barry Padgett, Ph.D.; Evanthia Speliotis, Ph.D.

“Philosophy,” a name said to have been coined by the ancient Greek thinker Pythagoras, literally means “love of wisdom.” It begins in wonder: wonder at the perplexing nature of the world and of human beings within it. Wonder drives philosophers to question, to investigate, and to reason about the nature of the whole and the nature of human beings as that part of the whole that is open to the whole. Because of the character of its investigations, philosophy often finds itself in tension with the political community or society within which it exists. For any political community is based upon certain fundamental opinions about the world and about human beings that are long-standing and are taken to be both sacred and true. Yet it is only the kind of questioning that philosophy pursues that is able to relieve political life of the dangers of an unrelenting and unqualified dogmatism, or a wholly unreflective adherence to opinion.

Within the Catholic liberal arts tradition that Bellarmine University embraces, philosophy and theology provide the foundation. Philosophy is not simply one among the many liberal arts, but rather foundational insofar as it takes up and examines the unexamined first principles of all the other disciplines. Thus, for example, though every science makes certain claims about what it knows and what is true, it is philosophy alone that investigates what knowledge and truth are and what it means to say “I know” and “That is true.” The study of philosophy, therefore, is central to the mission of Bellarmine University. Guided as it is by the love of truth (*in veritatis amore*), and directed toward encouraging students to develop the intellectual and moral qualities necessary to pursue a life worth living, a Bellarmine education is rooted in and enriched by philosophy’s ongoing investigation.

The study of philosophy at Bellarmine is primarily oriented toward helping students uncover and understand the fundamental and permanent questions that stand at the center of human existence. It takes seriously the indispensable contributions to the uncovering and articulation of these questions that have been made by the greatest thinkers from Greek antiquity to the present day. Moreover, the study of philosophy is undertaken in light of the recognition that, when it comes to the understanding of these questions, the greatest thinker is not necessarily the most recent.

The study of philosophy enhances analytical, critical, and interpretive skills. A major in philosophy provides the foundation not only for graduate studies and degrees in philosophy, but for virtually any discipline that requires critical, evaluative, or diagnostic skills. According to a study conducted by the American Philosophical Association in the early 1990s, which was reported in the *Wall Street Journal* (10/24/95), “philosophy majors who took the Graduate Record Examination between 1990 and 1993 finished first among all fields in verbal skills and third in analytical skills.”

Requirements for a Major in Philosophy, 30–36 hours

Basic courses: PHIL 160, 301, 302 or 317, 310 or 350 or 413, 311 or 312, 313 or 314, and twelve hours selected from other courses in Philosophy. For the maximum of 36 hours permitted in the department, six additional hours may be selected from other courses in Philosophy.

Requirements for a Minor in Philosophy, 18 hours

The Philosophy Department offers two minors of 18 hours each, a generic philosophy minor and a specialized minor in applied ethics. A student choosing to minor in philosophy may choose one of the available minors, but not both.

1. Generic Minor in Philosophy: PHIL 160, 301, 302, one course selected from 310 or 350 or 413, plus six hours of additional philosophy courses.
2. Applied Ethics Minor in Philosophy: PHIL 160, 301, 401, one course selected from 430 or 431 or 432, and two courses selected from 309, 330, 416, 430, 431, or 432.

PHILOSOPHY

Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101.....	3	Philosophy 160.....	3
Gen Ed Freshman Sem (IDC 101).....	3	Gen Ed English 200.....	3
Freshman Focus (IDC 100).....	1	Gen Ed Natural Science Req.....	3
Gen Ed History 116 or 117.....	3	Gen Ed Mathematics Req.....	3
Gen Ed Social Science Elective.....	3	Gen Ed Fine Arts Req.....	3
Gen Ed Natural Science Req.....	3		
	16		15

Sophomore Year

Philosophy 301.....	3	Philosophy 312 or 314.....	3
Philosophy 302 or 317.....	3	Elective.....	3
Gen Ed Theology 200.....	3	Elective.....	3
Gen Ed IDC 200.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Junior Year

Philosophy 310, 350, or 413.....	3	Philosophy Elective.....	3
Philosophy 311 or 313.....	3	Philosophy Elective.....	3
Gen Ed IDC 301.....	3	Gen Ed Theology Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	15		18

Senior Year

Philosophy Elective.....	3	Philosophy Elective.....	3
Gen Ed Senior Seminar (IDC 401).....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

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

Philosophy Course Descriptions

PHIL 160 Introduction to Philosophy (3)

This course introduces students to philosophical thinking. By reading some of the greatest thinkers in the history of Western philosophy, students will learn about the topics that have engaged philosophers through the ages, as well as learning how to begin to think critically about those topics. Reading others' reflections on the nature of reality, knowledge, truth, personal identity, and human nature, students will have the opportunity to participate in the wonder that animates philosophers, and to begin to appreciate that learning is not simply a tool to be employed in the conduct of practical affairs, but is at the core of what it is to be a human being. *Every semester.*

PHIL 301 Ethics (3)

This course investigates different philosophers' views of the good, the highest goal of human life and human action, in order to arrive at a better understanding of what is the best theoretical foundation and justification for virtuous conduct. In particular, it examines the relation between the human good and morality, examines whether there is an objective ground for the good or whether it is simply a matter of custom, culture, or opinion, and considers what consequences follow from identifying the objective ground with God, with human nature, or with the nature of society. Ultimately, it is meant to help students understand how the theory and practice of ethics lead to a virtuous life, the life that is truly worth living. (Prerequisite: PHIL 160.) *Every semester.*

PHIL 302 Logic (3)

Logic is the study of the basic principles of reasoning. It presents and develops intellectual tools for distinguishing between good and bad arguments. Through its study, students achieve a better understanding of critical reasoning and clear thinking. Topics covered include how to recognize arguments, basic systems of logic, validity and truth, common fallacies or mistakes in reasoning, and practical methods for assessing the strengths of arguments. (Prerequisite: PHIL 160.) *Every year.*

PHIL 309 Social and Political Philosophy (3)

A study of the great political theories and their relevance to modern political questions. (Prerequisite: PHIL 160.) *As required.*

PHIL 310 Philosophy of Knowledge (3)

The course examines prominent epistemological positions with respect to such issues as the nature of knowledge, the validation of cognition, criteria of knowledge, and the relation between cognitive experience and its object. (Prerequisite: PHIL 160.) *Every three years, in the fall.*

PHIL 311 Ancient Philosophy (3)

A study of the great philosophers of ancient Greece. (Prerequisite: PHIL 160.) *Every two years, in the fall.*

PHIL 312 Medieval Philosophy (3)

A study of the great thinkers in philosophy in the Middle Ages. (Prerequisite: PHIL 160.) *Every two years, in the spring.*

PHIL 313 Modern Philosophy (3)

A study of the great thinkers in philosophy from Descartes to Kant. (Prerequisite: PHIL 160.) *Every two years, in the fall.*

PHIL 314 Contemporary Philosophy (3)

A study of important nineteenth and twentieth century thinkers in philosophy. (Prerequisite: PHIL 160.)
Every two years, in the spring.

PHIL 315 Existentialism (3)

A study of existential thought through the works of such authors as Kierkegaard, Nietzsche, Sartre, Marcel, and Heidegger. (Prerequisite: PHIL 160.) *As required.*

PHIL 316 American Philosophy (3)

The course focuses on the development of those philosophical traditions and movements originating within America. Special emphasis will be given to evolutionary theories, pragmatism, and American philosophical idealism. (Prerequisite: PHIL 160.) *As required.*

PHIL 317 Symbolic Logic (3)

An introduction to the formal analysis of arguments. The student will translate English sentences into symbolic language and learn “truth table” and “proof” methods for testing the validity of arguments. This course covers sentential through relational predicate logic. The aim of the course is to sharpen reasoning skills and develop the ability for rigorous philosophical analysis. (Prerequisite: PHIL 160.) *As required.*

PHIL 320 Philosophical Foundations of the U.S. Constitution (3)

A study of the philosophical foundations of the U.S. Constitution, as they evolved from classical and modern sources through discussion and debate among the founding fathers. *Every two years.*

PHIL 323, 324 Basic Issues in Philosophy I, II (3, 3)

Subject matter to be announced by the instructor each semester. (Prerequisite: PHIL 160.) *As required.*

PHIL 330 Philosophical Anthropology: Reflections on Human Existence (3)

A study of what it means to be a human being, through an exploration of the unity, structure, origin, and destiny that constitute the human being as a person, as a knowing, free, and loving being. (Prerequisite: PHIL 160.) *As required.*

PHIL 333 Dimensions of Consciousness (3)

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, socio-biology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with PSYC 333. (Prerequisite: PHIL 160.) *As required.*

PHIL 334 Philosophy of History (3)

An examination of the modern understanding of “history” and its influence on modernity’s understanding of the human being as a historical being, tracing the development from the teleological understanding of history of the German Idealists, to the more open ended idea of progress as ever ongoing change that became prevalent in the twentieth century. (Prerequisite: PHIL 160.)

PHIL 350 Philosophy of Being (3)

An investigation into the ultimate nature of reality through an exploration of the various ways important thinkers have answered the question: What is being? (Prerequisite: PHIL 160.) *Every three years, in the fall.*

PHIL 401 Applied Ethics (3)

The application of ethical theories, principles, and techniques to contemporary social problems and controversies, e.g., abortion, euthanasia, sexual equality, animal rights, pornography, etc. (Prerequisites: PHIL 160, 301.) *As required.*

PHIL 402 Philosophy of Art (3)

An examination of the nature and context of art and artistic activity by focusing on the experiences of those artifacts that stand as exemplars of art, the experience of those who create them, and the experiences of those who appreciate and criticize them. (Prerequisite: PHIL 160.) *Every two years.*

PHIL 413 Philosophy of God (3)

A philosophical study of God's nature and attributes. Topics include God's existence, simplicity, power, knowledge, and will. (Prerequisite: PHIL 160.) *Every three years, in the fall.*

PHIL 415 Philosophy of Religion (3)

A study of the rationality of the belief in the existence of God, including an investigation of whether it is appropriate to seek reasons for religious belief. Topics covered include the relation between science and religion, the nature of rationality, religious experience, mysticism, evil, and human freedom. (Prerequisite: PHIL 160.) *As required.*

PHIL 416 Philosophy of Science (3)

A survey of the philosophy of science, centering on the topic of science's explanation of empirical phenomena. Specific topics include the difference between scientific and other types of explanation, and the status of unobservable entities mentioned in scientific explanations. (Prerequisites: PHIL 160 and two courses in science.) *As required.*

PHIL 423 Independent Study (1-3)

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: PHIL 160.) *As required.*

PHIL 430 Health Care Ethics (3)

An application of ethical principles to health care issues. Topics to be considered include patient rights, withholding/withdrawing treatment, the definition of death, reproductive technology, experimentation on human subjects, allocation of medical resources and the right to health care. (Prerequisites: PHIL 160, 301.) *As required.*

PHIL 431 Business Ethics (3)

A systematic discussion of the application of ethical principles to business practices, focusing on some of the more important moral issues facing persons involved in the business world today. (Prerequisites: PHIL 160, 301.) *As required.*

PHIL 432 Philosophy of Law (3)

A philosophical treatment of jurisprudence, including a study of the basic schools of legal theory (natural law, legal positivism, legal realism). Also dealt with will be the relationship between morality and law, economics and law, and legal reasoning. (Prerequisites: PHIL 160, 301.) *As required.*

PHIL 543 Bioethics (3)

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students.

PHYSICAL THERAPY

Mark R. Wiegand, PT, Ph.D.; Program Director
Bellarmine Office Building (BOB) 116, Phone 502.452.8356, mwiegand@bellarmine.edu

David Boyce, PT, Ed.D.; Joseph A. Brosky, PT, MS; Elizabeth Ennis, PT, Ed.D.; Patricia D. Gillette, PT, Ph.D.; Peri Jacobson, PT, MBA, DPT; M. Elaine Lonnemann, PT, DPT; David Pariser, PT, Ph.D.; Gina Pariser, PT, Ph.D.; Nancy L. Urbscheit, PT, Ph.D.

The Doctor of Physical Therapy Program prepares the student for licensure and practice in the field of physical therapy. Candidates for licensure must hold a post-baccalaureate degree in physical therapy from an accredited institution. Students are admitted to the professional program after completing a bachelor's degree in a major of choice and all program prerequisites. Highly qualified Bellarmine undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all university general education requirements (except IDC 401) and the program prerequisites. Bellarmine undergraduate students receive the Bachelor of Health Science (BHS) degree after completing all university general education requirements, program prerequisites and the first year of the professional program. The university awards the Doctor of Physical Therapy (DPT) degree upon completion of the professional curriculum.

Physical therapists are health care professionals who provide service to individuals of all ages with physical impairments, functional limitations, disabilities or changes in physical function and health status resulting from injury, disease or other causes.

Physical therapists:

- Examine and evaluate individuals with movement related problems.
- Diagnose and manage movement dysfunction to enhance physical and functional abilities.
- Promote physical function and wellness to provide optimal quality of life as it relates to movement and health.
- Prevent the onset of symptoms and the progression of movement related problems.

Treatment by physical therapists includes exercise, joint and soft tissue mobilization and manipulation, cardiovascular endurance training, neuromuscular re-education, the therapeutic application of heat, cold and electricity, and activities of daily living training.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, pediatric facilities, home health agencies, school systems, higher education and research institutions, fitness and wellness centers and nursing homes.

The prerequisite courses for the program (Bellarmine course equivalencies in parentheses) are:

- 2 semesters of anatomy and physiology with lab (BIOL 108 & 109)*
- 1 semester of general biology with lab (BIOL 130)
- 1 semester of advanced physiology such as vertebrate physiology, mammalian physiology, exercise physiology or pathophysiology (EXSC 240, BIOL 300, or BIOL 314)
- 2 semesters of college chemistry with lab (CHEM 103 & 104)
- 2 semesters of college physics with lab (PHYS 201 & 202 or PHYS 205 & 206)
- 1 semester of psychology (PSYC 103 or 104)
- 1 semester of statistics (MATH 205)

**300 level Biology courses may be substituted for Anatomy and Physiology*

Associated courses for Bellarmine undergraduate students:

- MATH 117 as prerequisite for PHYS 205 & 206
- BIOL 231 as prerequisite for BIOL 314

Program Admission Requirements

Highly qualified Bellarmine University undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all prerequisite and general education courses (except IDC. 401) and a minimum of 90 semester hours. Transfer applicants to the professional program must hold a baccalaureate degree and have completed all program prerequisite courses. **Admission to the program is selective and highly competitive.** Students attending Bellarmine as undergraduates are preferentially admitted to the Doctor of Physical Therapy Program.

Qualified applicants to the program must have:

- a minimum prerequisite point average of 2.75/4.00
- a minimum overall (cumulative) undergraduate grade point average of 2.50/4.00
- completed seven of the ten prerequisite courses prior to January 1 of the admission year
- completed all program prerequisites prior to entering the professional curriculum
- a grade of “C” or better in all prerequisites courses
- taken the Graduate Record Examination (GRE) within the last five years with scores reported to Bellarmine University
- 25 clock hours of documented work or volunteer experience in a physical therapy setting
- the physical ability to perform tasks required of a physical therapist

Candidates for admission to the Doctor Physical Therapy program must apply through the Physical Therapy Centralized Application Service (PTCAS) available online at www.ptcas.org. The priority application deadline is October 15 of the year before the anticipated start date; the absolute deadline for all materials to be submitted through PTCAS is December 1 of the year before the anticipated start date. The program utilizes a rolling admissions process beginning with applications received before the October 15 priority deadline.

For students in which English is their second language, a TOEFLiBT (internet-based test) score is required. A minimum total score of 83 and a speaking score of 26 is required for consideration of admission to the DPT Program. Information about the TOEFLiBT can be found at www.toefl.org/.

Doctor of Physical Therapy Program Goals and Outcomes

The goals of the Bellarmine University Doctor of Physical Therapy Program are to prepare physical therapists to:

1. provide quality physical therapy services to meet the needs of consumers and society
2. serve physical therapy consumers and society as primary health care providers
3. practice purposefully based on the best current evidence available
4. assume a role in the community that is commensurate with professional service responsibilities
5. be life-long critical consumers of information that impacts the delivery of high quality physical therapy services
6. provide mentorship and direction to future physical therapists.

Outcomes: Upon completion of the Doctor of Physical Therapy Program at Bellarmine University, the graduate will:

1. demonstrate the knowledge, skills and behaviors necessary to provide excellence in physical therapy care;
2. assume the responsibilities associated with innovative and dynamic physical therapy practice, including participation in community and professional service, active involvement as a health care professional, and continued responsibilities for learning;
3. demonstrate a thorough understanding of the evidence on which to base physical therapy practice through critical thinking and inquiry; and
4. be a role model of professionalism and integrity to the community

Program Application, Start Date and Student Matriculation

October 15 Priority application deadline for candidates applying for summer start.

December 1 Application deadline for candidates applying for summer start.

Summer Professional program begins. Bellarmine undergraduate students who have completed all program and university requirements (minimum 90 credit hours) and transfer students holding a bachelor degree.

Additional Information:

Student enrolled in the Doctor of Physical Therapy Program are required to complete a significant number of hours in local, regional and national clinical education sites. All students should expect reasonable travel requirements, including travel outside of the metropolitan Louisville area, to complete the clinical training necessary for graduation.

PHYSICS

Syed Faiz Ahmad, Ph.D., Program Director

Pasteur Hall P211, Phone 502.452.8436, sahmad@bellarmine.edu

Akhtar H. Mahmood, Ph.D.

Physics is a fascinating field! Humanity has learned that there is order in the Universe, and that this order can be expressed through physical laws. The study of physics involves understanding of the everyday phenomena in nature, with the creative synthesis of theory and experiment to express the laws of nature, often elegant in their universality. Physics is also the study of the fundamental structure of matter, energy and their interactions with the forces of nature that control systems, from the very small to the very large. Today the scope of physics extends from the smallest subatomic particles to the distant galaxies and to the entire observable universe. Any student with a curiosity about the physical universe can benefit from studying physics. Physics is not just for physicists. In general, everyone needs an understanding of physics because of the bearing it has on the wide range of issues facing today's world, such as energy resources, the environment, space exploration, communication and medicine. Physics forms the basis of most of today's technological innovations and is the core of many new advances in engineering and technology. Physicists in general strive to develop theories to understand the concepts needed for a precise description of nature and build experiments to test such concepts. Physicists are increasingly using advanced computing tools to find solutions to both scientific and engineering problems, particularly for modeling and simulation of complex processes.

Students who pursue an undergraduate degree in physics at Bellarmine University can expect to receive a strong academic preparation and educational training in theoretical, computational and experimental physics with solid scientific and technical foundation in a quality learning environment. One of the great strengths of Bellarmine's physics program is a small class size and the close collaborative interactions among faculty and students. We offer a robust physics curriculum - the Bachelor of Science degree in physics provides a broad background in physics in a wide range of courses that cultivates active learning, critical thinking, problem solving and computational skills with an interdisciplinary perspective. At the upper level, program emphasis shifts from structured classroom and laboratory activities to experiences designed to develop increasing independence and creativity. In addition to obtaining a strong foundation in classical physics, thermal and statistical physics, modern physics, quantum physics and electronics, students enrolled in this degree program will also acquire strong software/programming skills, including knowledge and experience in computer simulation/modeling of physical systems using a high performance parallel cluster computer. Students will have the versatility, knowledge and analytical skills necessary to adapt quickly in the dynamic world of modern science and the high-tech industry, ready to develop solutions to complex problems and technologies of tomorrow in our technically-oriented society. By combining a rigorous physics curriculum with the necessary instruction in computer science, mathematics, and computational physics, students enrolled in the physics degree program will acquire versatile marketable skills. Many of today's physics students will become tomorrow's leaders and many will be expanding the frontiers of physics, computing, and information technology.

Students who graduate with a Bachelor of Science degree in physics can either pursue graduate studies towards and MS. and a Ph.D. degree in physics and related fields or seek immediate employment after graduation. Physics graduate can also go on to professional schools in a variety of fields. More than ever before, men and women who study physics find themselves entering a wide range of career fields and adapt to the changing work place of the 21st Century in today's job market. Many Physics graduates go on to pursue a professional career in the private sector, in high-tech industry as engineers, physicists and

computational scientists, as computer consultants, research staff and technicians; and as physics teachers. Others pursue leadership roles in business, management and finance, and also in government. Physics graduates can also pursue employment as software programmers in firms that develop educational and scientific software, or even in Wall Street, where employers are interested in people with a background in computational physics.

In addition to the B.S. Physics degree, the program also offers a minor in Physics, and provides supporting courses for the general education curriculum and other major fields of study. The algebra-based College Physics sequence (PHYS 201/202) is required for pre-PT, pre-med and pre-pharmacy, and supports degree programs in Exercise Science, Biology, Health Sciences, and Nursing. The calculus-based University Physics sequence (PHYS 205/206) supports degree programs such as Physics/3-2 Engineering, Biochemistry & Molecular Biology, Chemistry, Computer Science, and Computer Engineering. Both sequences can be used to meet the natural sciences general education requirement.

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

The Physics program has the following goals for its B.S. degree:

1. To provide our majors with a strong background in the major sub-disciplines of physics – classical mechanics, electricity and magnetism, thermal and statistical physics, and quantum physics – with up-to-date course work in each area.
2. To provide our students with relevant laboratory and research experiences (including modern instrumentation, computer software and methods of information retrieval) designed to deepen their understanding of physical principles, while simultaneously teaching students safe and responsible laboratory practices.
3. To provide our students with research experiences that allows them to practice active learning and to develop their critical thinking, communication, and technical skills.

Requirements for a Physics major, 74 hours

Twelve required physics core courses (41 credit hours): PHYS 205, 206, 211, 307, 404, 405, 406, 408, 410, 420, 440, and 450;

Seven required mathematics courses (23 credit hours): MATH 117, 118, 215, 216, 301, 314 and 405;

Four required computer science courses (14 credit hours): C.S. 130, 131, 221, and 341;

Two required chemistry courses (8 credit hours): CHEM 103 and 104.

Note: CHEM 308 can be substituted for PHYS 406 and CHEM 307 can be substituted for PHYS 410.

Students enrolled in the Bachelor of Science degree in physics will also receive a minor in mathematics.

Requirements for a Minor in Physics, 18 hours

PHYS 205, 206, 307, 404 and any one course (3 hours) selected from PHYS 211, 405, 406, 410, CHEM 307 or CHEM 308.

PHYSICS

Suggested Program of Study

Freshman Year

Gen Ed Chemistry 103.....	4
Gen Ed Mathematics 117.....	4
Computer Science 130.....	4
Freshman Focus (IDC 100).....	1
Gen Ed English 101.....	3
	16

Gen Ed Chemistry 104.....	4
Mathematics 118.....	4
Gen Ed History 116 or 117.....	3
Gen Ed IDC 101.....	3
Computer Science 131.....	3
	17

Sophomore Year

Physics 205.....	4
Mathematics 215.....	3
Gen Ed IDC 200.....	3
Gen Ed Philosophy 160.....	3
Gen Ed Social Science.....	3
	16

Physics 206.....	3
Gen Ed English 200.....	3
Mathematics 216.....	3
Mathematics 301.....	3
Gen Ed Theology 200.....	3
	16

Junior Year

Physics 211.....	4
Physics 307.....	4
Physics 404.....	3
Mathematics 314.....	3
	15

Physics 405.....	3
Physics 406.....	3
Computer Science 221.....	4
Computer Science 341.....	3
Gen Ed IDC 301.....	3
	16

Senior Year

Physics 408.....	3
Physics 410.....	3
Mathematics 405.....	3
Gen Ed Philosophy 301.....	3
Gen Ed Fine Arts Req.....	3
	15

Physics 420.....	4
Physics 440.....	3
Physics 450.....	3
Gen Ed Theology Elective.....	3
Gen Ed IDC 401.....	3
	16

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

Physics Course Descriptions

PHYS 101, 102 General 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 planets; comets, meteorites and asteroids; life in the universe. Three hours lecture, and two hours laboratory. (Prerequisite: One year of high school algebra). *Every fall.*

PHYS 106 Exploration of the Universe (3)

The stars and distances; the sun; the birth, youth, middle age and death of stars; supernovae; pulsars and other neutron stars; stellar black holes; structure of milky way galaxy; galaxies; quasars; cosmology; the Big Bang theory; past and future of the universe. Three hours lecture, and two hours laboratory. (Prerequisite: One year of high school algebra). *Every spring.*

PHYS 110 Electrical Principles (3)

Fundamentals, Ohm's law, power and resistor, series and parallel circuits, network analysis, AC generation, inductance, capacitance, AC circuits. Three hours lecture; three hours laboratory, and one hour recitation. (Prerequisite: One year of high school algebra). *Fall, as required years.*

PHYS 201 College Physics I (4)

This is an algebra-based introductory physics course. The basic principles, concepts and methods of physics are emphasized. Subject matter include a wide range of topics in classical mechanics (vectors, motion in one and two dimensions, Newton's laws of motion, work, energy, momentum, collisions, rotational motion, and gravitation), as well as heat, thermodynamics, waves and sound. Selected applications of above topics will also be discussed. Three hour lecture, two hour laboratory, and one hour recitation. Knowledge of algebra and basic trigonometry is expected. This course is approved for General Education. (Prerequisite: One year of high school algebra.) *Every fall.*

PHYS 202 College Physics II (4)

Continuation of College Physics I (PHYS 201) course covering a wide range of topics in electricity, magnetism, light, geometrical optics, and wave optics. The basic principles, concepts and methods are emphasized. Selected applications of above topics will also be discussed. Three hour lecture, two hour laboratory, and one hour recitation. Knowledge of algebra and basic trigonometry is expected. This course is approved for General Education. (Prerequisite: PHYS 201) *Every spring.*

PHYS 205 University Physics I (4)

This is a calculus-based physics course aimed at science, mathematics and engineering students. Subject matter include a wide range of topics in classical mechanics (vectors, motion in one and two dimensions, Newton's laws of motion, work, energy, momentum, collisions, rotational motion, and gravitation), as well as heat, thermodynamics, waves and sound. Selected applications of above topics will also be discussed. This course is approved for General Education. Three hour lecture, two hour laboratory, and one hour recitation. (Prerequisite: MATH 117). *Every fall.*

PHYS 206 University Physics II**(4)**

Continuation of University Physics I (PHYS 205) course covering a wide range of topics in electricity, magnetism, light, geometrical optics and wave optics. Selected applications of above topics will also be discussed. This course is approved for General Education. Three hour lecture, two hour laboratory, and one hour recitation. (Prerequisite: PHYS 205 or permission of instructor.) *Every spring.*

PHYS 211 Analog Electronics**(4)**

Diodes, transistors, DC biasing BJT, BJT small-signal analysis, multistage systems, OP-amps, digital ICs, and oscillators. Three hours lecture, two hours laboratory, and one hour recitation. (Prerequisite: PHYS 110 or PHYS 202 or PHYS 206 or permission of instructor.) *As required.*

PHYS 214 Health Science Physics**(4)**

This is an algebra based course designed for students interested in the Health Science industry. Subjects studied include the following: (1) Classical mechanics: covering vectors, motion in one and two dimensions, force, work, momentum, energy, and gravity; (2) Fluid mechanics: thermal energy, heat transfer, first law of thermodynamics, wave propagation, waves on strings, sound waves; (3) Reflection and refraction of light; (4) Coulomb's Law, electric field and potential; (5) Magnetism, and (6) Simple AC and DC circuits. Three hours lecture, two hours laboratory and one hour recitation. (Prerequisite: Two years of high school algebra or MATH 116). *Every spring.*

PHYS 307 Modern Physics**(4)**

This course covers the development of modern physics. Topics include, Special theory of relativity; Lorentz transformation; blackbody radiation; photo-electric effect; Compton effect; introduction to quantum mechanics; the Schrödinger equation; particle in a Box; finite square-well potential; tunneling through a barrier; simple harmonic oscillator; the Hydrogen atom; selected topics from Atomic, Solid-State, Nuclear, and Particle Physics will also be covered. Three hours lecture, three hours laboratory, and one hour recitation. (Prerequisite: PHYS 206, MATH 117 and MATH 118 or permission of instructor.) *As required.*

PHYS 404 Classical Mechanics**(3)**

This course studies classical mechanics at an advanced level. Topics covered include Lagrange's equations, the central force problem, the dynamics of a system of particles, the motion of rigid bodies, Hamilton's equations, and the dynamics of oscillating systems. (Prerequisite: PHYS 206 and MATH 118). Three hours lecture and one hour recitation. *As required.*

PHYS 405 Electricity & Magnetism**(3)**

This course studies electricity and magnetism at an advanced level. Topic covered include electrostatic fields in the presence of conductors, dielectric materials, magnetic fields due to steady currents in the presence of magnetic field; mathematical theories leading to Maxwell's equations are also developed and used extensively. (Prerequisite: PHYS 206 and MATH 118). Three hours lecture and one hour recitation. *As required.*

PHYS 406 Thermal & Statistical Physics**(3)**

This course studies thermal and statistical physics at an advanced level. Topics covered include a study at the advanced level of physical phenomena that depend on temperature, heat, entropy, the three laws of thermodynamics as applied to various systems, thermodynamic potentials, equations of state, and various applications to simple and multi-component systems. This course also covers selected topics in statistical mechanics. (Prerequisite: PHYS 206 and MATH 118). Three hours lecture and one hour recitation. *As required.*

PHYS 408 Mathematical Methods in Physics (3)

This course studies the application of various mathematical techniques to advanced problems in physics. Topics include methods of complex variables, curvilinear coordinates, infinite series, the calculus of residues, integral transforms, Green's functions, eigenvalues, Fourier and Laplace Transforms. (Prerequisite: PHYS 206 and MATH 216). Three hours lecture and one hour recitation. *As required.*

PHYS 410 Quantum Physics (3)

This course studies the basic postulates (concepts and formalism) of non-relativistic quantum mechanics. Topics include the Schrödinger Equation and its applications including the simple harmonic oscillator, the square well, barrier potential, the hydrogen atom, orbital and spin angular momenta, matrix representation of two level systems. The representation of physical quantities by mathematical operators will be introduced and applied to a limited number of exactly solvable problems. Approximation methods will be developed for dealing with time independent problems. (Prerequisite: PHYS 206 and MATH 118). Three hours lecture and one hour recitation. *As required.*

PHYS 420 Computational Physics with Cluster Computing (4)

This course introduces students to the computational methods and algorithmic approaches used in physics in a wide variety of topics. This course is designed to provide training in computer modeling and simulation of physical systems in the areas of classical, statistical, modern and quantum physics, including numerical techniques and Monte-Carlo methods. Students will be expected to build a Beowulf Cluster from PCs, carry out cluster benchmark studies and write both sequential and parallel programs (using the MPI middleware) in C++/Fortran on a Linux platform. Some of the computational projects may involve analyses and visualization of large datasets using the GEANT Monte-Carlo and the ROOT data analyses packages. (Prerequisite: PHYS 307, MATH 216 and C.S. 131). Three hours lecture, and three hour lab. *As required.*

PHYS 440 Particle Physics & Cosmology (3)

This course studies particle physics and cosmology. Topics include: the Quark Model and the Classification of Hadrons, SU(N) Group Representation, Symmetries, Conservation Laws, Feynman Diagrams, Particle Decay Mechanisms, Quantum-Chromodynamics (QCD), Electroweak Interactions, the Standard Model, Particle Accelerators and Detectors, the Big Bang theory and the Early Universe, Grand Unified Theories (GUTs), Supersymmetry (SUSY), Superstring/M theory and the Unification of Forces, Dark Matter, Dark Energy and the Accelerating Universe. (Prerequisite: PHYS 307 and MATH 216). Three hours lecture and one hour recitation. *As required.*

PHYS 450 Special Topics in Physics (3)

Selected topic(s) in physics of special interest to the student will be taught, beyond what is normally covered in the undergraduate physics curriculum. Students will be expected to write a final report and give a presentation in front of the department faculty. (Prerequisite: PHYS 307 and MATH 216). Three hours lecture. *As required.*

POLITICAL SCIENCE

Margaret H. Mahoney, Ph.D., Chair

Pasteur Hall 206, Phone 502.452.8171, mmahoney@bellarmine.edu

Aaron D. Hoffman, Ph.D., Eric P. Roorda, Ph.D.

The Political Science discipline prepares students for graduate school and for careers in government, law, and related areas. Every effort is made to instill in the Political Science major the habits of objective analysis and open-mindedness along with a positive attitude toward the problems and potentials of the political system.

For students majoring in Political Science, the program is designed to instruct them in the nature of American government, political theory, and international politics. For students majoring in other areas, Political Science courses provide a general understanding of politics, the political system, and the possibilities for responsible citizen participation. For both groups of students, the program encourages extracurricular political participation so that classroom theory can be tested in practice.

Mission of the Political Science Program

The Political Science program serves the university mission by educating students about politics in a way that respects the value and dignity of the human person while helping each student to develop a competency in the field of political science that is open to many political perspectives and benefits the public realm. The program enhances the education of all students taking political science courses by educating them on the nature of politics, the political system, and the possibilities for responsible citizen participation. It further educates undergraduate majors and minors in the content and perspectives of the discipline of political science, while preparing them to fully appreciate the many opportunities available to contribute to political life and/or to further pursue their studies at the graduate level. The program also aims to promote quality scholarly work and to facilitate participation in the activities of the academic community at the department, college, and university level.

Requirements for a Major in Political Science, 24–36 hours

Basic courses: P.S. 101, 203, 204, 260, and one course selected from 308, 323, or 325, and 9 hours selected from upper-level courses in Political Science. For the maximum of 36 semester hours permitted in the Department, 12 additional hours may be selected from other courses in Political Science. Required related courses: MATH 205; HIST 201 or 202; ECON 111.

Requirements for a Minor in Political Science, 18 hours

P.S. 101, 203, 204, 260, one course selected from 308, 323, or 325, and one course selected from 300- or 400-level courses.

POLITICAL SCIENCE

Suggested Basic Program for Bachelor of Arts Degree

Freshman Year

Political Science 101.....	3	Gen Ed Fine Arts Req.....	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 English 200.....	3	Political Science 260.....	3
Gen Ed Economics 111 (SS Req).....	3	History 201 or 202.....	3
Gen Ed IDC 200.....	3	Gen Ed Mathematics 205.....	4
Gen Ed Natural Science Req.....	3	Elective.....	3
	15		16

Junior Year

Political Science 308, 323 or 325.....	3	Political Science Elective.....	3
Political Science Elective.....	3	Gen Ed IDC 301.....	3
Gen Ed Theology 200.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	18		18

Senior Year

Political Science Elective.....	3	Political Science Elective.....	3
Gen Ed Philosophy 301.....	3	Gen Ed Senior Seminar (IDC 401).....	3
Elective.....	3	Gen Ed Theology Req.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Gen Ed courses may be taken in different semesters other than those listed above. No more than 36 hours in Political Science courses may be used in the 126 hour degree program.

Political Science Course Descriptions

P.S. 101 American Government

(3)

A survey of national government in the United States, with emphasis on the Constitution, the structure of government and the political process. *Every fall and spring.*

P.S. 104 Person and Community in Political Science

(3)

A study of the role and meaning of the person and community in politics and government, with emphasis on the different approaches to understanding political reality. *As required.*

P.S. 106 Introduction to International Politics

(3)

An introduction to political relations among nations, with emphasis both on the foreign policies of individual countries and on the international political system in general. *As required.*

P.S. 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.*

P.S. 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.*

P.S. 206 Contemporary Political Theory

(3)

A study of the major trends in contemporary political theory, including those political thinkers who have shaped the understanding of political theory. *As required.*

P.S. 260 Theory and Methods of Political Science

(3)

An introduction to the basic concepts and theories of Political Science, including the nature of science, the traditions and approaches used within the discipline, and an analysis of research methodology for political scientists. *As required.*

P.S. 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.*

P.S. 305 American Political Thought

(3)

A study of the fundamental themes and ideas in American political thought and how those themes and ideas relate to American political history and current political issues and controversies. *As required.*

P.S. 308 Comparative Political Systems

(3)

A study of the structure and performance of selected contemporary governments, democratic and non-democratic. *As required.*

P.S. 309 The United States Congress

(3)

A study of the United States Congress through an examination of its political purpose, historical development, and current strengths and weaknesses, with an emphasis on Congress as an institution, the actions of its members, Congressional elections, and the resulting politics and policy making. *As required.*

P.S. 323 International Political Problems: Selected Topics (3)

Readings and research on various aspects of the international political system. (Prerequisites: P.S. 101, Junior/Senior status, or permission of instructor.) *As required.*

P.S. 324 Contemporary Political Problems: National (3)

Readings in the operation of national governmental institutions and research into specific political issues. (Prerequisite: P.S. 101, Junior/Senior status, or permission of instructor.) *As required.*

P.S. 325 International Relations (3)

Readings and discussion of the formation of U.S. foreign policy and analysis of contemporary international relations. *As required.*

P.S. 326 Race Relations and Civil Rights (3)

A survey of race relations and civil rights since colonial times to see how they have influenced U.S. society, culture, politics, and the economy. Cross-listed with HIST 326. (Prerequisite: Junior/Senior status, or permission of instructor.) *As required.*

P.S. 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.*

P.S. 331 Politics and Film (3)

An analysis of political ideas, events, and institutions as portrayed through the medium of film along with an exploration of political topics through visual storytelling. *As required.*

P.S. 345 Constitutional Law and Civil Liberties (3)

A study of constitutional law, with emphasis on the power of government, the role of the judiciary in applying constitutional standards to the issues of separation of powers and federalism, and how individual rights are protected under the Constitution. (Prerequisites: P.S. 101, Junior/Senior status, or permission of instructor.) *As required.*

P.S. 403 Liberalism and Conservatism (3)

An analysis of the ideas and principles of liberalism and conservatism, plus those of libertarianism and populism, that focuses on the influence of political beliefs systems in American politics. *As required.*

P.S. 413, 414 U.S. Foreign Policy I, II (3, 3)

A study of the origins and development of U.S. diplomatic history and implementation of U.S. policies, construction of an empire and the super-power status of the United States in world affairs since World War II. Cross-listed with HIST 413, 414. (Prerequisite: Junior/Senior status or permission of instructor.) *As required.*

P.S. 419 Public Policy (3)

The study of public policy and the politics involved with policy analysis through the examination of current political, economic, and social problems in the U.S. or a special topic in public policy. (Prerequisite: P.S. 101, Junior/Senior status, or permission of instructor.) *As required.*

P.S. 422 Vietnam and Watergate**(3)**

This examination of the Vietnam war and the Watergate scandal focuses on ways the war and scandal changed how Americans view their national government and its foreign policy. Cross-listed with HIST 422. *As required.*

P.S. 423 Independent Study**(1–3)**

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

P.S. 444, 445 Internship I, II**(3)**

As required.

PRE-PROFESSIONAL PROGRAMS

Pre-Law Program

PRE-LAW COORDINATOR/ADVISOR:

Winnie M. Spitz, JD, Communication

Brown Activities Center 221A, Phone 502.473.3490, wspitza@bellarmine.edu

ADVISORS:

Aaron D. Hoffman, Ph.D., Political Science

Pasteur Hall 208B, Phone 502.452.8170, ahorrmann@bellarmine.edu

Evanthia D. Speliotis, Ph.D., Philosophy

Alumni Hall 116, Phone 502.452.8232, espeliotis@bellarmine.edu

James R. Wagoner, JD, Adjunct Faculty, Communication

Brown Activities Center 218, Phone 502.582.1381, jwagoner@ferreri-fogle.com

Kathryn West, Ph.D., English

Alumni Hall 101, Phone 502.452.8210, kwest@bellarmine.edu

Matisa D. Wilbon, Ph.D., Sociology

Pasteur Hall 175, Phone, 502.452.8172, mwilbon@bellarmine.edu

The prospective lawyer will usually find a broad, general education the best preparation for legal studies. In order to provide a sound foundation for a sophisticated legal education and competent lawyering, the American Bar Association Section of Legal Education and Admissions to the Bar recommends the development of particular skills and values as well as significant bodies of knowledge as important goals of the undergraduate experience.

The core skills and values that are essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interest of others while also promoting justice. Good legal education teaches students to “think like a lawyer”.

Students should seek courses and other activities that will give them experience in structuring and evaluating arguments for and against propositions that are susceptible to reasoned debate. Preparation for legal education should also include substantial experience at close reading and critical analysis of complex textual material. These requisite critical reading abilities may be acquired in a variety of ways, including the close reading of complex material in literature, political or economic theory, philosophy, or history. Students should also seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism. Finally, students wishing to prepare for legal education should select courses and seek experiences that will require them to plan a research strategy, to undertake substantial library research, and to analyze, organize and present a reasonably large amount of material.

In addition to the fundamental skills and values discussed above, there are some basic areas of knowledge that one should possess in order to derive the maximum benefit from a legal education. Some of the types of knowledge that are most useful include the following:

- A broad understanding of history, particularly American history;
- A fundamental understanding of political thought and theory;
- A basic understanding of ethical theory;
- A grounding in economics, particularly micro-economic theory;
- Some basic mathematical and financial skills; and
- A basic understanding of human behavior and social interaction.

The skills, values and knowledge that are essential to success in law school and to competent lawyering may be acquired in a variety of ways. Pre-law students are encouraged to major in areas in the humanities or social sciences that provide an especially valuable background for the study of law.

In addition to their major advisors, pre-law students are guided in their program of study by faculty serving as pre-law advisors. Prospective law students should consult closely with their pre-law advisor. That individual can assist students in selecting courses that will be particularly helpful in developing the skills and knowledge foundation emphasized above. The pre-law advisor can also assist students in choosing law schools to which to apply that are appropriate in light of the student's interests and credentials. Any student interested in a legal career should contact a pre-law advisor as early as possible.

Pre-Medical Studies

*Preparation for Medical School, Dental School, Veterinary School,
Podiatry School and Osteopathic Medical School*

ADVISORS:

Thomas E. Bennett, Ph.D., Biology, Chair, Premedical Advising Committee
Norton Health Science Center 111, Phone 502.452.8198, tom.bennett@bellarmine.edu

Joanne J. Dobbins, Ph.D., Biology
Norton Health Science Center 122, Phone 502.452.8109, jjdobbins@bellarmine.edu

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

Karen Golemboski, Ph.D., Clinical Laboratory Science
Pasteur Hall P108, Phone 502.452.8357, kgolemboski@bellarmine.edu

Mary O. Huff, Ph.D., Biochemistry and Molecular Biology
Pasteur Hall 155, Phone 502.452.8495, mhuff@bellarmine.edu

David J. Porta, Ph.D., Biology
Pasteur Hall 158, Phone 502.452.8009, dporta@bellarmine.edu

Joseph F. Sinski, Ph.D., Chemistry
Pasteur Hall 254, Phone 502.452.8219, jsinski@bellarmine.edu

Bellarmine University prepares students for application to professional schools in the various fields of medicine. The medical professions include: traditional medicine (also called allopathic medicine), osteopathic medicine, dental medicine, podiatric medicine, and veterinary medicine. Entrance requirements for admission into medical, dental, and veterinary schools are extremely competitive and favor students who are highly motivated, self-starting, and committed to achieving their professional objectives early in their college studies.

Each area of medicine has its own specific entrance requirements including: prerequisite course work and GPA standards, pre-admission exams (MCAT, DAT, VCAT, GRE), experiences and familiarity with the career (via shadowing, volunteering, and employment), involvement and leadership in extra-curricular activities, evidence of a commitment to community service, independent research, letters of evaluation, and formal application procedures with interviews. Students interested in pursuing a medical career should investigate the websites maintained by the professional organizations for current admission requirements.

Association of American Medical Colleges: www.aamc.org

American Dental Education Association: www.adea.org

Association of American Veterinary Medical College: www.aavmc.org

American Association of Colleges of Osteopathic Medicine: www.aacom.org

American Association of Colleges of Podiatric Medicine: www.aacpm.org

While medical schools place no restrictions upon a student's choice of a major, it is recommended that the following science and math courses be completed by the end of the junior year (assuming a four year graduation path).

BIOL 130	Principles of Biology (with lab)
BIOL 231	Cell Biology (with lab)
BIOL 240	Genetics (with lab)
BIOL 314	Vertebrate Physiology (with lab)
CHEM 103	General College Chemistry I (with lab)
CHEM 104	General College Chemistry II (with lab)
CHEM 205	Organic Chemistry I (with lab)
CHEM 206	Organic Chemistry II (with lab)
MATH 117/205	Calculus I or Statistics (some medical schools require two college math courses)
PHYS 201	College Physics I (with lab)
PHYS 202	College Physics II (with lab)

Due to the sequential nature of these courses, it is important that all pre-medical students begin taking science classes during their first semester so they will be on track to apply to medical schools between their junior and senior years. It is recommended that a student considering medicine make contact with one of the pre-medical advisors as soon as possible in order to incorporate the required science courses into their chosen major.

All students must meet with the chair of the Pre-Medical Advisory Committee (PMAC) during their junior year to discuss pre-admission testing and application procedures for the schools they are interested in. The application process is different for each type of medical program. Each application service has its own submission dates and final deadlines that are detailed on their websites. The PMAC recommends that you complete and submit your online applications no later than mid-July unless special circumstances apply. Once your online application has been submitted, individual schools will send you detailed secondary or supplemental applications to complete and will ask for an official 'committee letter of evaluation'.

The PMAC is responsible for writing the letters of evaluation required by the professional schools. Students will be asked to submit a portfolio of information to the PMAC for each program that needs a letter written. The PMAC generally requires 3-4 weeks to complete most evaluation letters once a completed portfolio has been received.

Students who think they might be interested in medicine, dentistry, veterinary medicine, podiatry, or osteopathic medicine should talk with the pre-medical advisors, science faculty, careers services, and the professionals in the various fields. In addition, the various department clubs (Biology, BMB., Chemistry, CLS.) often have special programs dedicated to medical careers, admission processes, and other activities of interest. All students are encouraged to join and participate in these student organizations.

Pre-Physical Therapy Studies

(See Physical Therapy)

PSYCHOLOGY

Don R. Osborn, Ph.D., Chair

Pasteur Hall 164, Phone 502.452.8438, drosborn@bellarmine.edu

Pamela G. Cartor, Ph.D.; Ann M. Jirkovsky, Ph.D.; Hank Rothgerber, Ph.D.;

Thomas L. Wilson, Ph.D.; Christy D. Wolfe, Ph.D

The psychology major has a demanding program which emphasizes a scientific approach to the study of human behavior supported by field placements at appropriate community agencies. The department offers three program options. A research project of the student's choice is required. This research is completed under close supervision and interaction with the entire faculty in psychology.

The psychology major prepares students for graduate work in psychology and related disciplines. Also it provides the foundation for numerous careers in psychology, human services, and human resources.

The Department of Psychology has five goals for its degree programs:

1. Students should develop an understanding of the scientific methods that are the basis of psychology.
2. Students should develop an overview and understanding of the major psychological theories and research.
3. Students should be prepared for graduate school and careers in psychology.
4. Students should have opportunities for experiential and applied learning through individual and group activities, research projects, laboratories, practica and internships.
5. Students should increase their understanding of self and others by learning about the relevance of psychology to everyday life.

The Psychology Department offers three program options:

1. The Traditional emphasis prepares the student for graduate work and has numerous electives to broaden, enrich, and stimulate the intellectual, emotional and social growth of the student.
2. The Human Services emphasis prepares the student for careers in the helping profession. It is more structured and training oriented. An Internship at a field placement is required.
3. The Human Resource emphasis prepares the student for careers in organizational and business settings working with people. The program is designed toward developing practical skills and is training oriented. An Internship working in a human resource position is required.

Double Majors

For students with multiple majors in Psychology, Sociology, and/or Criminal Justice Studies: Double majors in any of these three programs need to take only one two-semester research methods sequence but must take up to 6 additional hours in the discipline in which the research sequence was not taken.

Requirements for a Minor in Psychology, 18 hours

PSYC 103, 104; six hours selected from PSYC 208, 218, 230 or 240; and six hours selected from PSYC 304, 307, 313, 315, 317, or 402.

Requirements for a Major in Psychology: Traditional Emphasis, 25–51 hours

Basic courses: PSYC 103, 104, 200, 310, and fifteen hours elected from PSYC 208, 218, 230, 240, 304, 307, 311, 313, 315, 317, 342, 402, 404, 405. Required related course: MATH 205. For the maximum of 51 hours permitted in the Department, twenty-six additional hours may be selected from other Psychology courses. Any student who is considering entering a graduate program in psychology should consult her/his academic advisor. Successful application to some programs requires that the student complete certain courses not required by the Psychology major.

PSYCHOLOGY: TRADITIONAL EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 103.....	3	Psychology 104.....	3
Gen Ed English 101.....	3	Gen Ed History 116 or 117.....	3
Gen Ed Freshman Sem (IDC 101).....	3	Gen Ed Philosophy 160.....	3
Freshman Focus (IDC 100).....	1	Elective.....	3
Gen Ed Social Science Elective.....	3	Elective.....	3
Elective.....	3		
	16		15

Sophomore Year

Psychology Elective.....	3	Psychology 200.....	1
Gen Ed IDC 200.....	3	Psychology Elective.....	3
Gen Ed Natural Science Req.....	3	Gen Ed Mathematics 205.....	4
Elective.....	3	Gen Ed Natural Science Req.....	3
Elective.....	3	Gen Ed English 200.....	3
		Elective.....	3
	15		17

Junior Year

Psychology 310.....	3	Psychology Elective.....	3
Psychology Elective.....	3	Psychology Elective.....	3
Gen Ed Theology 200.....	3	Gen Ed Philosophy 301.....	3
Gen Ed IDC 301.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

Senior Year

Psychology Elective.....	3	Gen Ed Senior Seminar (IDC 401).....	3
Gen Ed Theology Elective.....	3	Elective.....	3
Gen Ed Fine Arts Req.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

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

**Requirements for a Major in Psychology: Human Services Emphasis,
40-51 hours**

Basic courses: PSYC 103, 104, 200, 208, 218, 230, 304, 310, 317, 342, 402, 405, 444 and one 3-credit Psychology elective. Required related course: MATH 205.

PSYCHOLOGY: HUMAN SERVICES EMPHASIS
Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 103.....	3	Psychology 104.....	3
Gen Ed English 101.....	3	Gen Ed History 116 or 117.....	3
Gen Ed Freshman Sem (IDC 101).....	3	Gen Ed Philosophy 160.....	3
Freshman Focus (IDC 100).....	1	Elective.....	3
Gen Ed Social Science Elective.....	3	Elective.....	3
Elective.....	3		
	16		15

Sophomore Year

Psychology 208.....	3	Psychology 200.....	1
Psychology 218.....	3	Psychology 230.....	3
Gen Ed IDC 200.....	3	Gen Ed Mathematics 205.....	4
Gen Ed Natural Science Req.....	3	Gen Ed Natural Science Req.....	3
Elective.....	3	Gen Ed English 200.....	3
		Elective.....	3
	15		17

Junior Year

Psychology 310.....	3	Psychology 304.....	3
Psychology 317.....	3	Psychology Elective.....	3
Gen Ed Theology 200.....	3	Psychology 342.....	3
Gen Ed IDC 301.....	3	Gen Ed Philosophy 301.....	3
Elective.....	3	Elective.....	3
	15		15

Senior Year

Psychology 405.....	3	Gen Ed Theology Elective.....	3
Psychology 444.....	3	Psychology 402.....	3
Gen Ed Senior Seminar (IDC 401).....	3	Elective.....	3
Gen Ed Fine Arts Req.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

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

**Requirements for a Major in Psychology: Human Resource Emphasis,
37-51 hours**

Basic courses: PSYC 103, 104, 200, 208, 230, 310, 317, 320, 342, 402, 405, 444 and one 3-credit Psychology elective. Required related courses: B.A. 103, 203; ECON 111; MATH 205.

PSYCHOLOGY: HUMAN RESOURCE EMPHASIS

Suggested Program for Bachelor of Arts Degree

Freshman Year

Psychology 103.....	3	Psychology 104.....	3
Gen Ed English 101.....	3	Business Administration 103.....	3
Gen Ed Freshman Sem (IDC 101).....	3	Gen Ed Philosophy 160.....	3
Freshman Focus IDC 100.....	1	Elective.....	3
Gen Ed Economics 111.....	3	Elective.....	3
Gen Ed History 116 or 117.....	3		
	16		15

Sophomore Year

Psychology 208.....	3	Psychology 200.....	1
Gen Ed IDC 200.....	3	Psychology 230.....	3
Gen Ed Natural Science Req.....	3	Gen Ed English 200.....	3
Gen Ed Theology 200.....	3	Gen Ed Mathematics 205.....	4
Elective.....	3	Business Administration 203.....	3
	15	Elective.....	3
			17

Junior Year

Psychology 310.....	3	Psychology Elective.....	3
Psychology 317.....	3	Psychology 342.....	3
Gen Ed Natural Science Req.....	3	Gen Ed IDC 301.....	3
Psychology 320.....	3	Gen Ed Philosophy 301.....	3
Elective.....	3	Elective.....	3
	15	Elective.....	3
			18

Senior Year

Psychology 405.....	3	Psychology 402.....	3
Psychology 444.....	3	Gen Ed Theology Elective.....	3
Gen Ed Senior Seminar (IDC 401).....	3	Elective.....	3
Gen Ed Fine Arts Req.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		15

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

Psychology Course Descriptions

PSYC 103 Introductory Psychology (3)

A survey of psychology including the history and methods of psychological science, learning and motivation, cognition and memory, biological bases of behavior, sensation and perception, personality and social psychology, psychological disorders and their treatment. The course emphasizes the relation between life experiences and the scientific findings that explain those experiences. *Every semester.*

PSYC 104 Foundations of Psychology (3)

This course provides an in-depth exploration of selected topics from 103 and is intended for those students majoring in or considering a major or minor in psychology. Emphasis is placed upon psychology as a science and developing an understanding of how psychologists investigate the phenomena they study. Topics will vary according to the professor but will include both theoretical and applied issues and research. (Prerequisite: PSYC 103.) *Every semester.*

PSYC 200 Introduction to Professional Psychology (1)

This course provides an introduction to the profession of psychology. Information will be provided on career opportunities and graduate school programs in psychology. Students will identify their career interests and goals and will develop plans to help them achieve their goals. (Prerequisite: Sophomore standing in the psychology major.) *Every semester.*

PSYC 208 Personality: Theories and Research (3)

A review and evaluation of the more influential theories of personality with a survey of relevant research. *As required.*

PSYC 209 Special Topics in Psychology (3)

A study of psychological issues in selected areas with an emphasis on liberal-arts or interdisciplinary topics. Topics will be announced in advance. *As required.*

PSYC 214 Sport Psychology (3)

This course is designed to present students with an introduction to sport psychology. The class will focus on recent research in this area and applications of this research to improve athletic performance and exercise adherence. *Every year.*

PSYC 215 Human Sexuality (3)

A study of human sexual behavior as influenced by physical, emotional, interpersonal, social, cultural, and ethical factors. *As required.*

PSYC 218 Life-Span Development (3)

A study of the principles of growth and development, covering the span of life from infancy to late adulthood. This course focuses on how individuals develop physically, socially, and intellectually. Implications of development theories and research on counseling, education, parenting, and health services are also discussed. (Prerequisite: PSYC 103 or permission of instructor.) *Every semester.*

PSYC 230 Psychology of Learning (3)

A study of the influence of the environment on the acquisition and maintenance of behavior, including traditional and contemporary approaches to learning and the application of human learning principles in an individual project. (Prerequisite: PSYC 103 or permission of instructor.) *Every spring.*

PSYC 240 Biological Psychology**(3)**

A survey of the influences of biological systems on behavior, especially recommended for psychology majors planning on graduate training. This course explores the architecture of the human nervous system, physiological mechanisms of learning and memory, and the functional anatomy of the brain. Topics of evolutionary psychology and the genetic basis of human growth, uniqueness, and psychopathology are included. Background in biology helpful, but not necessary. (Prerequisite: PSYC 103.) *As required.*

PSYC 250, 251, 350, 351 Practicum: Applied Psychology I-IV**(1–3)**

This course is designed to provide students with the opportunity to develop and apply their psychological knowledge through directed observation and participation in practical settings such as business, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is strongly recommended. (Prerequisite: Approval of the Psychology Practicum coordinator.) *Every semester.*

PSYC 304 Abnormal Psychology**(3)**

A study of current concepts as to the causes, manifestations, and treatment of maladaptive behavior in modern American culture. (Prerequisite: Junior standing.) *Every spring.*

PSYC 307 History and Systems in Psychology**(3)**

An introduction to the history of psychology. This course focuses on the philosophical and scientific influences on the development of psychology, the major schools of psychology, and the influence of each of these schools on psychology today. *As required.*

PSYC 310 Research Methods in Behavioral Science I**(3)**

Lecture and laboratory. Basic principles of design, conduct and analysis in behavioral research. Students in small groups carry out a research project of their own choice. Each student is required to design and submit an independent research project which may be carried out in PSYC 311. (Prerequisites: MATH 205 and PSYC 104 or permission of instructor.) *Every fall.*

PSYC 311 Research Methods in Behavioral Science II**(3)**

Lecture and laboratory. Study of research techniques in Human Behavior with emphasis on human resources, personality, social psychology and program evaluation. Each student carries out the individual research project designed in PSYC 310. (Prerequisite: PSYC 310.) *Every spring.*

PSYC 313 Memory and Cognition**(3)**

A comprehensive study of contemporary theories and research on human memory and cognition. Topics include verbal learning, information processing, models of memory, and the representation of knowledge. Mental processes involved in concept formation, language comprehension, and problem solving will be discussed along with strategies for improving memory. Two hours lecture, two hours laboratory. (Prerequisites: PSYC 104, PSYC 230, or 240 and Junior standing.) *As required.*

PSYC 315 Sensation and Perception**(3)**

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. Two hours lecture, two hours laboratory. (Prerequisites: PSYC 104, PSYC 230, and Junior standing.) *As required.*

PSYC 317 Social Psychology (3)

Influence of others on the behavior of the individual: theoretical perspectives; methods of investigation; the self; social judgment; interpersonal attraction; altruism; aggression; prejudice and discrimination; social influence. Cross-listed with SOC 401 (Prerequisite: PSYC 103 or permission of the instructor.) *Every fall.*

PSYC 320 Human Resource Management (3)

Management principles and practices for attracting, retraining, and motivating human resources in organizations; specific attention is given to the basic personnel processes of staffing, appraisal, compensation, and labor relations. (Prerequisite: B.A. 103 or Junior standing and permission of the instructor.) *As required.*

PSYC 333 Dimensions of Consciousness (3)

A critical examination of the major schools of thought on human consciousness (behaviorism, phenomenological psychology, sociobiology, bimodal consciousness, structuralism, and symbolic interactionism) in order to establish the minimal requirements for a proper philosophy and psychology of consciousness. Cross-listed with PHIL 333. (Prerequisite: PHIL 160.) *As required.*

PSYC 342 Tests, Measures, and Evaluation (3)

Fundamental principles of testing and measurement, emphasizing their usefulness in the objective evaluation of individual and organizational performance. Topics include reliability, validity, assessment of intellectual and cognitive functioning, psychological and personality attributes and functioning, interest testing, performance appraisal, organizational effectiveness criteria, and the interrelation of these topics. (Prerequisite: PSYC 103 or permission of instructor.) *As required.*

PSYC 344, 345 Non-Majors Internship I, II (1-3, 1-3)

As required.

PSYC 402 Organizational Behavior and Leadership (3)

The principles of organizational behavior experientially studied with particular emphasis upon the organization as a problem-solving enterprise. Fundamental concepts concerning the behavior of individuals and groups within organizational settings, public and private. Specific attention is devoted to analyzing and influencing behavior, managing group processes of conflict and communication, and using power constructively and ethically in meeting individual and organization goals. (Prerequisite: Junior standing or permission of instructor.) *As required.*

PSYC 404 Health Psychology (3)

Health Psychology is designed to present students with an introduction to the field of health psychology. This class will focus on recent research in the area and its applications to promote health and well being. Some of the topics that will be covered are stress and coping, changing positive and negative health behaviors, pain and its management, and psychological factors in coping with and treating chronic illnesses. (Prerequisite: PSYC 103, Junior standing.) *Every year.*

PSYC 405 Counseling and Psychotherapy (3)

Survey and evaluation of the principal theories and practices of counseling and psychotherapy. Development of increased self awareness and training in interviewing skills are integral goals. (Prerequisite: PSYC 208, Junior/Senior standing or permission of instructor.) *Every fall.*

PSYC 409 Special Topics in Psychology**(3)**

Topic will be selected each semester. (Prerequisite: Junior/Senior standing or permission of instructor.)

As required.

PSYC 410 Psychology and Law**(3)**

A consideration of the psychological factors that influence confessions, eyewitness identification, repressed memories, sentencing, jury decision making, and jury selection. Direct participation of psychologists in the legal process including involuntary commitment, the insanity defense, predicting dangerousness and competency to stand trial will also be considered. *As required.*

PSYC 420 Research Seminar in Experimental Psychology**(3)**

For students planning further study at the graduate level, this seminar provides an introduction to the scientific literature underlying one or more faculty research programs and a forum where students will critically evaluate experimental methods, plan and conduct research studies, and analyze data in collaboration with faculty mentors. Scholarly products from the seminar are presented annually to the campus and/or professional community. Junior or Senior standing. *As required.*

PSYC 423 Independent Study**(1–3)**

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

PSYC 444, 445 Internship I, II**(1–3, 1–3)**

The objective of the experience is to provide students with an opportunity to apply their psychological knowledge in a business or human service setting. (Prerequisite: Permission of psychology internship coordinator.) *As required.*

RESPIRATORY THERAPY

Christy Kane, Ph.D, RRT-NPS, Program Director and Chair
 Miles Hall 322, Phone 502.452.8424, ckane@bellarmine.edu

Harvy L. Snider, MD; Jerome F. Walker, Ed.D, RRT

The Respiratory Therapy Program prepares the student for licensure and practice in the field of *respiratory therapy*. The program for traditional college students and transfer students is a four-year course of study that culminates in the Bachelor of Health Science degree. There is also an accelerated, second-degree program for students already having a bachelor's degree. Respiratory therapists are health care professionals who evaluate and treat persons of all ages having lung and heart disorders. The responsibilities of the therapist include: pulmonary function assessment, diagnostic testing, administering oxygen and aerosolized drugs, breathing retraining and pulmonary rehabilitation, acute care management of patients requiring ventilatory support, and emergency care. Respiratory therapists find careers in multiple settings, including the hospital, home care and rehabilitation.

Respiratory Therapy Program Accreditation

The Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation for Respiratory Care (CoARC).

Commission on Accreditation of Allied Health Education Programs

1361 Park Street
 Clearwater, FL 33756
 727.210.2350

Program Goals and Objectives

The mission of Bellarmine University is to educate its students to "...develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership, and service to others." Thus directed, the larger university would, "...benefit the public interest, to help create the future, and to improve the human condition." The goal of the respiratory therapy program is subsumed within the university mission, in that the program graduates students who serve as, "...competent advanced level respiratory therapists." Intellectual, moral, ethical, and professional competencies are explicitly stated in terms of three program objectives. Program objectives are as follows

1. Intellectual competencies: To comprehend, evaluate, and apply clinical information relevant to advanced-level respiratory therapy practice (Cognitive Domain).
2. Moral, ethical competencies: To demonstrate professional behavior (Affective Domain).
3. Professional competencies: To demonstrate technical proficiency in all skills necessary to fulfill the role of an advanced-level respiratory therapy practitioner (Psychomotor Domain).

Working toward its goals and objectives, the respiratory therapy program addresses Bellarmine's larger mission to benefit the public interest and improve the human condition.

Admission Criteria

- Acceptance to Bellarmine University
- Cumulative grade point average of at least 2.5
- Completion of required prerequisite courses for the specific program
- The Lansing School of Nursing and Health Sciences reserves the right to require TOEFLiBT testing from any candidate. If English is your second language or if your undergraduate degree is from an international institution (second degree applicants), you will be required to take the TOEFLiBT (internet-based) and receive a total score of 83 or higher and a 26 or higher on the speaking test. Information about the TOEFLiBT can be found at www.ets/toefl.

RESPIRATORY THERAPY PROGRAM**Traditional 4-Year Program, Bachelor of Health Science****Freshman Year**

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

Sophomore Year

Gen Ed English 200.....	3	Gen Ed Fine Arts Req.....	3
Gen Ed IDC 200.....	3	Gen Ed Theology 200.....	3
Mathematics 200 or 205.....	3/4	Physics Elective.....	4
Biology 202*.....	4	Gen Ed Philosophy 301.....	3
	13/14	Elective.....	3/4
			16/17

Junior Year

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

Senior Year

RTH. 450*.....	3	Gen Ed Theology Elective.....	3
Nursing 312.....	3	RTH. 410.....	3
Elective.....	3	RTH. 455.....	2
RTH. 460.....	3	RTH. 490*.....	3
Gen Ed IDC 401 (Senior Sem).....	3	RTH. 485.....	3
RTH. 420*.....	3	RTH. 440*.....	3
	18		17

* A minimum grade of C is required in these courses for graduation.

Student in the traditional program begin as pre-respiratory therapy majors and must be fully accepted to the major prior to taking RTH courses (see Admissions criteria on previous page).

Second Degree Program in Respiratory Therapy

All students must hold a minimum of a bachelor's degree.

RESPIRATORY THERAPY PROGRAM - PREREQUISITE COURSES

Anatomy and Physiology I and II	8 hours
Microbiology	4 hours
General College Chemistry.....	4 hours
Physics.....	4 hours
General Psychology.....	3 hours
Ethics.....	3 hours
Statistics.....	3-4 hours
Total.....	30-31 hours

ACCELERATED RESPIRATORY THERAPY PROGRAM

FALL

Theology.....	3
RTH. 308-9*.....	4
RTH. 340.....	2
RTH. 311*.....	3
Biology 300*.....	4
Nurs 312.....	3
	19

SPRING

RTH. 313-314*	5
RTH. 350.....	6
RTH. 323.....	2
RTH. 321*.....	2
RTH. 455.....	2
	17

SUMMER

RTH. 420*	3
RTH. 440*.....	3
RTH. 460.....	3
RTH. 485.....	3
RTH. 450*	3
RTH. 490*	3
	18

**A minimum grade of C is required in these courses for graduation.*

Students complete 54 semester hours in residence at Bellarmine complying with the university policy to complete a minimum of 36 semester hours, including at least 12 upper level semester hours in the degree major.

Respiratory Therapy Course Descriptions

RTH. 308/309 Respiratory Therapy Science I and Laboratory (3–1)

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

RTH. 311 Clinical Assessment (3)

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

RTH. 313/314 Respiratory Therapy Science II and Laboratory (4–1)

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

RTH. 321 Cardiopulmonary Pathology (2)

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

RTH. 323 Introduction to Pharmacology (2)

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

RTH. 340 Respiratory Therapy Clinical Education I (2)

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

RTH. 350 Respiratory Therapy Clinical Education II (6)

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

RTH. 410 Advanced Physiologic Testing (3)

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

RTH. 420 Respiratory Therapy Science III (3)

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

RTH. 440 Cardiopulmonary Monitoring (3)

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

RTH. 450 Neonatal/Pediatric Respiratory Care**(3)**

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

RTH. 455 Advanced Cardiac Life Support**(2)**

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

RTH. 460 Respiratory Therapy Clinical Education III**(3)**

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

RTH. 485 Respiratory Therapy Clinical Education IV**(3)**

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

RTH. 490 Seminar**(3)**

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

SOCIOLOGY

Curtis R. Bergstrand, Ph.D., Program Director
 Pasteur Hall 161, Phone 502.452.8145, cbergstrand@bellarmine.edu

Frank Hutchins, Ph.D; Matisa Wilbon, Ph.D.

Adjunct Faculty: Nancy Schrepf, Psy.D.; Greg Smith, MA; Steve Smith, MA; Bill Curley, MA

The sociology program emphasizes a combination of rigorous classroom preparation in sociological theory/research with hands-on experience in the real world such as internships, police ride-alongs, and the Books Behind Bars program. A two-course sequence in both theory and research methods is required of all majors, and numerous sociology students have presented their scholarly papers at undergraduate research conferences around the mid-west. The Department also embraces a strong social justice philosophy and encourages student activism to bring about a more just and humane world as envisioned by Catholic social teaching. The Students for Social Justice, an activist student organization on campus, is sponsored by the sociology department.

Bachelor of Arts requirements for a Major in Sociology, 30-51 hours

Required, minimum Department major, 30 semester hours: Sociology 101, 201, 205, 210, 235, 306, 323, 405, 410, and 419. Up to twenty-one additional elective Sociology hours may be taken, including SOC. 341, SOC. 423 (Independent Study) and SOC. 444/445 (Internship). Required, related courses: MATH 205.

Requirements for a Minor in Sociology, 18 hours

SOC. 101, 201, 205, 410, and six additional hours in Sociology selected from other offerings in Sociology.

For students with multiple majors in Psychology, Sociology, and/or Criminal Justice Studies: Double majors in any of these three programs need to take only one, two-semester research methods sequence but must take up to 6 additional hours in the discipline in which the research sequence was not taken.

SOCIOLOGY

Suggested Program for Bachelor of Arts Degree

Freshman Year

Sociology 101.....	3
Gen Ed English 101.....	3
Gen Ed Freshman Sem (IDC 101).....	3
Freshman Focus (IDC 100).....	1
Gen Ed History 116 or 117.....	3
Gen Ed Social Science Req.....	3
	16

Sociology 201.....	3
Gen Ed Natural Science Req.....	3
Gen Ed Philosophy 160.....	3
Elective.....	3
Elective.....	3
	15

Sophomore Year

Sociology 205.....	3
Gen Ed Mathematics 205.....	4
Gen Ed Natural Science Req.....	3
Gen Ed English 200.....	3
Elective.....	3
	16

Sociology 210.....	3
Sociology 235.....	3
Gen Ed IDC 200.....	3
Gen Ed Theology 200.....	3
Elective.....	3
	15

Junior Year

Sociology 306.....	3
Gen Ed Philosophy 301.....	3
Gen Ed Fine Arts Req.....	3
Elective.....	3
Elective.....	3
	15

Sociology 323.....	3
Sociology 405.....	3
Gen Ed IDC 301.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	18

Senior Year

Sociology 410.....	3
Gen Ed Senior Seminar (IDC 401).....	3
Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	18

Sociology 419.....	3
Gen Ed Theology Elective.....	3
Elective.....	3
Elective.....	3
Elective.....	3
	15

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

Sociology Course Descriptions

SOC. 101 Introduction to Sociology (3)

Basic concepts in the study of man in social groups. Analysis of roles, institutional patterns, structures and process. *Every semester.*

SOC. 150 Practicum I: Books Behind Bars (1)

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

SOC. 151, 250, 251, 350, 351 Practicum: Applied Sociology II-VI (1)

This course is designed to provide students with the opportunity to apply their sociological knowledge and/or develop sociological knowledge through directed observation and participation in practical settings such as businesses, government agencies, or non-profit organizations. Concurrent enrollment in a companion course is recommended. *As required.*

SOC. 111 Cultural Anthropology (3)

An introduction to the perspectives and methods of cultural anthropology. Topics covered include the nature of culture; the relation of culture to language; the importance of the environment for human societies; and a cross-cultural examination of family structure, social organization, political and economic systems, religion, and the impact of social and cultural change. *Every semester.*

SOC. 175 Human Geography (3)

Evolution of geographical concepts and models associated with notable geographers. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization. *Once per year.*

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. (Pre/Corequisite: SOC. 101.) *As required.*

SOC. 205 Sociological Theory I (3)

An overview of the major theoretical schools of sociology, including their historical development and contemporary expressions. Cross-listed with CJS. 205. (Pre/Corequisite: SOC. 101.) *Every year.*

SOC. 210 Criminal Justice (3)

An overview of the criminal justice system including the history of law, the police and police powers, the courts, prisons, and strategies for criminal rehabilitation. Cross-listed with CJS. 210. (Pre/Corequisite: SOC. 101.) *Every semester.*

SOC. 235 Social Inequality (3)

Theories of social stratification and the role of power in societies are examined. These principles are then applied to an understanding of the social position of minorities, the poor and other underprivileged groups in society. (Pre/Corequisite: SOC. 101.) *As required.*

SOC. 306 Juvenile Delinquency (3)

The Juvenile Court as seen through recent Supreme Court decisions as they affect the determination, handling and rehabilitation of delinquents. Analysis of causal factors. Cross-listed with CJS. 306. (Pre/Corequisite: SOC. 101.) *Every year.*

SOC. 323 Marriage, Family and Sex Roles (3)

A historical review of the contemporary American family. Comparison of family forms, marriage patterns and sex roles in a variety of societies. (Pre/Corequisite: SOC. 101.) *As required.*

SOC. 341 Special Topics in Sociology (1-3)

Topics of special interest offered by a faculty member in subject areas not ordinarily covered within the sociology curriculum. (Pre/Corequisite: SOC. 101.) *As required.*

SOC. 343, 344 Internship Non-Majors I, II (3)

A course designed for students who are not sociology majors but wish to experience an internship in this field. The student is placed in an applied social services setting and supervised by a professional selected by the Director of the sociology program. *Every semester.*

SOC. 401 Social Psychology (3)

See Psychology department listing for PSYC 317. *As required.*

SOC. 405 Sociological Theory II (3)

An in-depth examination of selected classical and contemporary works in sociology. (Prerequisite: SOC. 205.) *Every year.*

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: SOC. 101 and MATH 205.) *Every year.*

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: CJS./SOC. 410 or PSYC 310 and permission of instructor.) *Every year.*

SOC. 423 Independent Study (1-3)

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

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

The student is placed in an applied setting supervised by a professional selected by the Director of the sociology program. Typically this requires 90 contact hours at the placement setting. Up to 3 credit hours of Sociological Practicum 150 (Books Behind Bars) may be applied to this requirement. (Prerequisite: Junior standing or permission.) *Every semester.*

THEATRE

Carlos Chavarria, MFA, Program Director

Alumni Hall 118, Phone 502.452.8431, cchavarria@bellarmine.edu

The vision of the Bellarmine University Theatre Program celebrates the creativity of the human spirit. As a vital part of an international liberal arts community, the Theatre Program concentrates on developing imaginative, knowledgeable, skilled and responsible artists, teachers, scholars, students and audience members for the future of theatre. Within this creative community of artist-scholars, students are encouraged to cultivate critical thinking and develop their individual artistic passion through immersion in literature, new world views, cultural diversity, exposure to a wide variety of performance practices and their own practical creative exploration.

The study of theatre allows self exploration and independent discovery, and inspires deep compassion and empathy. Students, staff, faculty, and guest artists in Bellarmine University's Theatre Program engage on a local, national and global level to realize this vision.

Students majoring in Arts Administration may select Theatre Emphasis. Students may also combine a Theatre minor with any major field of study to broaden and enhance their overall education.

Requirements for a Minor in Theatre, 18–21 hours

THEA 110, 202, 310 or 311, 350, and six to nine hours selected from other courses in Theatre or ENGL 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)

Acting I is both an introduction to the discipline of acting and an opportunity to increase self-awareness, confidence and an understanding of the human experience. This course will focus on the concept of acting as behaving truthfully in imaginary circumstances. Using a variety of exercise and projects we will explore levels of awareness and connection used in acting: relation to self, others, the text, and the audience. Basic practices of actor skill training will be explored including body and vocal awareness and development, discipline, concentration, focus, script analysis, action, and ensemble in a format that encourages curiosity, imagination and personal growth. No prerequisite.

THEA 111 Acting II: Scene Study (3)

Acting II will use different approaches to scene and monologue study as tools to sharpen and deepen the actor's skills. Using a variety of exercises and projects we will explore levels of awareness and connection used in acting: relationship to self, others, the text and the audience. More advanced practices of actor training will be explored including developing a character; how to rehearse; how to create truthful interactions with other actors; and how to increase vocal, physical, emotional and imaginative flexibility. Students will learn to analyze text, score a script, sharpen observations, develop character through voice and movement, and access creative impulse. Prerequisite: THEA 110.

THEA 112 Voice for the Actor and Professional Speaker (3)

Voice for the Actor and Professional Speaker is 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. The discipline of acting is behaving truthfully in imaginary circumstances. Using a variety of exercises and projects we will generate new levels of vocal awareness and foster creativity and discipline in training the voice. This course will lay the groundwork for a healthy, expressive, flexible voice by covering basic practices of vocal training including vocal health, strengthening the voice, proper breathing, and vocal flexibility.

THEA 150 Theatre Practicum: Production (1)

This course awards academic credit for developing technical skills while participating in theatre productions as a technical artisan in scenery and costume construction, lighting, sound, and stage management. The student must complete a determined number of hours, which will be distributed throughout, and according to the needs of each production during the given semester. *Every semester.*

THEA 151 Theatre Practicum: Performance (1)

This course awards academic credit to students who become active participants, as performing artists, in the preparation and performance of a Bellarmine theatre production. The student must complete a determined number of hours in performance work during a theatre production. Each student must audition and be cast in a Bellarmine production in order to be in this class. *Every semester.*

THEA 202 Experiencing Theatre (3)

This course is a survey of the individual components of theatre such as acting, directing, playwriting and design. The emphasis is on dramatic literature and theatre production in the development of critical skills in thinking and writing. The course includes study of different genres of theatre and theatre from different cultures. *Every fall and spring.*

THEA 203 Movement for the Actor (3)

In this course, students will be introduced to movement vocabulary and physical training in relaxation, alignment, conditioning, and stage presence. Each student must become an active participant as an individual and as a member of the whole, while experiencing different approaches (such as viewpoints, tai-chi, yoga, basic dance) in order to understand the physical body through the use of rhythmic sound ranging from classical music and musical theatre to pop and world music. *As required.*

THEA 310, 311 Theatre History I, II (3, 3)

This course is an examination of the theory and history of theatre and drama including a survey of literature from particular movements. Theatre History I includes a study of the Ancient Era to Renaissance. *Every fall.* Theatre History II includes a study of the Restoration period to present. *Every spring.*

THEA 312 Acting III: Verse (3)

Acting III is an introduction to the demands of the heightened language of Shakespeare and other playwrights working in verse. Using a variety of exercises and projects, this course will continue to focus on the concept of acting as behaving truthfully in imaginary circumstances, while addressing the challenges of heightened language and emotional life. Advanced practices of actor skill training will be explored in depth including body and vocal awareness and development, discipline, concentration, focus, imagination, script analysis, action, and ensemble. Prerequisite: THEA 110 and THEA 111, preferably THEA 112.

THEA 320 Dramatic Writing (3)

This course will cover the basic elements of writing for production, both for the stage and the screen. Through writing and revising their original works, the student will gain technical proficiency as well as honing storytelling skills. Structured as a writer's workshop, students will read and discuss each other's work. *As required.*

THEA 340 Special Topics in Theatre (3)

This course focuses on a specialized insight into the craft of performance and design. The subject matter of the course provides an interdisciplinary approach utilizing fields related to theatre. Some offerings may include performance, style, genre, criticism, design, film or media.

THEA 350 Theatrical Directing (3)

This course provides for the examination of the principles and practice of play direction, ensemble building, composition, movement, stage business, tempo, script selection and analysis and rehearsal techniques. Students will have the opportunity to direct a final project. Prerequisites: THEA 202 and THEA 110. *As required.*

THEA 410 Dramatic Literature (3)

This course examines historical movements and current trends in performance and dramatic literature worldwide. The writing component includes both literary and performance criticism. When possible, some course materials are linked to Bellarmine University Theatre program productions. Prerequisites: ENGL 101 and ENGL 200.

THEA 423 Independent Study (1-3)

This course is designed for a student who wishes to undertake a reading or research project in a specific area of interest under the direction of a faculty member.

THEA 444, 445 Internship I, II (3)

Theatre Internships provide students with the opportunity to learn by working with professional and semi-professional theatre companies. Internships must be applied for in the semester prior to enrollment and application includes on-campus interviews with faculty and off-campus interviews with members of the host theatre company. Theatre Internships are reserved for theatre minors with a demonstration of experience with and commitment to Bellarmine University's Theatre Program. Junior class standing and other prerequisites apply based on the nature of the internship and the requirements of the host organization. Prerequisites: THEA 202. *As required.*

THEOLOGY

J. Milburn Thompson, Ph.D., Chair

Alumni Hall 100, Phone 502.452.8178, jthompson@bellarmine.edu

Gregory K. Hillis, Ph.D.; Elizabeth Hinson-Hasty, Ph.D.; George A. Kilcourse, Ph.D.

As a Catholic university, Bellarmine takes faith seriously and considers the study of theology and religion essential for a truly liberal education. For this reason every student is required to take six credits in Theology—THEO 200 (Ultimate Questions), and one other upper level course. Students are, of course, encouraged to take more courses in theology. Courses in the Theology curriculum encourage students to reflect on the meaning of life, of religious faith, and of Christian living. While many of the courses in the curriculum are approached from the perspective of the Roman Catholic tradition, others take an ecumenical or interreligious approach.

A concentration (major or minor) in Theology provides a student with the opportunity for more extensive and intensive exploration of the religious and Christian experience. It is also an excellent focal point for the liberal arts and can serve as a preparation for graduate study in theology, ministry, religion, and related disciplines (philosophy, history, social sciences, law, etc.) or for work in the Church (education, ministry, etc.) or society. Thus the requirements for a major or a minor in Theology are designed to give a student an adequate foundation in the discipline and the flexibility to build a program to meet individual needs and goals.

Mission of the Theology Department

Theology is a constitutive element of a Catholic, liberal arts education at Bellarmine University. Christian theology offers the basis for the intrinsic value and dignity of each person and for the community of scholars and activists that Bellarmine fosters. The Catholic intellectual tradition is dedicated to seeking truth and to improving the human condition. Thus the Theology Department furthers the mission of Bellarmine University by introducing every student to Christian faith as a viable and intellectually respectable commitment, to the variety of religious experiences and traditions, and to morality and justice as integral to faith. A concentration in Theology allows students to explore more deeply the discipline of Theology.

Goals of the Theology Department

General Education Goals or Learning Outcomes

As a result of the two course requirement in Theology, students will be able to demonstrate:

1. a basic understanding of Christian faith as a viable and intellectually respectable commitment
2. basic theological literacy and concepts
3. familiarity with the variety of religious experiences and traditions
4. how religious morality and justice are integrated with faith
5. a more developed understanding of at least one area of the discipline of Theology.

Goals or Learning Outcomes for the Theology major

In addition, students who major in Theology will be able to demonstrate:

1. A basic understanding of the major areas in the discipline of Theology—biblical studies, historical or comparative studies, systemic theology, and practical theology (ethics/spirituality)
2. Satisfactory skills in critical thinking and communication
3. The ability to reflect theologically.

Requirements for a Major in Theology: 30–39 hours

A minimum of 30 credits (ten courses) in Theology is required, and ordinarily a maximum of 39 credits is allowed. The following requirements must be met:

- THEO 200
- One course in Scripture: (THEO 301, 302, 304, 401, 432)
- One course in the History of Christianity (THEO 310, 315, 415, 419, 440)
- One course in Systematic Theology (THEO 300, 305, 306, 335, 350, 402, 403, 408, 409, 426, 432)
- One course in Ethics or Spirituality (THEO 315, 321, 314, 334, 335, 420, 450)
- It is *not* possible for one course to fulfill two of these requirements.

Requirements for a Minor in Theology: 18 hours

A minimum of 18 credits (six courses) is required for a minor in Theology. The following requirements must be met:

- THEO 200
- One course in Scripture: (THEO 301, 302, 304, 401, 432)
- One course in Systematic Theology (THEO 300, 305, 306, 335, 350, 402, 403, 408, 409, 426, 432)
- It is *not* possible for one course to fulfill two of these requirements.

Concentrations

The basic requirements are the same for every student, but several concentrations are suggested here to stimulate the student's imagination and to provide some direction. It is not necessary to choose a concentration, and the courses that are suggested below are not required. Students who plan to do graduate study in Theology or a related field are encouraged to study at least one modern language and to consider studying classical languages—Latin and Greek. Many fields of study can complement a major or minor in Theology, such as, Philosophy, Communications, Psychology, Political Science, History, Sociology, Foreign Language and International Studies, English, Fine Arts, Music, Theater, Social Work, Education, Nursing, and Business.

Theology: For those with a general interest in Theology or who anticipate graduate study in Theology. Recommended courses: besides the required courses listed above, a variety of courses, especially in Systematic Theology. Complementary electives: Courses in Philosophy, History, Communications, and the Social Sciences.

Ministry: For those interested in ministry in Church or society. Recommended Courses: THEO 408, 426 and a Practicum in Theology. Complementary electives might include courses in Psychology and Communications, such as, PSYC 218 Life-Span Development; PSYC 405 Counseling and Psychotherapy; PSYC 402 Organizational Behavior and Leadership; PSYC 317 Social Psychology; PSYC 320 Human Resources Management; COMM 103 Intro. to Public Speaking; COMM 302 Interpersonal Communication.

Religious Education: For those interested in catechesis or teaching religion in schools or churches (Director of Religious Education). Recommended courses: A variety of courses in Theology, including an internship or Practicum. Complementary electives might include courses in Education, Psychology and Communications, such as, PSYC 218 Life-Span Development; PSYC 230 Psychology of Learning; COMM 103 Intro. to Public Speaking.

Religion: For those interested in studying the phenomenon of religion or comparative religion. Recommended Courses: THEO 300, 305, 307, 315, 401, 402, 403, 415. Complementary electives: PHIL 415 Philosophy of Religion; PHIL 413 Philosophy of God; Sociology of Religion; Mythology; Anthropology.

Scripture: For those interested in pursuing graduate studies in scripture. Recommended courses: THEO 301, 302, 304, 401, 409, 432. Complementary courses might include ENGL 200 Reading Literature; ENGL 201 The World of Texts; the Bible as Literature; Archeology, Mythology. Students interested in Biblical Studies are encouraged to study Greek and other languages.

History of Christianity: For students interested in pursuing graduate study in the History of Christian Thought. Recommended courses: THEO 310, 315, 321, 401, 402, 408, 415, 419, 440. Complementary electives might include courses in History and Philosophy, such as, HIST 116, 117 History of the Western World; HIST 305 Europe and the Age of the Reformation; PHIL 312 History of Medieval Philosophy; ART. 202 Art History II.

Christian Living: For those interested in Christian ethics and spirituality. Recommended courses: THEO 300, 312, 314, 321, 334, 335, 409, 420, 426, 450. Complementary electives might include Philosophy courses, especially in ethics, and courses in the Social Sciences and Communications, such as, PHIL 301 Ethics; PHIL 401 Applied Ethics; PSYC 218 Life-Span Development; COMM 302 Interpersonal Communication.

Justice and Peace: For those interested in becoming involved in social ministry or public policy advocacy or in pursuing justice and peace studies. Recommended courses: THEO 314, 334, 335 and an internship or Practicum in Theology. Complementary electives might include courses in Political Science, Sociology, History, International Studies, and Economics, such as, U.S. Foreign Policy; SOC 201 Contemporary American Social Problems; SOC 235 Social Inequality; HIST 326 Race relations and Civil rights. Bellarmine offers a minor in Peace Studies.

THEOLOGY

Suggested Program for Bachelor of Arts Degree

Freshman Year

Gen Ed English 101.....	3	Gen Ed Freshman Sem (IDC 101)	3
Freshman Focus (IDC 100).....	1	Gen Ed Philosophy 160	3
Gen Ed History 116 or 117	3	Gen Ed Natural Science Req.....	3
Gen Ed Social Science Req	3	Gen Ed Mathematics Req.....	3
Elective.....	3	Electives.....	3
Elective.....	3		
	16		15

Sophomore Year

Theology 200	3	Theology (Systematic).....	3
Gen Ed English 200	3	Gen Ed Fine Arts Req.....	3
Gen Ed IDC 200.....	3	Elective.....	3
Gen Ed Natural Science Req.....	3	Elective.....	3
Gen Ed Elective.....	3	Elective.....	3
	15		15

Junior Year

Theology (Scripture)	3	Theology Elective	3
Theology (History)	3	Theology Elective	3
Gen Ed IDC 301.....	3	Gen Ed Philosophy 301	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
	15		18

Senior Year

Theology (Ethics/Spirituality).....	3	Theology Elective	3
Theology Elective	3	Theology Elective	3
Gen Ed Senior Seminar (IDC 401)	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Elective.....	3		
	18		15

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

Theology Course Descriptions

THEO 200 Ultimate Questions (3)

An investigation of the fundamental questions of human meaning and of the nature of religious experience as response to such questioning. The course provides an introduction to religious experience, to theological terms, concepts, and methods, and to the ways that ultimate questions are dealt with in a religious context, with specific focus on the basic themes in Christianity. *Every semester.*

THEO 300 The Catholic Tradition (3)

This course will present an introduction to the distinctiveness of the church catholic and apostolic and to the essentials of a Catholic approach to theology. Attention is given to the ways in which Catholic faith is expressed in (1) scriptural-historical sources; (2) systematic theological reflection; (3) ethical-pastoral action; (4) mysticism and spirituality; and (5) worship. (Prerequisite: THEO 200.) *As required.*

THEO 301 The Hebrew Scriptures (3)

The nature of revelation, tradition, scripture, inspiration and literary forms. The Hebrew Scriptures are considered as a source of Jewish and Christian theology. (Prerequisite: THEO 200.) *As required.*

THEO 302 New Testament: Gospels (3)

Studies in the New Testament with special emphasis on the Gospels. The course examines both historical development and critical interpretation. (Prerequisite: THEO 200.) *As required.*

THEO 304 New Testament: Epistles (3)

Studies in the New Testament with special emphasis on the Epistles. The course examines both historical development and current investigations. (Prerequisite: THEO 200.) *As required.*

THEO 305 The Quest for God (3)

A cultural and theological description of the contemporary search for transcendence and God. (Prerequisite: THEO 200.) *As required.*

THEO 306 The Christ (3)

Studies in Christology from the ancient to the modern. (Prerequisite: THEO 200.) *As required.*

THEO 307 World Religions (3)

An introduction to the great world religions: Hinduism, Buddhism, Islam, Confucianism, Taoism and Judaism. Additionally the course offers a comparative recapitulation of Christianity and an examination of the structures of religious experience. (Prerequisite: THEO 200.) *As required.*

THEO 310 History of Christianity (3)

A survey history of major doctrines, movements and personalities in Christianity's twenty centuries. The course includes studies in Catholic, Orthodox and Protestant traditions. (Prerequisite: THEO 200.) *Alternate years.*

THEO 312 Christian Marriage (3)

The course explores the meaning of Christian marriage in the context of an increasingly secular society. It addresses the following topics: the social context of marriage and relationship, marriage in the Christian tradition, preparation for marriage, sexual ethics, the stages of marriage, and responding to crises in marriage. (Prerequisite: THEO 200) *As required.*

THEO 314 Christianity and Social Justice (3)

This course will address the social and political dimensions of the Gospel, the social teaching of the Catholic Church, and the national and global responsibility of Christians. It will focus on the global issues of poverty and economic development and attend to issues such as human rights, ethnic conflict, ecology and strategies for change. (Prerequisite: THEO 200.) *As required.*

THEO 315 Saints and Sacred Places (3)

A study of great-hearted individuals in history and of sacred or intensity places across the world. Such persons and places often serve as critical elements of self-definition for individuals and societies. The study will focus on examples in the Christian tradition, but will include many others as well, e.g., Gandhi, Buddha, Native American locales, and Shinto shrines. (Prerequisite: THEO 200.) *As required.*

THEO 321 Monastic Spirituality (3)

A study of the Western monastic tradition originating with Benedict of Aniane, with an emphasis upon the Cistercian reform movement. The course includes an experiential component with at least one visit to the Abbey of Gethsemani for the Liturgy of the Hours and Eucharist as well as presentations by and dialogue with the monks. (Prerequisite: THEO 200.) *Alternate spring semesters.*

THEO 334 Christian Peacemaking (3)

This course explores the Christian tradition regarding war and peace in the contemporary context. It addresses both interpersonal conflict and conflict among nations, i.e., the reality of conflict, violence, war and weapons in the 21st Century. It presents a non-violent method of conflict resolution as well as the just war theory and the just peacemaking approach. The course takes seriously the Christian vocation to be peacemakers. (Prerequisite: THEO 200.) *Alternate years.*

THEO 335 Theology from the Margins (3)

This course introduces origins and developments in theological discussions among marginalized groups and pays special attention to feminist theology. Students taking this course will confront challenging questions asked by those who are working for justice in a variety of different contexts: How does the way we talk about God influence Christian practice? Does God take sides in the struggle for justice? Does God identify more with those who are poor or the least powerful in society? Who is Christ in the eyes of those who are oppressed? What is my role in addressing the needs of those who live on the margins? Among others, students will encounter the voices of James Cone, Musa Dube, Katie Cannon, Gustavo Gutierrez, Letty Russell, Rosemary Radford Ruether, and Ada Maria Isasi-Diaz. (Prerequisite: THEO 200.) *Alternate years.*

THEO 350 The Eastern Orthodox Tradition (3)

An examination of Eastern Orthodox history, theology, spirituality, art, and liturgy. (Prerequisite: THEO 200.) *As required.*

THEO 401 History of Judaic Thought I (3)

Jewish thought from pre-Biblical times to the period of the Enlightenment. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: THEO 200.) *Every fall.*

THEO 402 History of Judaic Thought II (3)

Contemporary Jewish thought and its antecedents. (Sponsored by the Jewish Chautauqua Society.) (Prerequisite: THEO 200.) *Every spring.*

THEO 403 The Protestant Traditions (3)

An examination of the main sources and developments of Protestant theology. (Prerequisite: THEO 200.) *As required.*

THEO 408 The Church**(3)**

An examination of conceptions and practices of the church as articulated in the Roman Catholic, Eastern Orthodox, and Protestant traditions. (Prerequisite: THEO 200.) *As required.*

THEO 409 Faith and Imagination**(3)**

This course integrates the study of human religious experience, theological reflection and literary expressions. Analysis of imaginative literature emphasizes the novel genre, examining the work of selected modern and contemporary fiction writers. (Prerequisite: THEO 200.) *Every spring.*

THEO 415 American Religious Experience**(3)**

A historical investigation of major types of religions that have contributed to American pluralism. Special emphasis is placed on the interplay of the religious traditions and the social and personal values of the American people. The role of the churches as “loyal critics” in American life and as developers of social compassion and deepened sensibilities is also examined. (Prerequisite: THEO 200.) *As required.*

THEO 419 Christianity in the Patristic Period (100-700)**(3)**

This course examines the development of Christianity during the patristic period (100-700). It is designed to introduce the student to the predominant historical and theological factors that shaped early Christian doctrine and practice. (Prerequisite: THEO 200.) *As required.*

THEO 420 Christian Ethics**(3)**

How does a Christian decide right from wrong? This course will explore the foundations of ethics in the Christian tradition, and it will apply Christian norms and ethical theory to particular cases and contemporary issues. (Prerequisite: THEO 200.) *Alternate years.*

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

Guided reading or research in an area of special interest under the direction of a faculty member. (Prerequisite: THEO 200 and permission of Department.) *As required.*

THEO 426 Spirituality of Sacraments**(3)**

A systematic validation of the Christian sacraments and their liturgical expression, with emphasis on Baptism and Eucharist in the context of major ecumenical dialogues. (Prerequisite: THEO 200.) *As required.*

THEO 430 Practicum**(1-3)**

Supervised experience in ministerial education, coordinated through local religious agencies. This course will not meet the General Education requirement in Theology. (Prerequisite: THEO 200.) *As required.*

THEO 432 Jesus in Palestinian Culture**(3)**

A new knowledge of first century Judaism, new understanding of sources, and a social-scientific reading of such sources contribute to a theological appreciation of Jesus in his first century Palestinian culture. The course will examine Jesus’ everyday life in that culture and discern new theological teaching and practice in the historical Jesus’ ministry. (Prerequisite: THEO 200.) *As required.*

THEO 440 Women’s Experience, Women’s Faith**(3)**

Historians and theologians often neglect the significant contributions women have made to Christian communities. This course calls attention to the contributions that women made in the ancient and medieval church. Students taking this course will investigate attitudes toward women throughout this period, contributions women made to various Christian communities, and women’s writings. Particular attention will be given to the writings and activities of Julian of Norwich, Mechtild of Magdeburg, and Catherine of Siena. (Prerequisite: THEO 200.) *As required.*

THEO 441 Special Issues in Theology (3)

A study of theological issues in selected areas, especially those of current concern. (Prerequisite: THEO 200.) *As required.*

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

A supervised experience in ministry that allows the student to apply theology. These courses will not meet the General Education requirement in theology. (Prerequisite: THEO 200.) *As required.*

THEO 450 Moral Issues in Health Care: A Christian Perspective (3)

An exploration of moral questions raised by scientific and technological development in the health care field. Christian ethics will be studied and applied to specific issues and cases. Topics addressed include: patient's rights, euthanasia, abortion, new birth technologies, genetic developments, just allocation of scarce resources, health care delivery, etc. (Prerequisite: THEO 200.) *Alternate years.*

Graduate Studies



GRADUATE STUDIES

The graduate programs at Bellarmine University develop well-prepared professionals in the areas of business, communication, education, information technology, physical therapy, nursing, and spirituality. Rigorous, value-based academic programs address skills in leadership, cooperation, communication, critical thinking, and analysis. Through mastery of professional practice, advanced theory, and research methods, Bellarmine graduate students are prepared to serve their organizations and communities effectively with high professional, intellectual, and ethical standards.

Graduate Degree Programs

Bellarmino College

Master of Arts (MA)

Master of Arts in Spirituality

W. Fielding Rubel School of Business

Master of Business Administration (MBA)

Weeknight MBA Program

Weekend MBA Program

Executive MBA Program

BA in Accounting/MBA dual credit track

BA in Finance/MBA dual credit track

BA in Business Administration/MBA dual credit track

School of Continuing and Professional Studies

Master of Science in Applied Information Technology (MAIT)

Annsley Frazier Thornton School of Education

Master of Arts in Education (MAEd)

Teacher Leadership, Grades P-12

Learning and Behavior Disorders, Grades P-12

Reading and Writing Endorsement, 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, Grades P-12 - Optional dual certification

Master of Arts in Instructional Leadership and School Administration (School Principal), Grades P12

Rank I Post-Master's Program

Donna and Allan Lansing School of Nursing and Health Sciences

Doctor of Physical Therapy (DPT)

Master of Science in Nursing (MSN)

Nursing Administration

Nursing Education

Family Nurse Practitioner

Master of Science in Nursing/Master of Business Administration (MSN/MBA)

School of Communication

Master of Arts (MA)

Master of Arts in Communication

Graduate Admission

All applications and correspondence relevant to admission should be directed to the Office of Graduate 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 Graduate Admission

Bellarmino University

2001 Newburg Road

Louisville, KY 40205

Phone 502.452. 8131 or 800.274.4723

Email: admissions@bellarmine.edu

Procedures and Requirements

Candidates for admission to any graduate program are required to submit the following. For additional, program-specific admission requirements and procedures, consult the “Requirements for Admission” section under each program’s section of this Catalog.

1. A completed graduate application form.
2. A nonrefundable \$25.00 application fee, where applicable.
3. Official transcripts of all graduate and undergraduate course work.

Students for which English is their second language must also submit, a TOEFL, IELTS, or MELAB score. A minimum total score of 80 on the internet-based TOEFL (reading, listening, writing, and speaking), 6 on the IELTS, and 78 on the MELAB is required.

Status upon Admission

Applicants are 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 specific courses and number of courses may be limited until all prerequisites are fulfilled.

Full-time/Part-time Classification

A full-time graduate student is one who is registered for not less than nine credits exclusive of audit courses.

For financial aid purposes, the definition for full-time enrollment at the graduate level is 6 credits per semester, and the definition for part-time enrollment (at least half-time) at the graduate level is 3 credits per semester.

Auditing

Persons wishing to audit a graduate course should submit a graduate application form and an application fee to the appropriate graduate admission office listed in the "Admission" section above. Auditors do not receive a grade or credit for the course.

Visiting Students from other Institutions

A visiting student is a student who is formally admitted and enrolled at another college or university and wishes to take courses at Bellarmine University. The following items are required:

1. A completed application form.
2. An official transcript to determine if prerequisite courses have been successfully completed. After visiting, if a student becomes a degree-seeking student at Bellarmine, an additional official transcript is not required.

It is the student's responsibility to request all transcripts. An official transcript is one that is mailed directly from the institution to Bellarmine University; it should not be marked issued to student or addressed to the student.

Tuition and Fees

Tuition is set on an annual basis and varies by program. Tuition and fee amounts are published on a semester basis and are available in the semester Class Schedule and on the university website. The tuition and fees charged at Bellarmine covers the cost of both instruction and supporting services. 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 and on the Bursar's website.

Penalties and fines

Fee for late payment of bill (1.5% 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 for any check refused for payment by the bank after the first occurrence	\$50.00
Fee for any check refused for payment by the bank for stop payment or closed account.....	\$50.00

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

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 and Fee Payment

Tuition and fees are due in full near the beginning of each semester as outlined in the academic calendar published in each semester's Class Schedule. Students permitted to register after that date will be billed for the full semester for both tuition and fees. All fees must be paid when the service is rendered or when billed.

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.

Official transcripts, diplomas, grades, and registration privileges will be withheld for non-payment of amounts owed to the university.

Non-Standard Payment Plans

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

Scholarship grants: Scholarship and student aid grants must be applied first to direct college expenses and then for other purposes.

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

Adjustments and Refunds of Tuition

The refund policy is published each semester in the official Class Schedule of the university and on the Bursar's website.

Fees listed under "Course Fees" and "Other Fees" are not refundable. 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.

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 during the first full week of classes.

Students who withdraw 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 date of withdrawal and the established refund policy.

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), Federal Parents Loans for Undergraduate Students (PLUS loans), Federal Academic Competitiveness Grant (ACG), Federal TEACH

Grant, and Federal SMART Grant. 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. Questions regarding the adjustment, if any, to the Title IV student financial aid benefits, received by the respective student should be directed to the Office of Financial Aid.

Any adjustments to the tuition charges are made in accordance with the Semester Refund Schedule **stated in the respective academic period Class Schedule**. The percentage of adjustment is based on the official date of withdrawal, as reflected on the student's academic records, which may be different from the withdrawal date used in determining any refunds of Title IV student financial aid benefits under the Department of Education's Regulations. For further information regarding the university policy, please contact the Office of the Bursar.

Institutional Financial Aid Refund Policy

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

Military Service

Students enrolled in courses at the time they are called for active military service will have their tuition and fees reversed once the appropriate documents are provided to the Bursar. Any financial aid will be adjusted according to the Title IV and Institutional Refund Policies.

Serious Illness or Injury

Enrolled students who become incapacitated by serious illness or injury may be entitled to a tuition adjustment once the appropriate documents are provided to the Bursar. A letter from the student's doctor describing the illness or injury, along with any supporting documents such as proof of hospital stay is required. Any financial aid will be adjusted according to the Title IV and Institutional Refund Policies. All fees are non-refundable.

Penalties for Delinquent Accounts

Students who fail to make full payments of amounts due on dates set forth in the Class Schedule will be charged 1.5% per month of the unpaid balance. Statements are mailed monthly to any student with an unpaid balance. 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. An official transcript of credits will not be issued for a student with a past due balance. No student may graduate with a past due balance at Bellarmine. Grades, official transcripts, and diplomas will be withheld from students with past due bills.

Personal Liability

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

Graduate Financial Aid

The Financial Aid Program at Bellarmine University has a dual purpose: to recognize superior academic achievement and to provide assistance to qualified students who, without such aid, would be unable to attend college. All aid given through Bellarmine is intended to supplement the resources of the student and his or her family.

To determine financial need with a degree of uniformity, Bellarmine requires that students submit the Free Application for Federal Student Aid (FAFSA), designating Bellarmine as one of the information recipients. To receive financial assistance a student must be accepted for admission into an eligible program of study offered by the university. The appropriate forms may be obtained from the Office of Admission or specific Graduate program.

Satisfactory Progress

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

Enrollment: A minimum standard for full-time enrollment at the graduate level is 6 credit hours per semester. A minimum standard for part-time enrollment (at least half-time) at the graduate level is 3 credit hours per semester. Part-time enrollment (at least half-time) at the graduate level requires a student to be taking at least half of the course load of a full-time student.

The definitions of full-time used for student financial aid purposes can differ from the definition used for other purposes at the institution, such as the definition used by the Office of the Registrar.

Quantitative: Graduate students, based on at least half-time enrollment, will be required to earn 3 credit hours per semester, or a total of 6 credit hours for the academic year. A maximum of four and one-half (4.5) academic years will be permitted for the completion of a graduate degree, or a total of 54 credit hours attempted.

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

Qualitative: Graduate students must maintain a cumulative 3.0 GPA in order to retain financial aid.

Doctor of Physical Therapy Student Satisfactory Progress: Graduate Physical Therapy students, based on their program curriculum, will be required to earn 12 credit hours per semester, or a total of 24 credit hours for the academic year. A maximum of six and one-half (6.5) academic years will be permitted for the completion of a doctorate degree, or a total of 156 credit hours attempted.

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

Stafford Loans

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

Graduate PLUS Loan

Graduate or professional students are eligible to borrow funds under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance as part of the Federal Family Educational Loan (FFEL) Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

Scholarships and Grants

Business

The J and L Foundation Scholarship

Please contact the MBA Director

Education

Professional Educators Incentive Program

Special Education Traineeship

WHAS Crusade for Children Scholarships

Graduate Education Scholarship

The KHEAA Teacher Scholarship Program

The KHEAA Teacher Scholarship Program provides financial aid to highly qualified Kentucky graduate students pursuing initial teacher certification at participating Kentucky institutions. All applicants must be Kentucky residents enrolled full-time. Applicants must demonstrate financial need to qualify for a KHEAA Teacher Scholarship. Graduate students may receive an academic year maximum of \$5,000 (exclusive of summer); \$2,500 for each semester; and \$1,250 for summer. If a recipient does not complete the program or does not render qualified teaching service, the scholarship becomes a loan and the recipient is required to repay the amount disbursed, with 6% interest that accrues from the date of disbursement. To apply, students must complete a Free Application for Federal Student Aid (FAFSA) and a Teacher Scholarship application at www.kheaa.com.

Federal TEACH Grant

The TEACH Grant Program is a non-need based program that provides up to \$4,000 per year to students enrolled in an eligible program and who agree to teach as a highly-qualified teacher in a high-need field, at a low-income elementary or secondary school for at least four years within eight years of completing the program for which TEACH Grant was awarded. TEACH Grant recipients who do not fulfill their teaching obligations must repay the grant as if it was an unsubsidized Direct Loan, with interest accruing from the date the grant was disbursed.

Please contact the Admission Director of Graduate Education Programs

Nursing

BecVar Nursing Grant
Owsley Graduate Nursing Grant

Physical Therapy

Michael Hale Memorial Scholarship
Please contact the DPT Program Director

Graduate School Academic Information

Academic Advising

Every graduate student will have an academic advisor to provide advice on planning an effective plan of study. Program Directors will assign academic advisors to students. Students have a responsibility to meet regularly with their academic advisors.

Degree Requirements

To graduate from Bellarmine University with a **Master's degree**, a student must meet the following requirements:

1. Complete a minimum of 30 semester credits and achieve a minimum cumulative grade point average of 3.0.
2. Complete all program requirements.
3. Complete a capstone experience.
4. Complete a minimum of 24 credits in residence in the graduate program at Bellarmine.

Any exception to these requirements must be approved by the Program Director and the Dean. Copies of exception approvals must be sent to the Office of the Registrar.

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

1. Complete a minimum of 60 post baccalaureate semester credits and achieve a minimum cumulative grade point average of 3.0.
2. Complete all program requirements.
3. Complete a capstone experience.
4. Complete a minimum of 48 credits in residence in the graduate program at Bellarmine. If an appropriate master's degree is completed at another institution, a minimum of 80 percent of the remaining degree coursework must be completed in residence in the graduate program at Bellarmine.

Any exception to these requirements must be approved by the Program Director and the Dean. Copies of exception approvals must be sent to the Office of the Registrar.

Independent Study and Contract Courses

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

Thesis

Some master's degree programs require a thesis or offer a thesis option. The description, requirements, and guidelines for thesis work are available from the Program Director.

Dissertation/Capstone Projects

Doctoral degree programs may require a dissertation and/or capstone project. The description, requirements, and guidelines for these projects are available from the Program Director.

Transfer of Credit

Bellarmino University reserves the right to accept or reject any credits earned at other institutions. Six to twelve credits may be accepted for application toward a graduate degree, depending upon the individual program. The residency requirements of the Graduate School and of the individual graduate program must be satisfied regardless of the number of credits transferred.

Any credit that is accepted must represent work applicable to the current curriculum of the appropriate graduate program, and must have a grade of B- or better. Transcript credit evaluations are made by the director of a graduate program in conjunction with the Registrar, with final authority residing in the respective graduate committee. Copies of approvals must be sent to the Office of the Registrar. Consult the director of the specific program for more information on transfer credit.

Study at Other Institutions

Bellarmino graduate students who wish to take graduate courses at another accredited institution must obtain written permission from the director of their graduate program. A graduate student is limited to six total credits as a visiting student. Credits earned as a visiting student are considered transfer credit (see policy above).

Portfolio

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

Waivers and Exceptions

Students seeking an exception to or waiver of any academic regulation must do so by petitioning the appropriate Program Director. Students are advised to meet informally with their Program Director and then, if formal action is warranted, submit a written request to the Program Director. Petition forms are available in the Office of the Registrar. The appropriate academic dean must then approve or reject the request. The Office of the Registrar will inform the student in writing of the outcome. Any appeals to the academic dean's decision should be made in writing to the Senior Vice President for Academic Affairs.

Grading Policies

Bellarmine University uses a 4.00 scale for grading. The university has adopted the standard device of the Quality Point Index (GPA). The Quality Point Index is a ratio of points earned in courses to the sum of credits attempted. Quality points are assigned to letter grades as follows:

A.....	4 quality points earned per hour
A-.....	3.67 quality points earned per hour
B+.....	3.33 quality points earned per hour
B.....	3 quality points earned per hour
B-.....	2.67 quality points earned per hour
C.....	2 quality points earned per hour
F.....	0 quality points earned per hour
P.....	Pass/Fail Option—credits earned only
I.....	Incomplete (0 credits, 0 points)
W.....	Withdrawal (0 credits, 0 points)
AU.....	Audit (0 credits, 0 points)
X.....	Deferred (0 credits, 0 points)

Incomplete Grades

A course in which a student receives a grade of “I” must be completed no later than the end of the following spring semester for fall incompletes, the end of the following fall semester for spring and summer incompletes, or earlier as designated by the program; otherwise the grade will become an “F”. The responsibility for course completion rests solely with the student. Incomplete forms are available in the Registrar’s Office and include the full incomplete policy. Forms must be submitted by the grading deadline for that semester.

Repeating Courses

A student is permitted to repeat a course in which a grade of C or F has been earned. In deciding to exercise the C and F repeat option, the student agrees to accept for record the grade earned for the course as repeated. The earlier grade and grade-points remain on the transcript but are not used in computing the student’s grade-point average and number of credits attempted/earned. The student receives the grade and grade-points of the repeat, which are used in determining the grade-point average the number of credits attempted/earned. Under most circumstances, no more than two graduate courses may be repeated.

Note: Some graduate programs, particularly in the nursing and health sciences area, have more stringent policies concerning the repetition of courses. Students should consult with their Program Director prior to repeating any course.

Academic Status

Academic status is expressed as a grade point average. A student’s grade point average is determined by dividing the sum of quality points by the sum of credits attempted (see Grading Policies). For analysis of academic status, Bellarmine computes both a semester GPA and a cumulative GPA. To be eligible for graduation, a graduate student must have a cumulative Grade Point Average of 3.00 or higher.

Good Standing

The status of good standing indicates that a student has a cumulative Grade Point Average of 3.00 or better and is making satisfactory progress toward a degree. Refer to the Student Handbook regarding non-academic good standing.

Academic Probation and Dismissal

Students whose cumulative Grade Point Average falls below a 3.00 are placed on academic probation. Program directors inform graduate students in writing when they are placed on Academic Probation; copies are sent to the Office of the Registrar.

Students who have been placed on probation have one semester in which to raise their cumulative Grade Point Average to 3.00. After a semester of probation, the program director or committee will review the transcript. If the GPA does not warrant removal from probation, a determination will be made either to continue the student on probation, or to place the student on academic dismissal.

Probation and dismissal are carried out at the end of Fall and Spring semesters for all graduate programs, and are also carried out at the end of Summer semester for those graduate programs which require Summer semester.

Graduate students who are at risk are defined as students whose semester Grade Point Average falls below a 3.00 but whose cumulative GPA does not. At the end of each semester, the Registrar forwards the names of these students to the respective Program Directors. The Program Directors contact those students to determine a strategy for reducing the risk.

Readmission after Dismissal

A student dismissed for poor academic performance may, after a reasonable period of time, apply for re-admission. See the Program Director for specific details and program specific policies. If the application is approved, the student will be readmitted on Academic Probation. The student will work with the Program Director to set up a reasonable plan to be removed from Academic Probation. All appeals of readmission denial must be made to the Academic Dean. The Program Director informs the Registrar of all outcomes of student applications for readmission.

Academic Honesty

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

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

Responsibilities of Students

Graduate students at Bellarmine University have the responsibility to meet all requirements for their chosen degree; seek academic advice when necessary; be knowledgeable of university policies, procedures, and requirements; and become acquainted with their graduate advisor and review regularly their progress toward a degree.

Class Attendance

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

Adds, Drops, and Withdrawals from Courses

See the current published Class Schedule for dates and procedures.

Application for Degree

All graduate students must submit a Graduation Application Form one semester prior to their intended graduation date. The form is available from the Registrar's Office. Policies and procedures for applying for graduation are found on the Registrar's Office website.

MASTER OF BUSINESS ADMINISTRATION

Daniel L. Bauer, DBA Dean

Robert Brown, Ph.D., JD, CPA

David T. Collins, Ph.D., CPA

Carl Hafele, MBA, CPA, CFA

Michael R. Luthy, Ph.D., PCM

Myra J. McCrickard, Ph.D.

Francis E. Raymond, Ph.D.

Patricia Selvy, Ph.D.

Keith W. Richardson, Ph.D.

John T. Byrd, Ph.D.

Alan B. Deck, Ph.D., CPA, CMA

Ida Kutschera, Ph.D.

Michael D. Mattei, Ph.D.

Mike H. Ryan, Ph.D.

Richard W. Schrader, Ph.D., CPA, CIA

Bradley Stevenson, Ph.D.

Julie F. Toner, Ph.D.

The MBA Program of the W. Fielding Rubel School of Business provides students with close personal contact with faculty in a learning environment characterized by a wide range of teaching and classroom experiences that provide students with the theoretical and practical experiences they will need for success in the managerial stages of their professional careers. These experiences incorporate and are enriched by the diverse intellectual perspectives available at a liberal arts university as well as by the wealth of resources in the Louisville professional and business communities.

Learning Goals – Master in Business Administration program

1. Each MBA student will demonstrate the ability to work effectively in teams.
2. The MBA program will achieve quality career advancement of its graduates.
3. Each student must demonstrate the ability to recognize and analyze ethical problems, and choose and defend resolutions for practical solutions that occur in business.
4. Students shall be able to express themselves clearly and professionally in oral presentations.
5. MBA graduates will receive a quality education.

Requirements for Admission

Applicants are carefully evaluated for admittance into the MBA program on three significant factors – undergraduate grade point average (GPA), Graduate Management Admissions Test (GMAT) score, and relevant work experience.

1. Applicants should have earned a bachelor's degree (with the exception of BA/MBA applicants). Applicants must submit official transcripts of all undergraduate and graduate work.
2. All applicants are required to submit scores from the Graduate Management Admissions test (GMAT) administered by the Educational Testing Service. The GMAT is computer adaptive and tests general aptitude much like the ACT and SAT examinations. The standard formula for evaluating candidates for admission to the MBA program is $(200 \times \text{GPA}) + \text{GMAT score} = 1050$.
3. Completed MBA graduate application with the accompanying fee.
4. Completed International Student Application (if applicable).
5. Students whose first language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL). Minimum TOEFL scores are 213 for the computer test and 550 for the paper test.

An applicant not meeting minimum requirements for admission to the MBA program may submit an appeal for review, with any supporting documentation to the MBA Committee. Committee members will evaluate the appeal and make a final decision.

All applications and correspondence relevant to admission should be directed to the MBA Program Office. Application forms may be obtained by writing or calling:

Laura Richardson, MBA Director
W. Fielding Rubel School of Business
Bellarmino University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8258
lrichardson@bellarmine.edu

Facilities

The administrative and faculty offices of the Rubel School of Business are located in Horrigan Hall, located off Newburg Road, on the campus of Bellarmine University. Most MBA classes are held in the W.L. Lyons Brown Library. This facility features modern classrooms and two computer laboratories. The campus library provides access to local, regional and world-wide business periodicals.

Financial Assistance

Student loans are available to all students who can demonstrate financial need. Students applying for assistance must be registered for three or more graduate credit hours and submit a Stafford Loan application to the Office of Financial Aid.

MBA Student/Alumni Advisory Committee

MBA students are eligible to join the MBA Student/Alumni Advisory Committee. The committee provides opportunities for students to assist with the continuous improvement of academic policies and curriculum.

Requirements for Degree

1. Completion of 48 hours of graduate credits in MBA courses as specified in the curriculum below, at least 36 hours of which must be earned in residence at Bellarmine University.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program.
3. Completion of all degree work within six years from date of entry.

MBA Program Structure

Cohort Structure

To facilitate team formation and the development of group problem solving skills, students in the Bellarmine MBA program take the majority of their courses with the same group of classmates. This cohort of students is registered for the same core courses throughout their MBA experience.

Planned Pace of Progress

Upon admission to the MBA program, students must select a Planned Pace of Progress from the following:

Weeknight MBA. Classes meet one or two nights per week. Students will graduate in approximately 2.5 years in the two night program and 4.5-5 years in the one night program.

Weekend MBA. Accelerated format for individuals desiring a weekend schedule, as well as students completing the 150-hour requirement for the CPA exam. Classes typically meet on alternate weekends (Friday evenings/Saturday). Students have the option of graduating in 16 or 22 months (depending upon when electives are taken).

Executive MBA. Accelerated format for individuals with significant management experience. Classes typically meet on alternate weekends (Friday/Saturday). Students will graduate in 16 months.

Students are expected to maintain their selected cohort throughout their enrollment in Bellarmine's MBA program. Students may, however, transfer to a different cohort with the approval of the MBA Committee.

The Curriculum

The MBA curriculum is divided into three sections: the integrated core, international management and free electives. The curriculum focuses on providing a strategic prospective for general managers. Specific requirements include:

Course Descriptions

Introduction:

MBA. 700 - Introduction to Advanced Business Thinking

Foundations of Strategy:

MBA. 701 - Economics Analysis Techniques

MBA. 702 - Executive Business Skills for the Global Manager*

MBA. 703 - Accounting Analysis Techniques

MBA. 704 - Organizational Behavior and Leadership

Developing Strategy:

MBA. 705 - Financial Management for Strategy

MBA. 706 - Marketing for Strategy

MBA. 707 - Legal and Regulatory Environment for Strategy

Implementing Strategy:

MBA. 708 - Entrepreneurial Strategy

MBA. 709 - Managing within the External Environment

MBA. 710 - Quantitative Management and Strategy

MBA. 711 - Strategic Management

MBA. 712 - Business Communication*

MBA. 713 - Business Creativity*

MBA. 714 - Cross-Cultural Management*

*Executive MBA students take MBA 712, 713, and 714 to replace MBA 702.

International Management:

MBA. 720 - International Management or MBA 721 Issues in Global Management

Electives:

Students are required to take three MBA elective courses. The purpose of the three electives is to allow adequate material for reasonable breadth in the MBA program.

Course Descriptions

MBA. 700 Introduction to Advanced Business Thinking (1)

An orientation to the MBA program, includes assessment of personality traits/learning styles, introduction to case study methodology, and basic technology skills. Student teams are formed based on the outcomes of this weekend.

FOUNDATIONS OF STRATEGY

MBA. 701 Economic Analysis Techniques (3)

This course exposes the leader to the domestic and global economic environments facing organizations.

MBA. 702 Executive Business Skills for the Global Manager (3)

This course develops many of the required skills of management – negotiations, research, business etiquette and international protocol, listening, and oral communications – as students analyze and present case studies, projects, and business scenarios, both as individuals and in teams.

MBA. 703 Accounting Analysis Techniques (3)

This course introduces the leader to basic financial reporting and analysis techniques through understanding, interpreting and analyzing financial information, and the development of strategic managerial decision-making tools.

MBA. 704 Organizational Behavior and Leadership (3)

This course focuses on the differences between management and leadership and the environment in which leaders make decisions. Particular emphasis is given to human behavior in organizations, including how the individual and the group influence the policies, goals, objectives, and priorities of the organization. Students enhance basic written/oral communication and basic computer usage skills through case analysis/projects both as individuals and groups.

DEVELOPING STRATEGY

MBA. 705 – Financial Management For Strategy (3)

This course integrates the accounting and economic foundations of management as students study financial issues facing the leader – including the acquisition and cost of capital, the time value of money, capital budgeting, valuation, and acquisitions.

MBA. 706 Marketing for Strategy (3)

This course integrates the accounting and economic foundations of management as students study the process for creating, delivering and selling goods and services – including marketing theory, channels of distribution, pricing and product development, promotion and place.

MBA. 707 Legal and Regulatory Environment (3)

This course expands on the basic managerial issues of finance and marketing as well as organizational legal, regulatory, social and environmental issues. Issues discussed and analyzed include the law as it affects raising capital, marketing practices, contracts and employment issues, and environmental practices.

IMPLEMENTING STRATEGY**MBA. 708 Entrepreneurial Strategy (3)**

This course focuses on the development of strategy from an entrepreneurial and new ventures perspective. Through analysis of case situations and development of a new business idea, students will focus on the decision making process, development of strategies, goals, planning and evaluation. The strategic planning framework will integrate the business disciplines, including legal, social, and economic issues covered in the legal environment class. (Prerequisites: MBA. 705, MBA. 706; Corequisite: MBA. 707).

MBA. 709 Managing Within The External Environment (3)

This course explores the interface between the individual, the business organization and the current social environment. Through the use of specific situations in which areas of demographic diversity in organizations, integrity and social responsibility are involved, students test their own values to develop a greater awareness of the leader's responsibilities in guiding the organization through the formulation of goals, objectives, policies and competitive strategies that are congruent with those values.

MBA. 710 Quantitative Management Strategy (3)

This course expands the role of the leader by examining and utilizing quantitative techniques and computer applications to analyze firm operations.

MBA. 711 Strategic Management (3)

This capstone course completes the core of the MBA program as students examine strategic integration and implementation issues within a firm through the use of case studies which integrate the material covered in MBA 701 through MBA 710.

MBA. 712 Business Communications (1)

This course focuses on developing and refining critical skills for global managers. Sessions occur over a private dinner with faculty and/or invited speakers. This one-credit hour course is part of a three course sequence; MBA. 712 focuses on effective communications.

MBA. 713 Business Creativity (1)

This course focuses on developing and refining critical skills for global managers. Sessions occur over a private dinner with faculty and/or invited speakers. This one-credit hour course is part of a three course sequence; MBA. 713 explores creativity.

MBA. 714 Cross-Cultural Management (1)

This course focuses on developing and refining critical skills for global managers. Sessions occur over a private dinner with faculty and/or invited speakers. This one-credit hour course is part of a three course sequence; MBA. 714 addresses cross-cultural management concerns.

MBA. 720 International Management (6)

This course exposes students to the influences of political, social, legal and regulatory issues of managing in a global environment through on-site experience in a foreign country.

MBA. 721 Issues in Global Management (6)

This course exposes students to the influences of political, social, legal and regulatory issues of managing in a global environment. It is designed for students whose professional or personal commitments make international travel problematic. MBA. 721 substitutes for MBA. 720 and brings to the classroom case studies, problems and a simulation game highlighting international themes, locations and cultures.

ELECTIVES**MBA. 731 Forensic Accounting (3)**

Forensic accounting is an in-depth examination of occupational and financial statement fraud, its causes, its detection, and its prevention. Topics include legal foundations of fraud, behavioral assessments, asset detection and recovery, internal control emphasizing fraud prevention, and investigative techniques.

MBA. 732 International Accounting (3)

An accounting-oriented analysis of global events that are increasingly impacting business organizations. Includes an in-depth examination of the multinational dimension of: financial accounting and reporting, diversity in accounting practices and resulting harmonization efforts, foreign currency translations, financial statement analysis, performance evaluation, transfer pricing, and taxation.

MBA. 751 Financial Statement Analysis (3)

An in-depth examination of financial statement analysis performed by both internal and external stakeholders of a business entity.

MBA. 752 Investment Analysis (3)

An analysis of investment decisions in light of business conditions, capital markets, industry trends and corporate financial statements. This course includes analysis of securities and the formulation of portfolio strategies.

MBA. 772 E-Strategy (3)

The course will focus on how a company's e-strategy fits with its vision/mission/corporate strategies. We will take a strategic look at ways to utilize the Web, and if an e-commerce initiative or other e-applications make the most sense for specific companies.

MBA. 773 Human Resource Management (3)

Examines the role of the human resource/personnel function and its influence on outcomes such as performance, satisfaction, retention, and attendance. Outcomes, activities, and external influences are treated from a functional perspective, including analyzing individuals and jobs, personnel planning, staffing, compensation, and labor relations.

MBA. 774 Negotiations (3)

This course provides a framework for becoming a more effective negotiator in a variety of situations. Students learn how to separate the people from the problem, how to focus on the interest of the negotiating parties, how to develop options for mutual gain, and how to develop objective criteria. This process takes into account perceptual differences, the nature of conflict, and the use of power. Improved skills as well as a conceptual framework for negotiating are the goals of this course.

MBA. 775 Entrepreneurial Small Business Management (3)

This course is designed primarily for those students contemplating opening a small business. It serves as a survey course introducing many of the interrelated areas of business in the context of managing a small entrepreneurial start-up company. The course will be of value for current MBA students as well as those starting the formal MBA program in a coming semester but who wish to begin with at least one of their elective courses completed.

MBA. 776 Reel Business for Real Leaders (3)

This course uses the time honored method of story-telling to address major business concepts including leadership, teamwork, corporate responsibility, entrepreneurship, and work-life issues.

MBA. 777 Issues in Corporate Governance (3)

Topics as needed in such areas as entrepreneurship, small business ventures, innovation, corporate finance, buyer behavior, productions, etc. The topic may also reflect the instructor's research. This course will take an in-depth look at corporate governance, focusing on the underlying theories, political, ethical, and regulatory issues and the various stake holders.

MBA. 781 Integrated Marketing Communication (3)

The course explores the major tools of integrated marketing communication including advertising, personal selling, publicity, sales promotion, direct selling, and electronic media. Students are exposed to both the managerial issues and creative issues involved in integrating the marketing communication tools.

MBA. 782 Buyer Behavior (3)

Concerned with the managerial applications of the behavioral sciences to marketing, this course takes a global perspective in exploring the effects of socio-cultural influences, situational influences, psychological influences, and marketing mix influences on the consumer decision-making process. Consumer behavior is also compared and contrasted with organizational buyer behavior.

MBA. 783 Services Marketing (3)

The primary objective of the course is to prepare students to function as effective executives in a services economy. Service organizations require a distinctive approach to marketing, management, operations, and strategy – both in their development and execution. Our focus will be on understanding how world-class service organizations as well as manufacturing firms satisfy customers with value-added services. Classroom sessions will consist of a mixture of topic discussions, a simulation game, case studies, and presentations of field studies by students.

MBA. 791, 792 Contemporary Issues in Business I, II (3, 3)

Topics as needed in such areas as entrepreneurship, small business ventures, innovation, corporate finance, buyer behavior, production, etc. The topic may also reflect the instructor's research.

MBA. 793 MBA Project (3)

The purpose of the MBA Project is to serve as a unifying experience for students. It is designed to enable students to integrate the academic theory and management tools learned in the MBA program with a real-world business problem by completing a substantial managerial project. With the approval of the instructor, students in this course will develop and complete a project for their employer or develop and complete an operational business plan. Students then will present the results of their work to their peers.

MASTER OF ARTS IN COMMUNICATION

Ed Manassah, MA, Executive Director, School of Communication
Brown Activities Center 212, Phone 502.452.8324, emanassah@bellarmine.edu

Gail R. Henson, Ph.D., Associate Director, School of Communication
Chair, Department of Communication
Brown Activities Center 219, Phone 502.452.8223, ghenon@bellarmine.edu

Ruth R. Wagoner, Ph.D., Director of Graduate Communication Studies
Brown Activities Center 218, Phone 502.452.8417, rwagoner@bellarmine.edu

Kyle Barnett, Ph.D.; David E. Meyers, MFA; Lara H. Needham, Ph.D;
Kimberly A. Parker, Ph.D; Winnie Spitz, J.D.

Program Overview

The Bellarmine Master of Arts in Communication is designed to equip students with the knowledge and skills of communication that the 21st century demands. The curriculum is designed to address the global workplace, both at a personal level and an organizational level.

Students in the Bellarmine Master of Arts in Communication will study digital media, the media convergence and its impact in the workplace, ethical communication in a culturally diverse workplace, strategies for utilizing media effectively, and the competencies necessary to develop effective communication programs in the private, nonprofit, or public sector. The mission of the Bellarmine University Department of Communication is to teach and research the wide variety of ways in which we communicate. Students will develop the knowledge, skills and professional competencies in communication necessary for successful living, work, leadership and service to others.

Program Outcomes

Specifically the Department of Communication goals and outcomes are to ensure students will be competent:

1. To lead individuals and communicate effectively.
2. To develop the knowledge, capacity and competencies needed to create effective communication programs within the private, nonprofit, and public sector.
3. To develop the knowledge, capacity and competencies needed to utilize media effectively.
4. To develop knowledge, capacity and competencies to communicate ethically in a culturally diverse work environment.

Degree Requirements

- 18 hours of required courses
- 12 hours of electives
- Maintenance of a 3.0 GPA out of 4.0 overall grade point average throughout the program

Admission to the Master of Arts in Communication Program

Admission to the master's program requires approval by the MA in Communication Admission, Progression and Graduation Committee. The requirements for admission are

1. A Baccalaureate degree from an accredited institution.
2. A 2.8 (on a 4.0 scale) overall grade point average.
3. A statement of goals.
4. Official transcripts from all previous undergraduate and graduate institutions.
5. Two letters of recommendation.
6. A non-refundable application fee to the Graduate Admissions Office.
7. Students are encouraged to submit GRE, GMAT, or LSAT scores. Students may be provisionally admitted without a standard test score. That student will enroll in the first phase of the program (COMM 605 and COMM 607), demonstrate competency by earning a B or better in each class, and then will be reviewed by the committee for full admission.

All applications and correspondence relevant to admissions should be directed to the program's admission counselor:

Dawn M. Hodges
Admissions Counselor for Master of Arts in Communication
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
502.452-8030
Fax 502.452-8002
dhodges@bellarmine.edu

MASTER OF ARTS IN COMMUNICATION**Curriculum Design****Required Core Courses - 18 hours**

COMM 605 Communication Theory and Literature.....	3
COMM 607 Research Methods in Communication.....	3
COMM 611 Intercultural Communication.....	3
COMM 613 Studies in Digital Media.....	3
COMM 615 Introduction to Media Studies.....	3
COMM 699 Ethical Issues in Communication.....	3

Elective Courses- 12 hours chosen from the following

COMM 630 Crisis Communication	3
COMM 631 Public Health Communication.....	3
COMM 632 Global Health Communication.....	3
COMM 633 Gerontological Communication.....	3
COMM 634 Health Communication	3
COMM 651 Integrated Communication	3
COMM 652 Global Communication.....	3
COMM 653 Interactive Communication.....	3
COMM 670 Strategic Communication.....	3
COMM 671 Social Issue Campaigns.....	3
COMM 672 Organizational Communication.....	3
COMM 692 Special Topics	3
COMM 694 Independent Study.....	3
COMM 698 Thesis.....	3

Course Descriptions

REQUIRED COURSES

COMM 605 Communication Theory and Literature (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, interactive oral and conventional theories, and interpretive and critical theories.

COMM 607 Research Methods in Communication (3)

Students learn essential quantitative and qualitative techniques used in communication research. The course will include such methods as survey research, content and interaction analysis, ethnographic research, rhetorical criticism, and conversation and discourse analysis.

COMM 611 Intercultural Communication (3)

This course examines communication and the changing dynamics of the global workplace. Students learn how cultural values affect all aspects of corporate communication, from negotiation and conflict strategies to advertising, public relations, and marketing communication. Intercultural communication issues faced in the workplace are also addressed, as in perception, nonverbal communication, religious issues that arise, and conflict.

COMM 613 Studies in Digital Media (3)

This course examines the convergence of media and emergence of digital media, the effects these media have on individuals, communities, and society. Students examine political, technological, industry-specific, and production aspects of new media.

COMM 615 Intro to Media Studies (3)

This course provides a fundamental understanding of media. We will analyze media institutions, their history, technological capabilities, and effects. It is designed to offer an overview of theories, methods, contemporary debates and lasting issues in media studies.

COMM 699 Ethical Issues in Communication (3)

This course addresses ethical dilemmas that arise within all forms of communication—interpersonal, corporate, mass media, or other forms of communication. It asks the students to develop a deep understanding of professional, philosophical, religious and pragmatic perspectives that shape ethical behavior. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

ELECTIVE COURSES

COMM 630 Crisis Communication (3)

This course is designed to improve students' ability to prepare for, cope with, and recover from organizational crises. It will include case studies of how organizations have dealt with crises and an evaluation of the short and long term effects of those strategies. The case studies will cover profit and not-for-profit organizations as well as public institutions. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 631 Public Health Communication (3)

This course will explore theories, concepts and research associated with public health communication. Special attention will be given to defining health communication and identifying its importance in a public context. Both interpersonal and mass communication theories will be examined in the context of health promotion and disease prevention. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 632 Global Health Communication**(3)**

This course examines the communication challenges that address global health issues: aging populations, potential pandemics of such diseases as avian flu, increase in AIDS and other devastating diseases, and other unforeseen medical crises. Education, awareness, and developing communication strategies will be the focus of this course. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 633 Gerontological Communication**(3)**

This course will examine communication issues and strategies related to older adulthood, including interpersonal, intercultural, intergenerational, and psychosocial issues as well as media portrayals of older adults. The course will examine contexts of gerontological communication and implications for those areas of business and society that serve older adults. This class will also address ethical issues related to gerontological communication. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 634 Health Communication**(3)**

This class provides a comprehensive introduction to current issues, theories, and special topics in health communication. It features a hands-on guide to program development and implementation. It also includes advanced topics for health communication practitioners, public health experts, researchers, and health care providers with an interest in this field. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 651 Integrated Communication**(3)**

This course introduces the student to integrated communication. Corporate image and brand management, buyer behaviors, advertising tools, trade promotions, public relations, personal selling, database marketing, and customer relationship management are addressed. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 652 Global Communication**(3)**

This course examines changes in and uses of media as a result of globalization; such changes include cultural, economic, political, and technological aspects. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 653 Interactive Communication**(3)**

This course focuses on the aesthetics and production of digital media elements and issues surrounding coherence in interactive environments. Students are introduced to authoring techniques and technologies as they learn how to create and develop basic projects for delivery on the World Wide Web and as stand-alone applications in which interactivity is the focus. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 670 Strategic Communication**(3)**

This course examines various theories and models of strategic communication planning, implementation, and evaluation. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 671 Social Issue Campaigns**(3)**

The purpose of this course is to introduce students to social change and the ability of strategic communicators and marketers to market social change. The course will also provide students exposure to social marketing theories and practices. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 672 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. The focus is on the everyday ordinary and extraordinary communication behaviors of organization members. Students will analyze an organization of which they are a member to study communication behavior which is used to construct the shared meaning that constitutes the organization. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 692 Special Topics (3)

This designation applies to courses offered in fields related to communication, usually on an occasional basis. Such courses could include special offerings in sports communication, strategic communication, convergent media, or political communication. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 694 Independent Study (3)

Guided reading or research in an area of special interest under the direction of a faculty member. Requires approval from the graduate committee. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

COMM 698 Thesis Option (3)

This course is designed for the student who desires to conduct a significant research project under the guidance of a faculty member and thesis committee. It involves a written scholarly document as well as a formal presentation. Prerequisites: COMM 605 and COMM 607 or permission of the Director of Graduate Studies.

GRADUATE PROGRAMS IN EDUCATION

Cindy Gnadinger, Ed.D. Dean

Anne Bucalos, Ed.D., Associate Dean

BOB 325, Phone 502.452.8076, cgnadinger@bellarmine.edu, abucalos@bellarmine.edu

Sonya Burton, MAT; Bob Cooter, Ed.D.; Kathy Cooter, Ph.D.; Mary Goral, Ph.D.; Christy McGee, Ed.D.; Theresa Magpuri-Lavell, Ed.D.; Corrie Orthober, Ph.D.; David Paige, Ed.D.; Lauren Pohl, M.A.; Adam Renner, Ph.D.; Belinda Richardson, Ed.D.; John Sizemore, M.Ed.; Kevin Thomas, Ph.D.; Dottie Willis, Ed.D.

Theresa Klapheke, Administrative Director

BOB 328, 502.452.8037, tklapheke@bellarmine.edu

Jean Green, Placement Director

Bellarmine Office Building, 502.452.8191, jgreen@bellarmine.edu

“Educator As Reflective Learner”

The Annsley Frazier Thornton School of Education offers two masters degrees, a certificate program and a post-master’s program leading to initial or advanced teacher certification in a variety of areas.

Master of Arts in Teaching (MAT)

Students earn initial teacher certification and rank II status with an emphasis in one of the following areas:

- Elementary Education, Grades P-5
- Middle School Education, Grades 5-9
- Secondary Education, Grade 8-12
- Learning and Behavior Disorders available as optional endorsement/dual certification

Master of Arts in Education (MAEd.)

- Teacher Leadership, Grades P-12
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12

Master of Arts in Instructional Leadership and School Administration

- School Principal Certification, Grades P-12

Rank I Post-Master’s Program

- Teacher Leadership, Grades P-12
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12
- Waldorf Inspired Curriculum

Program Objectives

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

Based on this program assessment data, the candidate who achieves proficiency:

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

Accreditation

All teacher education programs at the advanced level are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; and approved by the Kentucky Education Professional Standards Board.

Requirements for Admission to Graduate Studies

1. MA and MAT Programs

- a. A baccalaureate degree from an accredited institution.
- b. A 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework.
- c. A 3.0 grade point average in the applicant's undergraduate major.
- d. Satisfactory scores on the Graduate Record Examination (GRE) or other approved exam.
- e. Recommendation from professors, employers or supervisors attesting to the applicant's potential as a graduate student. Forms available upon request.
- f. A letter of intent to pursue the graduate degree; the letter should include a statement of the applicant's professional goals and application rationale (two pages).
- g. Official transcripts of all previous higher education course work from regionally accredited institutions in sealed envelope from the institution.
- h. A valid Kentucky Provisional or Professional Certificate at the program level for which the applicant is making application (MA only).
- i. A student for whom English is a second language must submit a report of their Test of English as a Foreign Language (TOEFL) scores.

2. Rank I Post-Masters Program

- a. A valid Kentucky Rank II Certificate or equivalent in elementary education, middle school, high school, or special education.
- b. Official transcripts of all previous higher education course work from regionally accredited institutions in sealed envelope from the institution.

All applications and correspondence relevant to admission should be directed to the Administrative Director of Graduate Programs in Education. Application materials may be obtained by writing or calling:

Theresa Klapheke
Administrative Director of Graduate Programs
Bellarmino University
School of Education
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8037
tklapheke@bellarmine.edu

Master of Arts in Education (MAEd.) Programs

This is an advanced degree program for those students holding an initial teacher certification. The following emphasis areas are available:

- Teacher Leadership, Grades P-12
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12

Degree Requirements for MA Ed.

1. Completion of a minimum of 30 hours of graduate course work, at least 24 hours of which must be taken at Bellarmine University. Coursework is designated on curriculum contracts.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
3. Ongoing evaluation through:
 - a. Anchor Assessments
 - b. Disposition assessments
4. An exit evaluation consisting of:
 - a. Capstone Project
5. Completion of all degree work within six years from date of entry.

MA Ed. Program of Studies can be obtained through the Graduate Education office or through the academic advisor.

Degree Requirements for the Master of Arts in Teaching (MAT) Programs

1. Completion of a minimum of 36 hours of graduate course work, at least 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. Ongoing evaluation through:
 - a. Benchmark assignments
 - b. Disposition assessments
4. Successful completion of all content related designated course work prior to the start of the Professional Semester.
5. Completion of all degree work within six years from date of entry

Master of Arts in Teaching (MAT) Program of Study

The MAT degree is open to applicants who hold a baccalaureate degree from an accredited institution and are seeking initial teaching credentials at the graduate level. The MAT is an accelerated, outcome-based, cohort program. Classes meet one evening a week and selected Saturdays per semester with the exception of the final professional (supervised teaching) semester.

Alternative MAT Certification Option VI program

Some students qualify for the Alternative Teacher Certification program in specific content areas. This program requires full time employment with a local school district. Beginning the program in summer semester is recommended. Please see the Administrative Graduate Director for further information.

Available Programs

- Early Elementary Education, Grades P-5
- Middle School Education, Grades 5-9
- Secondary School Education, Grades 8-12
- Learning and Behavior Disorders (LBD), Grades P-12 Endorsement

Requirements for Admission to Teacher Education Program (Transition Point 1)

MAT applicants admitted to Graduate Studies must meet all the following requirements by the end of Module I for admission to teacher education programs leading to initial certification:

1. Evidence of specified competency in oral and written communication, reading, writing, and computation.
2. A minimum of 2.75 on all previous higher education coursework prior to enrolling.
3. A minimum of a C+ in English 101-102 (all majors) and Mathematics 101-102 (P-5 majors and middle school Mathematics majors) or Math 523.
4. Satisfactory scores on the Graduate Record Exam (GRE), or other approved exam.
5. Passing PRAXIS scores when applicable.
6. Recommendations from Bellarmine faculty members.
7. An Evaluation by the Teacher Education Faculty that the student demonstrates maturity, interpersonal and communication skills, and the disposition, knowledge, competence, and judgment necessary to be an effective teacher.
8. Satisfactory Benchmark Assignments

Application for the Professional Semester (Transition Point 2)

Applicants for the professional semester must be filed with the School of Education during the semester prior to the term in which the student plans to enroll. Candidates must have been accepted into the Teacher Education program (Transition Point 1). General criteria for acceptance into the professional semester are as follows:

1. Successful completion of all Modules.
2. Required number of field hours with successful evaluations.
3. Successful completion of all outstanding coursework in the specific content area.
4. Approval of the Teacher Education faculty. This decision is based upon evidence that the student demonstrates maturity, interpersonal and communication skills, and the attitudes, dispositions, knowledge, competence and judgement necessary to be an effective teacher.

Exit from Program (Transition Point 3)

Successful program completion is based on satisfactory completion of all program requirements.

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 professional semester experience, and
 - c. The student has completed the approved program of studies for the certificate to be issued.
2. The Teacher Education program graduate must pass the appropriate PRAXIS assessments.

The application for certification can be obtained in the School of Education office once the above criteria are met. Upon receipt of a completed certification application, the Kentucky Education Professional Standards Board issues a Statement of Eligibility. When the candidate has secured employment and returned a confirmation of employment, the state issues a provisional one-year certificate for the Kentucky Teacher Internship Program (KTIP).

Certification is offered in the following areas:

- Early Elementary Education, Grades P-5
- Middle School Education, Grades 5-9
- Secondary School Education, Grades 8-12
- Learning and Behavior Disorders (LBD), Grades P-12 Endorsement

MAT Program of Studies- Elementary School Education, Grades P-5

Early Elementary, Grades P-5, requires a minimum 36 hours of a liberal studies emphasis to be completed prior to the professional semester. A student may elect to add certification in Learning and Behavior Disorders. This will require additional course work. Registration in MAT courses is restricted to admitted MAT candidates.

MODULE I – Foundations and Tools

- EDUC 533 Foundations of Elementary Education
- EDUC 618 Advanced Child Development
- EDUC 612 Advanced Field Placement

MODULE II – Literacy and Pedagogy

- EDUC 534 Literature for Children and Youth
- EDUC 535 The Teaching of Reading
- EDUC 556 Curriculum Design Methods

MODULE III – Research and Technology

- EDUC 600 Research Methodology
- EDUC 616 Computer Applications in Education

MODULE IV – Math/Science and Pedagogy

- EDUC 642 Teaching Science
- EDUC 666 Teaching Mathematics

MODULE V – Professional Semester

- EDUC 518 Professional Semester, Elementary School, Grades P-5
- EDUC 519 Professional Semester, Elementary School, Grades P-5

SPECIAL TOPICAL SEMINARS: Participation in a series of topic seminars will be required.

MAT Program of Studies- Middle School Education, Grades 5-9

Middle School, Grades 5-9, requires 24 hours of specialization in one of the following areas: English/Communications, Mathematics, Science, Social and Behavioral Studies, or Special Education. All necessary coursework in the specialization area must be completed prior to the Professional Semester. Registration in MAT courses is restricted to admitted MAT candidates.

MODULE I – Foundations of Education

- EDUC 502 Foundations of Middle/Secondary Education
- EDUC 509 Classroom Management Strategies
- EDUC 546 Middle Grades Curriculum
- EDUC 612 Advanced Field Placement

MODULE II – Sociocultural Studies in Education

- EDUC 547 Parallel Culture Education
- EDUC 610 Parents, School & Community

MODULE III – Research and Tools

- EDUC 521 Adolescent Psychology
- EDUC 600 Research Methodology
- EDUC 616 Computer Applications in Education

MODULE IV – Middle/Secondary Pedagogy

- EDUC 545 Reading in the Content
- EDUC 536 Teaching Mathematics **and/or**
- EDUC 537 Teaching Science **and/or**
- EDUC 538 Teaching Social Studies **and/or**
- EDUC 539 Teaching Language Arts

MODULE V – Professional Semester

- EDUC 543 Professional Semester, Middle School Grades 5-9
- EDUC 544 Professional Semester, Middle School Grades 5-9

SPECIAL TOPICAL SEMINARS: Participation in a series of topic seminars will be required.

MAT Program of Studies- Secondary School Education, Grades 8-12

Secondary School Education, Grades 8-12, requires thirty-six (36) hours of specialization in one of the following areas: Biology, Chemistry, English, Mathematics or Social Studies. All necessary coursework in the specialization area must be completed prior to the Professional Semester. Registration in MAT courses is restricted to admitted MAT candidates.

MODULE I – Foundations of Education

- EDUC 502 Foundations of Middle/Secondary Education
- EDUC 509 Classroom Management Strategies
- EDUC 612 Advanced Field Placement
- EDUC 566 Curriculum Design/Methods in Secondary Schools

MODULE II – Sociocultural Studies in Education

- EDUC 547 Parallel Culture Education
- EDUC 610 Parents, School & Community

MODULE III – Research and Tools

- EDUC 521 Adolescent Psychology
- EDUC 600 Research Methodology
- EDUC 616 Computer Applications in Education

MODULE IV – Secondary Pedagogy

- EDUC 545 Reading in the Content
- EDUC 548 Teaching Secondary Mathematics **or**
- EDUC 557 Teaching Secondary Social Studies **or**
- EDUC 558 Teaching Secondary English **or**
- EDUC 549 Teaching Secondary Science

MODULE V – Professional Semester

- EDUC 541 Professional Semester, Secondary Education

SPECIAL TOPICAL SEMINARS: Participation in a series of topic seminars will be required.

Rank I Post-Masters Program

Students have two options: (1) to pursue a program in an area of certification they do not hold or (2) to plan an individualized continuing education program with a faculty advisor.

Available Areas:

- Elementary School Education, Grades P-5
- Middle School Education, Grades 5-9
- Secondary Grades, Grades 8-12
- Learning and Behavior Disorders, Grades P-12
- Reading and Writing Endorsement, Grades P-12
- Waldorf Inspired Curriculum
- Instructional Leadership and School Administration
- Other areas to be arranged

Program Completion Requirements

1. A formal, written, program-of-studies contract planned in advance by the student with his/her Bellarmine faculty advisor and signed by both the student and the advisor.
2. Sixty hours of graduate course work that includes a master's degree. At least 15 hours of the Rank I program beyond the master's must be taken at Bellarmine University.

Admission Requirements for MA in Instructional Leadership and School Administration (School Principal) P-12

A previous Masters Degree is required.

1. Official college transcripts of all graduate and undergraduate credits from accredited institutions in a sealed envelop from each institution.
2. A current resume (Note: Three years of successful teaching experience in a P-12 setting with full teacher certification during those three years is required.)
3. A copy of GRE scores.
4. A photocopy of valid Kentucky Professional Teaching Certificate.
5. Three recommendation forms from individuals who are former professors or who have supervised the applicant in a school setting. One recommendation must come from the applicant's current principal/head teacher. All recommendations must be related to the professional environment.

Level I Screening

Those applicants meeting minimal requirements including a 3.0 GPA on a 4.0 scale for all graduate work (3.5 GPA preferred) and three years of successful teaching experience will be contacted by the admissions office in the School of Education and invited to submit:

- Program Essays
Applicants will be asked to respond to a series of short answer questions related to school leadership and administration.
- Educational Autobiography/Personal Goal Statement.

Level II Screening

After a detailed review, some applications will be invited to complete Level II Screening prior to admission decisions.

- Successful completion of technology screening.
- Acquisition of principal's/supervising administrator's consent.
- Interview once all other application materials are received and reviewed, if the School of Education wishes to proceed with your request for admission, a faculty member in the program will call to schedule an interview.
- Positive recommendation for admission.

Program of Study for Master of Arts in Education Instructional Leadership and School Administration School Principal P-12 (36 hours)

Registration in the following courses is restricted to admitted candidates in the Instructional Leadership program.

Summer Module I

- EDUC 650 Instructional Leadership and the Role of the School Principal (3)
- EDUC 651 Assessment, Evaluation and Data Analysis for School Improvement (3)
- EDUC 652 Design and Evaluation of Instruction and Practices to Improve Student Learning (3)
- EDUC 653 Leadership Professional Portfolio (1)

Fall Module II

- EDUC 653 Leadership Professional Portfolio (1)
- EDUC 654 Curriculum, Instruction and Planning for School Improvement—Mid./Sec. (3)
- EDUC 659 Internship I (4)

Spring Module III

- EDUC 653 Leadership Professional Portfolio (1)
- EDUC 655 Curriculum, Instruction and Planning for School Improvement- Elem. (3)
- EDUC 660 Internship II (4)

Summer Module IV

- EDUC 656 Administration Issues with Special Populations (3)
- EDUC 657 Law and Education (3)
- EDUC 658 Financial Management (3)
- EDUC 653 Leadership Professional Portfolio (1)

Degree Requirements for Master of Arts in Education Instructional Leadership and School Administration (School Principal P-12)

1. Completion of a minimum of 30 hours of graduate course work, at least 24 hours of which must be taken at Bellarmine University. Coursework is designated on curriculum contracts.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
3. Ongoing evaluation through:
 - a. Anchor Assessments
 - b. Disposition assessments
4. An exit evaluation consisting of:
 - a. Capstone Project
5. Completion of all degree work within six years from date of entry.

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 (2)

Examines theories of discipline and uses simulation techniques to apply selected procedures for classroom organization and management.

EDUC 512 Procedures for Children with LBD (3)

Emphasis on instructional approaches and educational procedures for children and youth with learning and behavior disorders. Students will develop skills in utilizing selected strategies to generate educational experiences for learners with mild disabilities. (Prerequisite: EDUC 514. Corequisite: one hour of EDUC 612.)

EDUC 514 Nature and Needs of Children with LBD (3)

An in-depth study of students having learning disabilities and behavior disorders with additional emphasis on diagnostic and assessment processes.

EDUC 515 Speech and Language Development (3)

Introduces the student to the typical and atypical development of speech and language in children, within a cultural context, with emphasis on providing opportunities for enriching experiences in diverse classroom settings.

EDUC 518, 519 Professional Semester, Elementary Education, P-5 (5, 4)

Directed observation, participation, and supervised teaching in the elementary school grades (P-5). (Prerequisite: Admission to Professional Semester.)

EDUC 520 Professional Semester, LBD Grades P-12 (6)

Directed observation, participation, and supervised teaching in special education settings. (Prerequisite: Admission to the Professional Semester.)

EDUC 521 Adolescent Psychology (3)

The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior during adolescence.

EDUC 529 School Music Methods (3)

Survey of song texts, teaching techniques, and musical instruments for classroom use; practical application of music fundamentals.

EDUC 531 School Art Methods (3)

Principles, media, and methods of art for the classroom teacher.

EDUC 533 Foundations of Early Elem., Grades P-5 (3)

An overview of early elementary education with special emphasis on the school, the teacher, and the teaching/learning process. (Corequisite: one hour of EDUC 612.)

EDUC 534 Literature for Children and Youth (3)

A survey of the historical development of literature for children and an evaluation and application of selected works of the past and present.

EDUC 535 The Teaching of Reading (3)

An analysis of methodology and instructional techniques; application of methods to the skill and content area of reading. Teaching demonstrations and observation required.

EDUC 536 Teaching Mathematics I (3)

Instructional approaches and materials for teaching mathematics. Includes a survey of mathematics curriculum, microteaching sessions which are videotaped, and observations in regular classrooms. (Prerequisites: Math. 101, 102 or 523.)

EDUC 537 Teaching Science I (3)

Teaching methodologies for a developmental, constructive, process skill approach to science will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science. (Prerequisite: Chem. 107 and Biol. 106 or 210.)

EDUC 538 Teaching Social Studies (3)

An analysis of methodology and instructional techniques; application of methods of the skill and content area of middle school social studies. Teaching demonstrations and observation required.

EDUC 539 Teaching Language Arts (3)

Designed for the middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

EDUC 541 Professional Semester, Secondary Education (6)

Pre-service teachers will spend twelve weeks of observation, participation and supervised teaching in a secondary school. (Prerequisite: Admission to Professional Semester.)

EDUC 543, 544 Professional Semester: Middle Grades 5-9 (3-6)

Directed observation, participation, and supervised teaching in middle grades, 5-9. (Prerequisite: Admission to Professional Semester.)

EDUC 545 Reading in the Content Areas (3)

The goal of the course is to familiarize inservice and preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas.

EDUC 546 Middle School Grades 5-9 Curriculum (3)

Examines middle school philosophy and other components determining curriculum and teacher practices with middle grade learners.

EDUC 547 Parallel Cultures (3)

Designed to assist pre-service teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students. Using materials that reflect the perspective of different groups, pre-service teachers build bridges between home/community and school experiences by helping their students see connections between their lives and what they are learning in school.

EDUC 548 Teaching Secondary Mathematics (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching mathematics in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

EDUC 549 Teaching Secondary Science (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching science in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

EDUC 556 Curriculum Design and Methods for Elem School Educ, Grades P-5 (3)

An examination of basic curriculum design, content; and study of the implementation of curriculum in various elementary programs.

EDUC 557 Teaching Secondary Social Studies (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching social studies in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

EDUC 558 Teaching Secondary English (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching English in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

EDUC 562 Educational Measurement (3)

An introduction to the foundations, techniques, procedures and application of measurement and evaluation to the regular and special education classroom and other settings.

EDUC 566 Curriculum Design/Methods for Secondary Schools (2)

A general curriculum development and instructional planning course; pre-service teachers will examine and evaluate basic course design, appropriate pedagogy and content. A study of the implementation of curriculum in various high school programs will aid them in the creation of unit and semester plans.

EDUC 582 Early Childhood Education of Children with Exceptional Needs (3)

Designed to introduce the student to the current practices, research and program issues in the early childhood education of children with special needs.

EDUC 600 Research Methodology (3)

An introduction to the basic methods of research in education.

EDUC 602 Weaving the Arts into Science: Science Curriculum and Pedagogy with a Waldorf Emphasis (3)

Students will experience a hands-on, inquiry based format with direct application to teaching science. Focused will be placed on a deep connection to the natural world and Waldorf Science curriculum will be explored.

EDUC 603 Sing Me the Creation: Waldorf Inspired Methods for Teaching Language Arts**(3)**

This course will introduce students to the Waldorf language arts curriculum for grades K-8. Students will examine methodologies such as storytelling, imagery, and music, poetry, drama, movement and art will be stressed.

EDUC 604 Artistic Work in the Waldorf School. I**(3)**

This course is designed to help students develop technique in a number of different forms, including clay modeling, calligraphy, form drawing, perspective drawing, and blackboard drawing. Arts and Humanities will be woven into the class.

EDUC 605 Artistic Work in the Waldorf School II**(3)**

This class is designed to further develop technique in a number of different art forms. Emphasis will be placed on theory and practice as it relates to the integration of the arts.

EDUC 606 Mathematics Curriculum and Pedagogy with a Waldorf Emphasis**(3)**

This course intends to highlight the curriculum for elementary mathematics as determined by the National Council of Teachers of Mathematics (NCTM). Waldorf education methodology, theory, and practice will be applied.

EDUC 608 Educational Resources**(3)**

A practical approach to selecting and producing materials designed for the needs of the learner. Course presentations relevant to instructional materials development include educational accountability, instructional design, research strategies, and formative evaluation.

EDUC 609 Advanced Classroom Management**(3)**

Communication skills and problem-solving strategies applied to the classroom.

EDUC 610 Parents, School and Community**(3)**

An examination and analysis of the interrelationship of the parent, school, and community.

EDUC 612 Advanced Field Placement I, II**(1-6)**

Designed to provide field experiences in conjunction with relevant courses in the curriculum of the program. (Prerequisite: permission of instructor.) May be repeated with permission.

EDUC 616 Computer Applications in Education**(3)**

This class investigates computers as a toll for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet for instruction, and ways to use integrated applications software to promote learning.

EDUC 618 Advanced Child Development**(3)**

The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior from infancy through adolescence.

EDUC 620 Mainstreaming: Teaming and Collaboration II**(3)**

The purpose of this course is to assist regular and special education teachers to approach the teaching of exceptional children in the "mainstream" as a shared responsibility involving collaboration which results in the careful and systematic interfacing of the regular education program and classroom.

EDUC 621 Strategic Reading and Writing (3)

This course emphasizes strategies for supporting literacy development in elementary and middle and secondary school classrooms. Areas of emphasis will include strategies for developing phonemic awareness, decoding, comprehension and writing. The course targets beginning, developing and struggling readers.

EDUC 622 Emergent Literacy (3)

This course examines the stages of literacy development from birth through the primary grades. This course offers a close examination of language and vocabulary development, phonological awareness, book knowledge and print awareness, and early reading, writing and alphabet knowledge. Various methodologies that support early literacy development will be addressed.

EDUC 625 Theory & Politics of Reading (3)

This course will introduce various theoretical models and processes of literacy. Students will review current trends and issues in literacy research and will examine the political underpinnings associated with reading curriculum in today's society.

EDUC 627 Teaching Writing: A Workshop Approach (3)

This course will focus on how teachers can foster quality writing in their students. This course will emphasize how to establish and manage an effective writing classroom and how to establish and manage an effective writing classroom and how to write in many real-world genres. Additional emphasis will be on analyzing writing samples.

EDUC 628 Literacy Leadership and Practicum (3)

This course combines coursework and a supervised practicum experience designed to provide the opportunity to refine skills in a clinical or classroom setting. This course will focus on developing the candidate as professional including opportunities to develop curricula, guide others in the design and implementation of a reading plan and write and present for a professional audience. (Prerequisites: G.P.A. of 3.67 in literacy coursework; successful completion of required assessments and faculty approval.)

EDUC 636 Advanced Curriculum and Methods (3)

An examination of the determinants of curricula with focus on processes, concepts, resources, and relationships in curriculum design and development.

EDUC 640, 641 Special Topics in Elementary Grades P-5 and LBD Grades P-12 I, II (3, 3)

Special topic to be indicated. Involves examination of special issues or topics related to elementary and/or special education.

EDUC 642 Teaching Science II (3)

This course covers biological, physical, and earth sciences. Instruction for the course will give equal attention to theory and classroom application.

EDUC 643 Computer Literacy for Teachers (3)

This course is designed to give an overview of the use of the computer in the classroom and other educational settings.

EDUC 648 Technology Across the Curriculum (3)

Technology includes computers and associated peripherals as a productivity tool for instruction and professional activities and investigate strategies for effective use of all types of technology. Students will develop a portfolio of instructional activities incorporating a variety of technologies that focus on the student as a knowledge worker. (Prerequisite: EDUC 116/616, or permission of instructor.)

EDUC 649 Multimedia Across the Curriculum (3)

Multimedia refers to text, graphics, audio, video, and/or combinations of those tools. This class investigates ways to use multimedia instructionally in all content areas.

EDUC 650 Instructional Leadership and the Role of the School Principal (3)

A course designed to study the roles and responsibilities of the principal in curriculum development and evaluation, supervision and evaluation of instruction, pupil management, staff professional development, and public relations.

EDUC 651 Assessment, Evaluation and Data Analysis for School Improvement (3)

A course designed to train principals to use information effectively and accurately to establish clear goals and high expectations, monitor teacher performance, evaluate student progress, coordinate instructional programs, and improve school climate.

EDUC 652 Design and Evaluation of Instruction and Practices to Improve Student Learning (3)

A course designed to demonstrate how diagnosis and instruction are welded as a unit into regular teaching practices.

EDUC 653 Leadership Program Portfolio (LPP) (1-4)

One credit for LPP development will be offered each term. The portfolio requirement is designed as the culminating experience of the program. The portfolio requirement is designed as an opportunity for students to create an organized view of themselves and their professional capabilities. While the requirement is to be completed and submitted during the last semester of the program, students are expected to collect and organize material as they proceed through the program.

EDUC 654 Middle/Secondary Curriculum, Instruction and Planning for School Improvement (3)

A course designed to explore current and experimental designs of middle and secondary school and curricula and instructional procedures with an emphasis on those aspects that are broader than a single subject area.

EDUC 655 Elementary Curriculum, Instruction and Planning for School Improvement (3)

A course designed to explore current and experimental designs of elementary, school and curricula and instructional procedures with an emphasis on those aspects that are broader than a single subject area.

EDUC 656 Administrative Issues with Special Populations (3)

A course designed to emphasize the administration of special school programs to include special education, gifted and talented, at risk/drop out reduction, remedial, compensatory services, bilingual/ESL, career and technology and others.

EDUC 657 Law and Education (3)

Provides an understanding of the legal issues relating to public school education and the rights and responsibilities of students, teachers, and other interest groups as they relate to school programs. This course covers a wide range of legal issues concerning the provision of special education services to students with disabilities.

EDUC 658 Financial Management (3)

A course designed to provide a background and understanding of public school finance including the principles and practices utilized in collecting, distributing, and managing school revenues with an emphasis on Kentucky finance.

EDUC 659 Internship I (4)

A field-based course where students practice skills and theories learned as they assume responsibilities associated with effective and successful building level leadership.

EDUC 660 Internship II (4)

A field-based course where students practice skills and theories learned as they assume responsibilities associated with effective and successful building level leadership.

EDUC 663 Diagnosis of Reading Difficulties (3)

Designed to provide skill in assessment and interpretation of specific areas of weakness in individual student's reading skills and to select appropriate materials and methods to remediate problem areas.

EDUC 666 Teaching Mathematics II (3)

Considers student readiness for mathematics instruction, assessment of student mathematical difficulties, and instruction methods in mathematics content. Student is expected to apply theory and skills to specific cases of learning difficulties in mathematics. Instruction is based on pre-service level course and classroom experiences in teaching elementary mathematics. (Prerequisites: Math. 101, 102; or Math. 523.)

EDUC 697 Applying Research to Practice I (1-3)

This course permits the inservice teacher to explore a research topic that may affect classroom instruction. Some innovation, revision, or other change in the teacher's classroom instruction should result. (Prerequisite: Permission of instructor.) May be repeated with permission.

EDUC 698 Readings and Research in Education I (1-3)

Through readings and research in the relevant literature, the student explores a selected topic(s) in depth. A paper, project, or similar product is expected. (Prerequisite: Permission of instructor.)

EDUC 699 Master's Thesis in Education (1-6)

Open to candidates for the master's degree engaged in a thesis project. (Prerequisite: Permission of Graduate Director.)

EDUC 797 Applying Research to Practice II (1-6)

The purpose of this course is to permit the inservice teacher to investigate a particular pedagogic problem that he/she is experiencing in the classroom with the expectation that a databased strategy of change will be derived, implemented, and evaluated. (Open to Rank I students only.)

EDUC 798 Readings and Research in Education II (1-6)

The purpose of this course is to permit the student (1) to investigate a topic not offered in the graduate curriculum or (2) to investigate a topic offered in the curriculum but at a more advanced level. (Open to Rank I students only.)

MASTER OF SCIENCE IN APPLIED INFORMATION TECHNOLOGY

Michael D. Mattei, Ph.D., Dean

Richard C. Jones, MCS., Program Director
Horrigan Hall 209B, Phone 502.452.8346, rcjones@bellarmine.edu

Rachel Brown, MBA, MIS; Fred Lassiter, M.Eng., Doug Wampler, Ph.D.

Program Overview

The Master of Science in Applied Information Technology (MAIT.) program is designed to prepare students for a career in IT project management and systems integration. The program consists of a wide range of technical, administrative and interpersonal skill based courses vital to success in the IT Professions.

There are three principal thematic areas in the program:

1. Information technology foundations and tools
2. Systems engineering and project management
3. Individual, group and organization success factors

Most organizations, whether for-profit or not-for-profit, use information technology to meet its operational and strategic needs. While the first two themes focus on the design and development of IT projects, the third theme complements the more technical program elements by developing the student's ability to better understand the needs of the organization and its users. Students gain a sensitivity to the human and cultural factors operating within an organization. This knowledge will facilitate the effective and efficient application of information technology.

The sensitivity to the non-technology factors are developed through extensive project experiences incorporating oral, written and presentation skills both within the IT department and between the IT department and non-IT departments. Interpersonal skills, both individual and group, are emphasized in order to better prepare the student for a successful career.

A cohort model is employed in which all students take the same courses each semester thereby progressing through the entire program together. The program has a fixed sequence and there are no electives. Since students work collaboratively on a significant IT project, the cohort model enables them to develop stronger interpersonal skills.

The program consists of 36 graduate semester hours offered two nights per week from 6-10 p.m. The program is a fast paced and challenging way to revitalize your career or prepare for a new one in IT.

Requirements for Admission

1. An undergraduate degree along with official transcripts of all graduate and undergraduate work.
2. Two letters of recommendation.
3. An undergraduate GPA of 2.75 (on a 4.0 scale) or significant work experience in information technology.
4. A composite score on either the GRE or GMAT at or above the 23rd percentile.
5. Completed graduate application with accompanying \$25.00 fee
6. Official report of TOEFL (Test of English as a Foreign Language) scores if appropriate.

All applications and correspondence relevant to admissions should be directed to the program's director.

Richard Jones, MAIT Director
Bellarmine University
School of Continuing and Professional Studies
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8346
rcjones@bellarmine.edu

Requirements for Degree

1. Completion of 36 hours of graduate credit in MAIT courses, 24 hours of which must be earned at Bellarmine University.
 - a. Students with an undergraduate degree in business or a MBA are not required to take AIT. 522, Business Foundations and will graduate with 33 hours of coursework.
 - b. Students with an undergraduate degree in computer science, information systems or a highly technical undergraduate degree such as engineering or with significant work experience in information technology are not required to take AIT. 501, Introduction to IT and Computer Science and graduate with 33 hours of coursework.
 - c. Students meeting both requirements above (a & b) graduate with 30 hours of course work.
2. Maintenance of a cumulative grade point average of 3.0 on a 4.0 scale throughout the program of studies.
3. Completion of all degree work within six years from date of entry.

Program Details

The program is comprised of three thematic areas. Each course runs the full semester. The semester by semester schedule is as follows. Students who want to begin in the summer semester but do not need to take AIT. 501 or 522 can take AIT. 526 and will only take one course the second summer.

Semester	Information Technology Foundations	Systems Engineering and Project Management	Individual, Group and Organizational Success Factors
Summer	AIT. 501: Introduction to IT and Computer Science		AIT. 522: Business Foundations
Fall	AIT. 510: Web Development using PHP and MySQL	AIT. 521: IT Project Management	AIT. 525: Interpersonal Communications and Graphic Design
Spring	AIT. 520: Java 2 Programming	AIT. 524: Systems Analysis and Design	AIT. 531: IT Planning and Service Management using ITIL
Summer	AIT. 526: Networks and Communication Infrastructure	AIT. 533: IT Systems Project I	
Fall	AIT. 529: IT Security and Risk Management	AIT. 534: IT Systems Project II	AIT. 528: Negotiations and Organizational Change

Course Titles and Description

Since the program of study is fixed, the courses must be taken as shown in the table above unless the student elects to “un-accelerate” the program. To “un-accelerate” the program the student must contact the program director to have a custom schedule approved. In any case, all degree work must be completed within six years from date of entry.

AIT. 501 Introduction to IT and Computer Science (3)

For students with little background in information technology, this course introduces both computer science theory and IT application. Topics covered in the area of computer science include programming, file structures and computer networks. In the area of IT, the course covers transaction-processing systems, management and decision support systems, e-commerce systems and the application of IT to the needs of the organization.

AIT. 510 Web Development Using PHP and MySQL (3)

This course introduces a variety of open-source techniques for developing web-based applications. The core technologies are the PHP programming language and the MySQL database management system. Upon completion of the course, students will be able to build professional quality, database driven websites.

AIT. 520 Java2 Programming (3)

This is an introductory course in object-oriented programming using the Java language. The basics of computer programming and the Java language are covered including data types, control structures, methods, arrays, recursion, event-driven programming and Java class libraries. This course covers most of the material required to pass the Sun Certified Programmer for the Java Platform Exam.

AIT. 521 IT Project Management (3)

This course covers project management fundamentals including project estimating, planning, procurement, scheduling, risk management, and quality assurance. Students successfully completing this course will be prepared to sit for the Project Management Professional (PMP) certification exam.

AIT. 522 Business Foundations (3)

This course presents a functional view of the organization from the perspective of senior management. Foundational topics from marketing, management, finance, accounting, human resources, law and strategic planning are covered to enable the student to better understand the goals and challenges of an organization.

AIT. 524 Systems Analysis and Design (3)

A critical part of most system development efforts is understanding the context in which the application is conceived and developed. The goal of this course is to provide a solid foundation of the tools and techniques employed during the preliminary investigation and systems analysis phase of an IT project. Topics covered include requirements discovery, data modeling, process modeling, feasibility analysis, object-oriented analysis and creation of the systems analysis proposal. The application of the skills developed in this course is reinforced with a class project that begins in AIT. 533.

AIT. 525 Interpersonal Communications and Graphic Design (3)

Effective communication with users, customers, vendors and IT professionals is critical to insure successful system identification, design and implementation. This course is the first of two courses (AIT. 528 is the second course) focusing on building effective communication skills. Topics covered include verbal communication, nonverbal communication, listening and critical thinking, intercultural communication, proposal and report writing, skillful questioning, interviewing for information gathering, interviewing for persuasion, interviewing with a learning perspective and creating effective presentations including visually pleasing and persuasive graphic elements.

AIT. 526 Networks and Communication Infrastructure (3)

This course covers data communications and networks including the OSI model, enterprise operating system technologies, protocols, topologies, data transmission, data integrity and data security, TCP/IP, hardware, internet, intranet and extranet technologies, and internet security. The topics covered in this course map to the CompTIA Network+ certification exam.

AIT. 528 Negotiations and Organizational Change (3)

This course extends the topics covered in AIT. 525 by focusing on group process and the challenges of effective communication. Topics covered include the dynamics of small group discussion, group leadership, conflict and problem solving. Negotiating skills including strategizing, planning, tactics, leverage and ethics are also covered in the course. Since information systems often lead to radical changes in organizational processes, this course will also examine how effective communications can facilitate changes in organizational culture necessary for the adoption of the new systems.

AIT. 529 IT Security and Risk Management (3)

As more and more organizations become dependent on information systems, the demand for accurate, reliable and 24/7/365 system availability has become the norm. Designing and insuring systems that can endure and survive attack is the primary focus of this course. Physical and operating security will be explored at the network, operating system, DBMS, application and data layer. Protecting systems from internal as well as external threats and natural disasters will be covered in this course. The course is designed to cover the common body of knowledge concepts and topics defined by the International Information Systems Security Certification Consortium for the CISSP certification exam.

AIT. 531 IT Planning and Service Management Using ITIL (3)

This course examines the role of information systems to the success of an organization, identifying ways in which IT can be aligned with organizational strategy and providing competitive advantage. A critical aspect of any IT organization is its ability to provide the necessary business support, allowing the business to reach its goals. Traditionally, this definition of an IT organization has been understood but lacked an appropriate delivery mechanism to actually present, monitor and measure the service delivered. This course provides background on two compatible frameworks: IT Service Management (ITSM) as defined by the best practice library, ITIL, and Balanced Scorecards (BSC). Topics covered include the basics of the Balanced Scorecard and the 10 Management processes and supporting function within Service Management.

AIT. 533 IT Systems Project I (2)

This course builds on AIT. 524 by covering the skills and techniques necessary to complete the second phase of an IT development effort. Students will define and design a system that meets the needs of a customer and will manage the project design while focusing on project control and customer involvement. Project milestone documents will be created as the project progresses. Student skills will be applied in the technical areas of application architecture and modeling, object-oriented design, database design, input and output design, user interface design, and prototyping. In addition, students will develop soft skills related to development team management.

AIT. 534 IT Systems Project II (1)

This course completes the system development project created and designed in AIT. 524 and AIT. 533. Students work with a customer to build and implement a system that meets the customer's needs. Students will work from design documents created in AIT. 533 to create software modules for the new system. The system will be tested using previously created testing plans. The system will then be implemented into the customer's existing environment. Students will provide documentation and training on the system to the customer.

AIT. 590 Internship (this course is offered pass/fail only) (1-3)**AIT. 591 Co-operative Education Experience (this course is offered pass/fail only) (0)****AIT. 691 Special Topics in Applied Information Technology (1)****AIT. 692 Special Topics in Applied Information Technology (2)****AIT. 693 Special Topics in Applied Information Technology (3)**

GRADUATE PROGRAMS IN NURSING

Susan H. Davis, Ed.D., RN, Dean

Sherill N. Cronin, Ph.D., RN, BC, Program Director
Miles Building 203, Phone 502.452.8149, scronin@bellarmine.edu

F. Michael L. Huggins, Ed.D, APRN (GNP-BC; FNP-BC)
Associate Director, Family Nurse Practitioner Program

Victoria Burns, Ph.D., ARNP; Linda B. Cain, Ph.D, RN; Connie Cooper, Ed.D, RN;
Elizabeth Fitzgerald, Ed.D., ARNP, CS; Cathy Hager, DNP, ARNP;
Beverly Holland, Ph.D., ARNP; Joan C. Masters, Ed.D, RN; Mary Pike, MSN, RN

Master of Science in Nursing (MSN)

Program Accreditation

The Master of Science in Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW #530, Washington, DC 20036, tel. 202.887.6791.

Program Overview

The purpose of the Master of Science in Nursing is to prepare nurses to improve nursing practice through the advancement of theories of nursing and research. The graduate of this program is prepared in nursing education, nursing administration, or advanced nursing practice. Consistent with Bellarmine's goal to prepare leaders for our society, graduate students in nursing will be able to effect change within health care.

The graduate program leading to the Master of Science in Nursing builds on the baccalaureate degree. The curriculum is designed to meet the individual needs of students, while maintaining a sound academic program in nursing. Each student formulates his or her educational goals with a faculty advisor and maintains a close liaison with the advisor throughout the program of studies. The family nurse practitioner (FNP) track is designed for full-time or part-time study, while the administration and education tracks may be pursued on a part-time basis.

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, or clinical practice.
3. Use research skills to identify practice and system problems, initiate change, and improve outcomes.
4. Assume leadership roles that contribute to social, cultural, economic, and political changes to improve health care delivery, health promotion and disease prevention, and to advance professional nursing.

Areas of Concentration

Nursing Administration

The nursing administration track prepares professional nurses to function in management positions in a variety of health care settings. Students focus on financial and economic aspects of health care, human and resource management, and organizational leadership. Selected clinical, administrative, and research experiences provide the student with the opportunity to function as a nurse administrator. Practica must be completed in nursing administration.

Nursing Education

The nursing education track prepares professional nurses to function as beginning nurse educators. This may be in the area of staff development, health education, or preparation of nursing students. Selected teaching and research experiences in clinical and classroom settings provide the student with the opportunity to function as a nurse educator. Practica must be completed in nursing education.

MSN/MBA Program

The MSN/MBA program offers professional nurses a unique opportunity to prepare for leadership, management, and health policy roles in health care organizations. Students complete requirements of both the MSN nursing administration track and the MBA program. Eight hours from the MBA are applied to the MSN requirements of Nurs. 625, Nurs. 640, and an elective.

Family Nurse Practitioner

The family nurse practitioner track prepares professional nurses to provide a wide range of preventive and acute healthcare services to individuals of all ages. NPs take health histories and provide complete physical examinations; diagnose and treat many common acute and chronic problems; interpret laboratory results and X-rays; prescribe and manage medications and other therapies; provide health teaching and supportive counseling with an emphasis on prevention of illness and health maintenance; and refer patients to other health professionals as needed. Students will complete selected clinical practica as part of this curriculum.

Degree Requirements

1. 37–39 hours of graduate credits in nursing and/or related fields for administration and education tracks; 43 hours for FNP track.
2. A minimum of 24 hours of graduate credits earned in residence at Bellarmine.
3. Maintenance of a 3.0 GPA out of 4.0 overall grade point average throughout the program.
4. Completion of degree work within six (6) years from the time of entry.

Admission to the MSN Program

Admission to the master's program requires approval by the MSN Admission, Progression, and Graduation Committee. Admission of applicants is based upon the following criteria:

- BSN from a CCNE or NLNAC accredited nursing program
- Minimum GPA of 3.0 required
- Graduate Record Examination (GRE) scores; successful applicants usually score at 450 or higher on each of the verbal and quantitative scores; and 4 on the analytic score. The GRE is waived for applicants with a GPA of 3.28 or higher.
- For non-native English speakers, a total score of 83 or higher on the TOEFL (internet-based) with a minimum of 26 on the speaking section.
- Three professional references (on form provided)
- Goal statement
- Resume describing relevant work, professional, and volunteer experiences
- Proof of active, unrestricted license to practice nursing in Kentucky and/or compact states
- An interview with graduate faculty members may also be required of applicants to the FNP track.
- Because enrollment is limited in the FNP track, meeting the minimum requirements may not assure admission to that track.

Questions should be directed to Dr. Sherill Cronin, Director MSN Program, 502.452.8149 or 800.274.4723, e-mail scronin@bellarmine.edu. Application forms may be obtained by writing or calling:

Julie Armstrong-Binnix
Bellarmino University
2001 Newburg Road
Louisville, KY 40205
Phone 502.452.8364
julieab@bellarmine.edu

MASTER OF SCIENCE DEGREE IN NURSING**Curriculum Design****NURSING ADMINISTRATION****Nursing Core Courses**

NURS 600 Health Policy.....	3
NURS 601 Fundamental Research Skills.....	1
NURS 602 Theories in Nursing.....	3
NURS 605 Clinical Practice Concepts.....	3
NURS 624 Intro. to Evidence-Based Practice.....	3
NURS 626 Outcomes Measurement and Evaluation.....	3

Cognate Course

PHIL 543 Bioethics.....	3
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Specialty Courses

NURS 608 Nursing Administration.....	3
NURS 618 Practicum I.....	2
NURS 619 Practicum II.....	2
NURS 625 Financial Aspects of Health Care.....	3
NURS 639 Health System Management.....	3
NURS 640 Project.....	2
NURS 642 Thesis Option.....	2
Elective by Advisement.....	3
TOTAL	37-39

NURSING EDUCATION**Nursing Core Courses**

NURS 600 Health Policy.....	3
NURS 601 Fundamental Research Skills.....	1
NURS 602 Theories in Nursing.....	3
NURS 605 Clinical Practice Concepts.....	3
NURS 624 Intro. to Evidence-Based Practice.....	3
NURS 626 Outcomes Measurement and Evaluation.....	3

Cognate Course

PHIL 543 Bioethics.....	3
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Specialty Courses

NURS 606 Practicum I.....	2
NURS 607 Practicum II.....	2
NURS 609 Nursing Education.....	3
NURS 627 Educational Theories and Curriculum Development.....	3
NURS 628 Nurse Educator Role.....	3
NURS 629 Pathophysiologic Concepts for Clinical Decision Making.....	3
NURS 640 Project.....	2
NURS 642 Thesis Option.....	2
TOTAL	37-39

FAMILY NURSE PRACTITIONER**Nursing Core Courses**

NURS 600 Health Policy.....	3
NURS 601 Fundamental Research Skills.....	1
NURS 602 Theories in Nursing	3
NURS 605 Clinical Practice Concepts.....	2
NURS 624 Intro to Evidence-Based Practice	3
Nurs 626 Outcomes Measurement and Evaluation.....	3

Cognate Course

PHIL 543 Bioethics.....	3
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Specialty Courses

NURS 611 Advanced Physical Assessment and Clinical Reasoning.....	3
NURS 629 Pathophysiologic Concepts for Clinical Decision Making.....	3
NURS 650 Pharmacotherapeutics in Advanced Practice Nursing	3
NURS 652 Advanced Practice Nursing in Primary Care of the Child	2
NURS 654 Advanced Practice Nursing Care of the Adolescent.....	1
NURS 656 Advanced Practice Nursing in Primary Care: Obstetrics and Women's Health	1
NURS658 Advanced Practice Nursing Care of the Adult	3
NURS 660 Advanced Practice Nursing Care of the Elder	1
NURS 661 Practicum in Advanced Practice Nursing Care of the Child and Adolescent.....	2
NURS 662 Practicum in Advanced Practice Nursing Care of the Adult.....	2
NURS 663 Family Nurse Practitioner Preceptorship	4
TOTAL	43

Master of Science in Nursing Course Descriptions

NURS 600 Health Policy (3)

This course analyzes and projects trends in health care. Actual cases of policy issues at local, state, and federal level are used for analysis of the relationship of healthcare practitioners to policy making. Selected organizational, systems, legislative, ethical, and regulatory problems provide course content.

NURS 601 Fundamental Research Skills (1)

This lab will prepare the incoming student with the research skills needed for graduate education. Students will learn the basics of accessing scholarly sources, academic writing, and oral presentations. (To be taken concurrently with NURS 600 or NURS 602.)

NURS 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.

NURS 605 Clinical Practice Concepts (2-3)

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 implementation of evidence-based practice. Students will develop, implement, and evaluate a health promotion/disease prevention intervention with a selected target population. (Pre/corequisite: NURS 602)

NURS 606 Nursing Education Practicum I (2)

This course is designed to provide guided experiences in developing skills in nursing education. The focus is on didactic instruction and measurement of learning outcomes. Students assess and define their learning needs, select appropriate experiences, and participate in selected learning activities directed by a mentor/preceptor and a graduate faculty member. (45 hours equal 1 credit hour; seminar and clinical.) (Prerequisites: NURS 609, 629.)

NURS 607 Nursing Education Practicum II (2)

This course is designed to provide students with an opportunity to work closely with a nurse educator in the clinical setting. The focus is on clinical instruction and evaluation of students' performance. Students work on designated and/or self-designed projects during the practicum. (45 hours equal 1 credit hour; seminar and clinical.) (Prerequisite: NURS 609, 629.)

NURS 608 Healthcare Administration (3)

This course is designed to explore leadership skills necessary to lead individuals and teams through change in complex health care delivery systems. The content focuses on examining individual strengths necessary to communicate and collaborate effectively in intraprofessional and interprofessional practice. Other content areas include conflict management, consumer relations, professional workplace standards, and strategies for leaders to influence health policy.

NURS 609 Nursing Education (3)

This course focuses on the art and science of instruction, with an emphasis on teaching strategies for the classroom and clinical settings. Evidence-based assessment, measurement, and evaluation of the learner's knowledge and clinical performances will be explored. (Prerequisite: NURS 600; Pre/corequisite: NURS 626.)

NURS 611 Advanced Physical Assessment and Clinical Reasoning (3)

This course builds upon the baccalaureate nursing level physical assessment knowledge and skills required to perform a systematic examination of a healthy adult. This course will present advanced practice nursing examination techniques via direct observation and demonstration, class lecture/discussions, supervised laboratory, and individual use of readings and audiovisual materials. The physical examination will be system focused with comprehensive application to advanced concepts of anatomy and physiology.

NURS 614 Personnel Management (3)

This course is designed for graduate students who are or who plan to become hospital or clinical laboratory department managers. The course includes personnel management skills such as creating job descriptions, conducting personnel evaluations, understanding and responding to workplace legislation, understanding personality types in relation to job performance, applying quality control and efficiency measures, and creating workplace schedules. The course contents are based on the personnel management components of the College of American Pathologies (CAP) Diplomate in Laboratory Management (DLM). The course uses the Society for Human Resource Management (SHRM) and US Department of Labor (US DOL) websites as primary resources. Students will complete the majority of reading, research, and written assignments online. (Prerequisite: permission of department chair.)

NURS 618 Nursing Administration Practicum I (2)

This course enables the student to demonstrate skills in analyzing specific problems in health care delivery systems. Students examine a problem from multiple perspectives (e.g., financial, policy, legal, ethical) and provide an in-depth analysis with specific recommendations for change or improvement. (45 hours equal 1 credit hour; seminar and clinical.) (Prerequisite: NURS 608, NURS 625, and NURS 639.)

NURS 619 Nursing Administration Practicum II (2)

This course enables the student to practice in an administrative role within a health care delivery system. The student provides leadership to a group with the purpose of implementing and evaluating a specific change within the selected health care system. (45 hours equal 1 credit hour; seminar & clinical.) (Prerequisites: NURS 618.)

NURS 623 Independent Study (3)

May be selected by graduate nursing students. (Prerequisite: Permission of MSN Program Director.)

NURS 624 Introduction to Evidence-Based Nursing Practice (3)

This course examines the process of evidence-based nursing practice. Emphasis is on obtaining and evaluating available evidence for its applicability to practice. (Prerequisite: NURS 601.)

NURS 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.

NURS 626 Outcomes Measurement and Evaluation (3)

This course examines the process of evidence-based decision-making in advanced nursing practice. Current methodologies used to evaluate practice changes and quality improvement initiatives in a variety of settings are discussed, including program evaluation. Emphasis is on identifying, measuring, and analyzing outcomes. (Prerequisite: NURS 624.)

NURS 627 Educational Theories and Curriculum Development (3)

This course examines nursing education in various settings and discusses educational theories and curriculum development. Emphasis is placed on historical beginnings, foundations of higher education, theoretical perspectives, and curriculum components and design. (Pre/corequisite: NURS 624.)

NURS 628 Role Development: Nurse Educator (3)

This course analyses the professional role of the nurse educator in teaching, scholarship, citizenship and service in a higher education community. The student will examine the expectations, rights and responsibilities of the nurse educator. The nurse educator competencies developed by the National League for Nursing (NLN) (2005) will frame the development of the nurse faculty role. Legal, ethical and political issues in higher education will be discussed.

NURS 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.

NURS 633 Nursing Care at End of Life (3)

This course will cover a range of issues related to end-of-life care across all clinical settings. Content will focus on AACN recommended competencies, including such topics as symptom management, ethical/legal issues, cultural considerations, communication, and grief and loss. Students will examine these issues in regard to a selected area of practice.

NURS 639 Health Systems Management (3)

This course focuses on management of integrated delivery systems across the continuum of care. Emphasis is on understanding organizational structures and developing marketing and business plans. Other content areas include the role of management in decision-making, community and consumer relationships, staffing, personnel selection and development, and organization systems and professional cultures that contribute to quality outcomes and patient safety.

NURS 640 Project (2)

Promotes basic skills of research and scholarly writing by an in-depth exploration of a nursing topic or problem. Clinical project or research study is completed under the guidance of a faculty member. (Pre/corequisites: NURS 606/607 or NURS 618/619.)

NURS 641 Thesis Extension (1)

May be taken if thesis is not completed in NURS 642. May be repeated one time.

NURS 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 NURS 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: NURS 640.)

NURS 650 Pharmacotherapeutics in Advanced Practice (3)

This course will provide Advanced Practice Nursing students with the concepts and tools necessary to understand the pharmacodynamics and pharmacokinetics of agents used in the treatment of conditions commonly encountered in primary care. The course will specifically address drug classification, indication, non-labeled use (if any), predicted and possible adverse effects, titration and maintenance of drugs as appropriate for health maintenance.

NURS 652 Advanced Practice Nursing in Primary Care of the Child (2)

This course prepares the advanced practice student for the primary care of the pediatric client. The course content includes principles of normal physiology and development, pathophysiology, health promotion and disease prevention. Family and community systems are included as the student learns to conduct diagnosis and management of common health problems in the pediatric population. This course has a major focus upon the socio-economic factors affecting health within the family system and on the community at large.

NURS 654 Advanced Practice Nursing in Primary Care of the Adolescent (1)

This course prepares the advanced practice student for the primary care of the adolescent client. The course content includes principles of normal physiology and development, pathophysiology, health promotion and disease prevention. Family and community systems are included as the student learns to conduct diagnosis and management of common health problems in the adolescent population. This course has a major focus upon legal and ethical circumstances surrounding the care of the adolescent client, as well as the role of socio-economic factors affecting health within the family system and on the community at large.

NURS 656 Adv. Practice Nursing in Primary Care: Obstetrics and Women's Health (1)

This is a didactic course that presents the Advanced Practice Nursing student the required knowledge for the primary care of the obstetric client, as well as general issues of health related to the reproductive system of the female client. Reproductive topics as they concern the male client are included in this class. Principles of health promotion and disease prevention are emphasized. The pathophysiology, diagnosis, and management of common women's health problems are explored, including analysis of ethical and legal situations pertaining to reproduction. This course also explores the effect of cultural and socioeconomic factors on health care behaviors pertinent to the reproductive health of women.

NURS 658 Advanced Practice Nursing in Primary Care of the Adult (3)

This is a didactic course that presents the knowledge necessary for the practice of primary health care of adults. This course includes principles of health promotion and disease prevention. The content focuses on pathophysiology, diagnosis, and management of common health problems of adults, emphasizing the importance of the family and community in the delivery of primary care services. This course also explores the impact of cultural and socioeconomic factors affecting the health care behaviors of adults.

NURS 660 Advanced Practice Nursing in Primary Care of the Elder (1)

In this course, the Advanced Practice Nursing student obtains the knowledge necessary for the care of the elderly client. The course includes the principles of health promotion and disease prevention, assessment, planning, treatment options, and appropriate follow for diverse elderly populations. The influence of family and community support systems is examined. Students are introduced to the managed care environment as it affects the elderly client.

NURS 661 Practicum in the Adv. Practice Care of the Child and Adolescent (2)

In this course, the advanced practice nursing student places emphasis upon health promotion and disease prevention within the pediatric and adolescent client population. A developmental approach is used in both assessment and planning for health care needs. Students will provide advanced practice primary nursing care to pediatric and adolescent clients under the supervision of a preceptor. Clinical practica will focus upon comprehensive assessment and age appropriate planning of strategies to promote health and safety of this age group in collaboration with their families. Clinical symposia will analyze specific health care needs within the pediatric and adolescent populations. (Prerequisite: NURS 611, NURS 629, NURS 650; Pre/corequisite: NURS 652, NURS 654)

NURS 662 Practicum in the Advanced Practice Care of the Adult (2)

In this clinical practicum, emphasis is upon the role of the advanced practice nursing student in the health promotion and disease prevention within adult populations, including the elderly client. A developmental approach is used in both assessment and planning for health care needs. Students will provide advanced practice primary nursing care to adult clients under the supervision of a preceptor. Clinical practica will focus upon comprehensive assessment and planning of strategies to promote health and safety within this population, utilizing family and community resources. Clinical symposia will analyze specific health care needs within Adult populations. The responsibility of the Family Nurse Practitioner as the primary health care provider to the adult and family will be emphasized and explored. (Prerequisite: NURS 611, NURS 629, NURS 650; Pre/corequisite: NURS 656, NURS 658, NURS 660)

NURS 663 Family Nurse Practitioner Preceptorship (4)

In this clinical practicum, the advanced practice nursing student will provide comprehensive care to clients and their families across the lifespan. The student will complete clinical hours under the supervision of a clinical preceptor. Students will provide primary care to a variety of clients in both urban and rural environments. The objective of this practicum is the integration of theory, knowledge, and skills from all previous courses. (Prerequisite: Completion of all FNP track didactic courses)

Cognate Course**PHIL 543 Bioethics (3)**

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students.

GRADUATE PROGRAM IN PHYSICAL THERAPY

Susan H. Davis, Ed.D., RN, Dean

Mark R. Wiegand, PT, Ph.D.; Program Director
Bellarmine Office Building (BOB) 116, Phone 502.452.8356, mwiegand@bellarmine.edu

David Boyce, PT, Ed.D.; Joseph A. Brosky, PT, MS; Elizabeth Ennis, PT, Ed.D.; Patricia D. Gillette, PT, Ph.D.; Peri Jacobson, PT, MBA, DPT; M. Elaine Lonnemann, PT, MMSc, DPT; David Pariser, PT, Ph.D.; Gina Pariser, PT, Ph.D.; Nancy L. Urbscheit, PT, Ph.D.

The Doctor of Physical Therapy Program prepares the student for licensure and practice in the field of physical therapy. Candidates for licensure must hold a post-baccalaureate degree in physical therapy from an accredited institution. Students are admitted to the professional program after completing a bachelor's degree in a major of choice and the program prerequisites. Highly qualified Bellarmine undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all university general education requirements (except IDC 401) and the program prerequisites. Bellarmine undergraduate students receive the Bachelor of Health Science (BHS) degree after completing all university general education requirements, program prerequisites and the first year of the professional program. The university awards the Doctor of Physical Therapy (DPT) degree upon completion of the professional curriculum.

Physical therapists are health care professionals who provide service to individuals of all ages with physical impairments, functional limitations, disabilities or changes in physical function and health status resulting from injury, disease of other causes.

Physical therapists:

- Examine and evaluate individuals with movement related problems
- Diagnose and manage movement dysfunction to enhance physical and functional abilities
- Promote physical function and wellness to provide optimal quality of life as it relates to movement and health
- Prevent the onset of symptoms and the progression of movement related problems.

Treatment by physical therapists includes exercise, joint and soft tissue mobilization and manipulation, cardiovascular endurance training, the therapeutic application of heat, cold and electricity and neuromuscular re-education and activities of daily living training.

Physical Therapists find careers in settings ranging from hospitals and rehabilitation centers to private practices, pediatric facilities, home health agencies, school systems, higher education and research institutions, fitness and wellness centers and nursing homes.

Prerequisite courses for the program are: (Bellarmine course equivalencies in parentheses)

- 2 semesters of anatomy and physiology with lab (BIOL 108 & 109)*
- 1 semester of general biology with lab (BIOL 130)
- 1 semester of advanced physiology such as vertebrate physiology, mammalian physiology, exercise physiology or pathophysiology (EXSC 240, BIOL 300, or BIOL 314)
- 2 semesters of college chemistry with lab (CHEM 103 & 104)

- 2 semesters of college physics with lab (PHYS 201 & 202 or PHYS 205 & 206)
- 1 semester of psychology (PSYC 103 or 104)
- 1 semester of statistics (MATH 205)

**300-level Biology courses may be substituted for anatomy and physiology*

Associated courses for Bellarmine undergraduate students:

- MATH 117 as prerequisite for PHYS 205 & 206
- BIOL 231 as prerequisite for BIOL 314

Program Admission Requirements

Highly qualified Bellarmine University undergraduate students may be admitted to the Doctor of Physical Therapy Program after completing all prerequisite and general education courses (except IDC. 401) and a minimum of 90 semester hours. Transfer applicants to the professional program must hold a baccalaureate degree and have completed all program prerequisite courses. **Admission to the program is selective and highly competitive.** Students attending Bellarmine as undergraduates are preferentially admitted to the Doctor of Physical Therapy Program.

Qualified applicants to the program must have:

- a minimum prerequisite point average of 2.50/4.00
- a minimum overall (cumulative) undergraduate grade point average of 2.50/4.00
- completed seven of the ten prerequisite courses prior to January 1 of the admission year
- completed all program prerequisites prior to entering the professional curriculum
- a grade of "C" or better in all prerequisite courses
- taken the Graduate Record Exam (GRE) within the last five years with scores reported to Bellarmine University
- 25 clock hours of documented work or volunteer experience in a physical therapy setting
- the physical ability to perform tasks required of a physical therapist

Candidates for admission to the Doctor Physical Therapy program must apply through the Physical Therapy Centralized Application Service (PTCAS) available online at www.ptcas.org. The priority application deadline is October 15 of the year before the anticipated start date; the absolute deadline for all materials to be submitted through PTCAS is December 1 of the year before the anticipated start date. The program utilizes a rolling admissions process beginning with applications received before the October 15 priority deadline.

For students in which English is their second language, a TOEFLiBT (internet-based test) score is required. A minimum total score of 83 and a speaking score of 26 is required for consideration of admission to the DPT Program. Information about the TOEFLiBT can be found at www.toefl.org.

Doctor of Physical Therapy Program Goals and Outcomes

The goals of the Bellarmine University Doctor of Physical Therapy Program are to prepare physical therapists to:

1. provide quality physical therapy services to meet the needs of consumers and society
2. serve physical therapy consumers and society as primary health care providers
3. practice purposefully based on the best current evidence available
4. assume a role in the community that is commensurate with professional service responsibilities
5. be life-long critical consumers of information that impacts the delivery of high quality physical therapy services
6. provide mentorship and direction to future physical therapists

Outcomes: Upon completion of the Doctor of Physical Therapy Program at Bellarmine University, the graduate will:

1. demonstrate the knowledge, skills and behaviors necessary to provide excellence in physical therapy care;
2. assume the responsibilities associated with innovative and dynamic physical therapy practice, including participation in community and professional service, active involvement as a health care professional, and continued responsibilities for learning;
3. demonstrate a thorough understanding of the evidence on which to base physical therapy practice through critical thinking and inquiry; and
4. be a role model of professionalism and integrity to the community

Program Application, Start Date and Student Matriculation

October 15 Priority application deadline for candidates applying for summer start.

December 1 Application deadline for candidates applying for summer start.

Summer Professional program begins. Bellarmine undergraduate students who have completed all program and university requirements (minimum 90 credit hours) and transfer students holding a bachelor degree.

Additional Information:

Student enrolled in the Doctor of Physical Therapy Program are required to complete a significant number of hours in local, regional and national clinical education sites. All students should expect reasonable travel requirements, including travel outside of the metropolitan Louisville area, to complete the clinical training necessary for graduation.

PHYSICAL THERAPY**Program for the Doctor of Physical Therapy (DPT) Degree****Year 1 Summer**

Biology 513.....	1
P.T. 516.....	3
P.T. 524.....	3
P.T. 532.....	3
P.T. 655.....	2
P.T. 665 (elective).....	*

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Year 1 Fall

P.T. 502.....	3
P.T. 535.....	2
P.T. 540.....	3
P.T. 560.....	5
P.T. 580.....	2
P.T. 591.....	2

17

Year 1 Spring

P.T. 525.....	5
P.T. 545.....	4
P.T. 555.....	3
P.T. 592.....	2
P.T. 600.....	3
P.T. 625.....	2

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Bachelor of Health Science (BHS) degree awarded to early admission Bellarmine students upon completion of the first year of the DPT Program and all university general education requirements.

Graduate Semester I

P.T. 610.....	5
P.T. 611.....	5
P.T. 613.....	4
P.T. 665 (Elective).....	*

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Graduate Semester II

PHIL 543.....	3
P.T. 605.....	3
P.T. 640.....	3
P.T. 650.....	4
P.T. 670.....	3
P.T. 680.....	4
P.T. 691.....	2

22

Graduate Semester III

P.T. 612.....	3
P.T. 622.....	5
P.T. 630.....	3
P.T. 635.....	3
P.T. 645.....	4
P.T. 685.....	2
P.T. 692.....	2

22

Graduate Semester IV

P.T. 710/720/730.....	8
P.T. 740.....	6

14

Graduate Semester V

P.T. 710/720/730.....	8
P.T. 710/720/730.....	8
P.T. 750.....	2

18

TOTAL CREDITS 138

Physical Therapy Course Descriptions

P.T. 502 Research in Physical Therapy I (3)

An introductory course in physical therapy research. Validity and reliability issues in clinical research, basic clinical tests and measures and research consumerism that articulate with the professional courses taught during the first year fall semester will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

BIOL 513 Clinical Correlation in Anatomy (1)

This course is taught concurrently with P.T. 532 – Applied Clinical Anatomy and is intended to provide the first semester P.T. student clinical examples relevant to gross anatomy. Students will be exposed to clinical perspectives and the application of gross anatomy knowledge to physical therapy clinical practice. (Prerequisite: Permission of the Program Director.) *Summer semester, offered yearly.*

P.T. 516 Psychosocial Responses to Illness, Disability, and Health Care (3)

Examination of factors at the individual and society levels that affect the health care system and influence illness behavior. There will be opportunity to explore the factors that affect successful patient-provider interaction, touching on communication, cultural issues and values of the client and provider. The student will also study issues of the dying patient and professional burnout. (Prerequisite: Permission of the program director required.) *Summer semester, offered yearly.*

P.T. 524 Basic Patient Management (3)

An introduction to patient care procedures necessary for physical therapists, especially in inpatient settings. The course will emphasize patient and practitioner safety, including prevention of nonsocomial injuries and infections and the scientific and clinical application of exercise to a patient population. The role of exercise in physical therapy and the foundation of basic exercise principles will be presented. Introduction to and delivery of basic types of exercises, including passive, active-passive, active range of motion, stretching, and progressive resistive exercise will be presented. Introduction to the basic principles of documentation using the Problem Oriented Medical Record, SOAP format and the Guide to Physical Therapy Practice will be presented. (Prerequisite: Permission of the program director required.) *Summer semester, offered yearly.*

P.T. 525 Human Performance and Health Promotion (5)

This course will prepare the student to perform a health risk assessment, fitness and exercise evaluation, and body composition analysis and interpret the results to develop an exercise prescription for the well individual. Factors that affect exercise performance and the body's adaptation to strength and endurance training will be covered. Basic nutrition needs for health, athletic performance, and rehabilitation will be addressed. Alternative nutritional delivery methods such as IVs and feeding tubes will be explored as well as the nutritional needs of patients with burns, cancer, or skeletal fractures and osteoporosis. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 532 Applied Clinical Anatomy (3)

This course will integrate physical therapy clinical practice concepts with basic musculoskeletal and neuromuscular anatomy and basic histology. Kinesiological concepts of movement will be introduced. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

P.T. 535 Pharmacology**(2)**

Students will be introduced to principles of pharmacology, including pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Physical therapy implications of pharmacological treatment will be addressed, including recognition of adverse drug effects in patients commonly treated by physical therapists. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 540 Functional Anatomy**(3)**

Basic clinic applications of static situations, connective tissue biomechanics, and vertebral and extremity muscle kinesiology. Clinical applications of joint mechanics, arthrology, normal and pathological human locomotion, and other movement patterns will be discussed. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 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.*

P.T. 555 Orthopedics for Physical Therapists**(3)**

The role of the physical therapist in the management of common orthopedic problems will be presented. Etiology, pathology, evaluation, diagnosis and medical and surgical treatment of the patient will be presented. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 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.*

P.T. 580 Gerontology**(2)**

An overview of social, psychological, emotional, physiological changes that occur with aging and their cultural and socioeconomic influence on the aged adult population, with special emphasis on physical therapy management and intervention. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 591 Service Learning In Physical Therapy**(2)**

The first of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. Also included in this course are three one-day clinical experiences for which students have the opportunity to gain exposure to a variety of practice settings and to be evaluated on professional behaviors. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 592 Service Learning In Physical Therapy II (2)

The second of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. Also included in this course are three one-day clinical experiences for which students have the opportunity to gain exposure to a variety of practice settings and to be evaluated on professional behaviors. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 600 Physical Therapy Modalities (3)

This course provides instruction to the first year students in the Physical Therapy Program about the physiological effects, mechanical operation, and appropriate application of massage; superficial heat and cold; ultrasound; diathermy; hydrotherapy; ultraviolet radiation; traction; intermittent compression; topical hyperbaric oxygen; electrical stimulation; and biofeedback. The course will also describe the role of the physical therapist assistant in the delivery of the above modalities. Laboratory included. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 605 Research in Physical Therapy II (3)

This is the second course in physical therapy research. Students will be instructed in the effective development of illustrations, graphics, tables, slides, and videotapes to enhance written and oral professional presentations. Integration of current research with the second year fall semester courses will be emphasized. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 610 Clinical Measures and Treatment I (5)

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with extremity musculoskeletal dysfunction. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

P.T. 611 Clinical Education I (5)

The first full time clinical experience consisting of four weeks (160 hours) in a clinical facility scheduled at the end of the summer semester for second year students. Students are provided opportunities to develop professional behaviors and analytical problem solving skills as well as therapeutic skills in examination, evaluation and therapeutic intervention. Settings may be inpatient or outpatient. (Prerequisite: Permission of program director required.) *Summer semester; offered yearly and as needed.*

P.T. 612 Tissue Trauma and Healing (3)

This course deals with the healing response to wounds and factors affecting the healing of wounds. The role of the physical therapist in management of wound and burn patients in the acute, subacute, and chronic phases of rehabilitation will be addressed. Students will develop skills related to assessment of tissue trauma and therapeutic intervention to facilitate healing. Format includes lecture, discussion, laboratory, audiovisuals, and patient interaction. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 613 Dissection Laboratory in Human Anatomy (4)

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

P.T. 622 Clinical Education II**(5)**

The second full time clinical experience consisting of four weeks (160 hours) in the clinical setting scheduled at the beginning of the spring semester for second year students. Development of skills related to cardiopulmonary, musculoskeletal and/or pediatrics will be emphasized. Settings may be inpatient or outpatient. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly and as needed.*

P.T. 625 Neurology for Physical Therapists**(2)**

Neurological conditions and pathologies will be presented with an emphasis on the general medical approaches for the etiology, diagnosis, pathology, prognosis and the general medical treatment of the neurological patient. Pathology, medications, diagnostic tests and the neurological exam will be covered in depth to enhance the physical therapist's understanding of the neurological patient. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 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: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 635 Pathophysiology of Complex Patient Problems**(3)**

Students in this course will analyze the physical therapy management of complex patients with multiple medical problems. The pathophysiology of medical problems related to nutritional disorders, infectious disease, gastrointestinal disorders, hepatic disorders, endocrine dysfunction, metabolic dysfunction, renal dysfunction, genitourinary dysfunction, connective tissue disease, hematological disorders, oncology, and immunodeficiency will be discussed in depth. Age and gender related factors will be integrated into the course. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 640 Pediatric Physical Therapy**(3)**

This course will be an overview of normal motor and cognitive development in the first five years of life; the common motor and cognitive delays treated by physical therapists in children under 5 years old; assessment of developmental delays in children and treatment planning for delays. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 645 Rehabilitation Techniques in Physical Therapy**(4)**

The rehabilitation management of patients with selected disabilities (spinal cord injury, arthritic patient, amputee) and the application of the specialized knowledge of the physical therapist to the long term rehabilitation setting. Information on orthotics, prosthetics, and wheel chair prescription will be presented. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 650 Clinical Measures and Treatment II**(4)**

A study of the clinical evaluation and treatment skills necessary to effectively manage the patient with vertebral column and trunk musculoskeletal dysfunction. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 655 Teaching and Learning in Physical Therapy Practice (2)

Basic principles of teaching and learning will be applied to physical therapy practice. A variety of instructional strategies will be utilized to prepare students to teach patients, family members, peers, other health professionals requiring on the job training, and other students. Sensitivity to age, gender, literacy, disability, and cultural differences will be addressed. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

P.T. 665 Special Topics in Physical Therapy (1–6)

Elective course, offered each semester. The student will be introduced to a special topic through directed study and/or research in physical therapy. Program and/or university faculty will provide individualized instruction with expertise in a particular area of research or knowledge related to physical therapy. (Prerequisite: Student enrolled in physical therapy program; permission of program director required.) *As needed.*

P.T. 666 Special Clinical Enrichment (1–6)

Elective course offered as necessary for students requiring additional time in clinical education placement. Clinical experience will be determined by the Academic Coordinator of Clinical Education in conjunction with the program director to best meet the students' individual needs. (Prerequisite: Permission of program director required.) *As needed.*

P.T. 670 Management in Physical Therapy (3)

This course is designed to introduce the student to management and supervision issues common to physical therapy clinics and practices from all segments of the health care industry. The intent of the course is to increase the student's awareness and knowledge of management issues from the perspective of both the staff therapists and the manager or supervisor of a physical therapy practice. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 680 Cardiopulmonary Physical Therapy (4)

This course will prepare the student to perform specialized evaluation procedures, including vital signs, auscultation, and cardiovascular and pulmonary assessments, as appropriate for program planning in physical therapy. This course will prepare the student to treat the pediatric, adult, and geriatric patient with cardiovascular and/or pulmonary dysfunction in all settings ranging from acute care, to rehab, to home health, to long term care. This course will also cover physical therapy management of the diabetic patient as it relates to exercise. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 685 Professional and Legal Issues in Physical Therapy (2)

This course provides definitions of professional and legal theories and practice applications pertinent to practitioners. A variety of topics including professional decision making, reimbursement, patient rights, confidentiality, continuing education, whistleblowing, and other health and physical therapy related issues will be discussed. The students will also have to arrange for and report on an experience in health care in which professional and legal issues are exerting a critical influence. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 691 Service Learning In Physical Therapy III (2)

The third of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

P.T. 692 Service Learning In Physical Therapy IV (2)

The fourth of a series of service learning practicum courses where students provide service to individuals and select groups from the Bellarmine University and surrounding communities. (Prerequisite: Permission of program director required.) *Spring semester, offered yearly.*

P.T. 710 Acute Care Internship (8)

One of a series of three internships scheduled following the completion of didactic course work. P.T. 710 is an eight-week, full-time internship (320 hours) in acute care physical therapy practice. Students will be assigned to a facilities providing acute care physical therapy to patients requiring medical and/or surgical intervention in an inpatient setting, such as hospitals and subacute units. (Prerequisite: Permission of program director required.) *Summer, fall and spring semesters, offered yearly.*

P.T. 720 Rehabilitation Internship (8)

One of a series of three internships scheduled following the completion of didactic course work. P.T. 720 is an eight week, full-time internship (320 hours) in physical therapy practice within a multidisciplinary rehabilitation setting. Clinical experiences will include one or more of the following: rehabilitation following spinal cord injury, cerebral vascular accident, brain injury, amputation, burns, or multiple traumas. Settings may include rehabilitation hospitals, hospitals with rehabilitation units, extended care facilities or subacute units with appropriate patient populations. (Prerequisite: Permission of program director required). *Summer, fall, and spring semesters, offered yearly.*

P.T. 730 Community Based Internship (8)

One of a series of three internships scheduled following the completion of didactic course work. P.T. 730 is an eight week, full-time internship (320 hours) in an outpatient, community-based physical therapy practice. Students may select an area of interest, such as pediatrics, geriatrics, orthopedics, ergonomics, or sports medicine. Appropriate experiences include physical therapy in free-standing outpatient clinics, private practice, schools, pediatric clinics, home health, industry, wellness centers, hospices, extended care facilities, adult daycare, and community reentry programs. (Prerequisite: Permission of program director required.) *Summer, fall and spring semesters, offered yearly.*

P.T. 740 Capstone Project (6)

This course provides the student the opportunity to demonstrate creative and unique competencies in physical therapy. The student will develop and answer an original question or provide community service related to physical therapy practice or theory. The student may select from the following three areas of capstone experiences: a community service partnership project; a clinical-based case report; or an empirical research project. Completed projects will be in a publishable format. (Prerequisite: Permission of program director required.) *Summer semester, offered yearly.*

P.T. 750 Seminar (2)

The focus of this course is to discuss and analyze the roles, responsibilities and expectations of the physical therapist as a primary health care practitioner. Issues related to accountability, scope of practice, professional duty, providing and receiving referrals from other health care professionals, and the history of D.P.T. development and how it has paralleled professional education in other fields (Medicine Law, Pharmacy, Chiropractic, Optometry, Podiatry, etc.) will be discussed. Clinical and societal responsibility and advocacy for the primary health care practitioner will also be discussed. (Prerequisite: Permission of program director required.) *Fall semester, offered yearly.*

MASTER OF ARTS IN SPIRITUALITY

William E. Fenton, Ph.D., Interim Dean

Gregory K. Hillis, Ph.D., Program Director
 Alumni Hall 106; Phone 502.473.3800; ghillis@bellarmine.edu

**The Rev. Elizabeth Hinson-Hasty, Ph.D.; The Rev. George Kilcourse, Ph.D.;
 J. Milburn Thompson, Ph.D**

Faculty from the Louisville Presbyterian Theological Seminary

The Rev. Claudio Carvalhaes, Ph.D.; Carol J. Cook, Ph.D.; The Rev. Christopher Elwood, Ph.D.;
Susan Garrett, Ph.D.; The Rev. David Hester, Ph.D.; Alexander Hwang, Ph.D.;
Kathryn Johnson, Ph.D.; Amy Plantinga Pauw Ph.D.; The Rev. Dianne Reistroffer, Ph.D.;
Marion L. Soards, Ph.D.; The Rev. Patricia K. Tull, Ph.D.; The Rev. J. Bradley Wigger, Ph.D.

In partnership with The Louisville Presbyterian Theological Seminary, Bellarmine University offers the Master of Arts in Spirituality. The degree requires 30 graduate credits and is offered in a cohort model over a two year period. In June of each year, a new cohort of 12 matriculated students begins the program with a 4 credit "Introductory Seminar in Spirituality." A 4 credit "Practicum in Spirituality" and a 4 credit "Integrating Seminar in Spirituality" are also integral and required for the degree. The remaining 18 credits are elected from the selection of 3 credit courses. Students are also expected to take MAS 569, Spirituality and Justice: An International Experience, with their cohort. Courses are taught by faculty from the Theology Department at Bellarmine University and from The Louisville Presbyterian Theological Seminary; courses meet on both campuses, which are conveniently located about one mile apart. Students are expected to complete the 30 credit degree in two years with studies on a part-time basis.

While some students may pursue the M.A. in Spirituality as a professional degree or professional development program, many students from a variety of backgrounds will undertake the degree for personal enhancement and lifelong education.

The theological principles that guide Bellarmine's M.A. in Spirituality are:

- With the ecumenical tradition, we affirm the anthropology of the unquiet heart, summed up in Augustine's well-known prayer: "You have made us for Your self and our heart finds no rest until it rests in You." What is most fundamental about human persons is their need and desire for God.
- Faith enacted in prayer has public social consequences.
- In both the shaping of our character and in our outward behavior in the public world, Christian Spirituality is a sign of the Kingdom of God.

The purpose of the degree program is to provide an ecumenical and collaborative teaching-learning experience that focuses on Christian Spirituality. What is Spirituality? Sandra Schneiders defines spirituality as "the experience of consciously striving to integrate one's life in terms not of isolation and self-absorption, but of self-transcendence toward the ultimate value one perceives." She adds, "If the ultimate concern is God revealed in Jesus Christ and experienced through the gift of the Holy Spirit within the life of the Church, one is dealing with Christian Spirituality." Students in the program come from Catholic and Protestant communities of faith and are lay persons and clergy engaged in a variety of ministries.

Requirements for Admission

1. A Baccalaureate degree from an accredited institution.
2. A 2.8 (on a 4.0 scale) overall grade point average.
3. Three (3) letters of recommendation: two letters of recommendation from academic references; and one letter of recommendation from a pastoral reference or from a peer-in-ministry reference.
4. The submission of a "Spiritual Autobiography."
5. Where appropriate, assessment by the Director of the Program to fulfill course requirements in Theology with a reading and/or qualifying exam.

Degree Requirements

1. Completion of 30 graduate credits in Spirituality, including each of the 4 credit requirements: MAS 501 Introductory Seminar in Spirituality; MAS 510 Practicum in Spirituality; and MAS 525 Integrating Seminar in Spirituality.
2. Maintain a 3.0 grade point average.

Mission

This program educates men and women concerning the living traditions of Christian Spirituality from an ecumenical perspective. Seminars, a practicum, an international study opportunity, and electives chosen from courses in Scripture, historical theology, systematic theology, and ethics combine to offer integrated graduate learning in this highly interdisciplinary academic field.

Outcomes

1. Students will demonstrate literacy concerning major developments, major personalities, and major practices in the history of Christian Spirituality.
2. Students will demonstrate the ability to understand texts of Christian Spirituality by interpreting their meaning and the context from which they emerged, as well as in the context of their contemporary reappropriation for Christian life.
3. Students will experience and reflect upon the lived experience of the poor, the sick, and the marginalized, thereby discerning justice as a constitutive element of Christian Spirituality.
4. Students will demonstrate their commitment to the principle that faith grounded in Christian Spirituality has public, social consequences.

Master of Arts in Spirituality Course Descriptions

MAS. 501 Introductory Seminar in Spirituality (4)

The cohort will begin the study of Spirituality with a knowledge base by surveying significant personalities and movements in the history of Christianity Spirituality and by assessing various models and methods employed in the contemporary discipline of Spirituality. The course involves students in a process base by challenging students' assumptions about spiritual writing, actively engaging the students' own "lived spirituality," and actively enlarging the canon of Christian spiritual classics and their diverse expressions in culture. *Every summer.*

MAS. 570 Practicum in Spirituality (4)

The practicum demonstrates how the study of Christian Spirituality leads to an ecclesial and social expression in a variety of ministries that witness to human dignity, peacemaking, and justice issues. Each student will pursue a supervised practicum with a local religious or social agency or institution. (Prerequisite: MAS. 501.) *As required.*

MAS. 590 Integrating Seminar in Spirituality (4)

At the end of the cohort experience, students will assess their development—individually and collectively—in terms of having defined Christian Spirituality as not another kind of life, but about the whole of human life in its depth dimensions. (Prerequisite: MAS. 501.) *Every spring.*

Electives

MAS. 520 The Pathos of God: The Literature and Theology of the Prophets (3)

This course explores the variety of ways God is characterized, primarily in the Old Testament Prophetic Literature, as acting, reacting vis-à-vis the world, and more especially humankind. Some of the questions considered are: How does God affect the world? How does God feel? How is God righteous, merciful, and just? The dynamic engagement of the divine with the human will be emphasized over more static or deistic views. Lectures, student presentations, written projects and discussion are part of the learning experience. (Prerequisite: MAS. 501.) *As required.*

MAS. 530 Pop Spirituality, Angels, and Jesus (3)

This course will achieve several objectives. First, it will give opportunity for critical reflection on biblical doctrines of angels. Second, it will provide resources and guidance for study of ways that Jewish angelology influenced early Christology. Third, it will provide opportunity to compare and contrast the savior Jesus with the savior-angels of popular culture. Fourth, it will give opportunities for exploring how the angel-phenomenon of the past decade relates to broader tendencies within popular spirituality. (Prerequisite: MAS. 501.) *As required.*

MAS. 535 Evil, Suffering, and Death in the New Testament (3)

In this course students will explore some of the ways that evil was experienced, symbolized, and judged by representatives of early and of contemporaneous Jewish and pagan societies. "Suffering" and "Death" will be treated insofar as they can be subsumed under the primary topic of "evil." Questions to be addressed in the course include: How do the various New Testament writers account for the presence of evil in the world? To what extent were their ideas influenced by common Jewish or pagan explanations of evil? How do the New Testament writers' understandings of evil relate to larger patterns of morality and of personal or corporate identity in the early Christian communities? How are we to understand the New Testament's teachings on evil in our own day? The course format combines lecture and discussion. (Prerequisite: MAS. 501.) *As required.*

MAS. 540 History of Christian Spirituality (3)

This course introduces traditions of spirituality from different periods of the church's history, from the major religious communions of Christianity, and from both women and men. A number of classic works in Christian spirituality will be examined, and students will be encouraged to reflect on their own spiritual disciplines in light of the resources of the church's experience. (Prerequisite: MAS. 501.) *As required.*

MAS. 541 Learning from the Monastic Spiritual Traditions (3)

The monastic traditions are a varied and hearty strand in Christian history which occur through the centuries in both Eastern and Western churches embracing experiences of both women and men. The products of these traditions are found in architecture, music, visual arts, and diverse writings in theology, exegesis, and practical life. A range of monastic expression, critiques of ideals, and the significance of these visions will be studied for the understanding of Christian commitment. (Prerequisite: MAS. 501.) *As required.*

MAS. 542 Traditions of Cistercian Spirituality (3)

This course is offered in cooperation with the Abbey of Gethsemani, for 150 years a community of prayer and simplicity in the "American holy land" of Kentucky and home of Thomas Merton. Students spend four days at Gethsemani, participating fully in the rhythm of the monastic day and, for their "work," joining with community members in study of foundational monastic texts (different each year) with leadership of a Cistercian scholar. Class sessions on campus during the preceding week examine the monastic tradition more generally and prepare for discussions on such topics as solitude and community in monastic life, disciplines of individual and corporate worship, and engagement with the world from a position of withdrawal. (Prerequisite: MAS. 501.) *As required.*

MAS. 543 Sacred Persons and Sacred Place (3)

This course explores the major religious traditions—but with special reference to Christianity—the high significance of places and persons in the growth of the life of the spirit. Both "Saints" and "Sacred Places" as studied in this context are broadly conceived. Thus, Gandhi may be found among the "saints," and sacred places may encompass not only houses of worship, but historical and natural sites as well. (Prerequisite: MAS. 501.) *As required.*

MAS. 544 Augustine (3)

Augustine is a formative figure for Western Christian traditions of all sorts: What do we make of his legacies? This course will look at Augustine as one who sought under God to comprehend both his own self and all of human history, who illuminated and then transformed one of the most fascinating and complex areas of Christian experience, who served the church as preacher, exegete and pastor, who knew the possibilities and pitfalls of power and reflected on the depths of the life of God. We will read from a wide range of Augustine's writings and reflect on the impact of his heritage on later theologies – and our own. (Prerequisite: MAS. 501.) *As required.*

MAS. 550 Spirituality of Sacraments (3)

A systematic study of the Christian sacraments and their liturgical expression, with emphasis upon Baptism, Eucharist and Ministry in the context of major ecumenical dialogues. Emphasis upon the personal and communal dynamic, and the role of religious ritual in effective liturgical prayer. (Prerequisite: MAS. 501.) *As required.*

MAS. 551 Theologies of the Global South (3)

Christianity is a global religion whose population is increasingly centered south of the equator. This course will examine recent theologies coming from the "Global South," especially from Christians of Africa and Asia. What can North American Christians learn from these new theological voices? (Prerequisite: MAS. 501.) *As required.*

MAS. 554 A Comparative Inter-religious Study of Mystical Writings (3)

The course will use mystical writings from several religious traditions, both eastern and western, with a focus on understanding and comparing the experiences behind the writings, expressions of God/ultimacy, relations to the universe as a whole, and rituals and spiritual processes connected to the experiences. (Prerequisite: MAS. 501.) *As required.*

MAS. 555 Introduction to the Life and Thought of Thomas Merton (3)

This course provides a general introduction to the life and thought of Thomas Merton, paying particular attention to: his use of autobiography and autobiographical writings as theological mediums; his thought on the spiritual life; the contemplative's involvement with the world and with those of other traditions; his interest in other groups and individuals including poets and writers, monastic movements, etc. (Prerequisite: MAS. 501.) *As required.*

MAS. 556 Thomas Merton: An American Spirituality (3)

This course integrates Merton's contemplative experience as the spiritual foundation for his involvement with the modern secular world's crises of racism, social injustice, militarization, and violence. Beginning with a definition of contemplation as 'anything that penetrates illusion and touches reality,' the course examines Merton's experience of contemplative prayer leading to his engagement with social issues and interreligious dialogue from the American perspective vis-à-vis the global crises of history. (Prerequisite: MAS. 501.) *As required.*

MAS. 557 Theological Themes in Contemporary Film (3)

This is a course designed to introduce the student to ways of thinking critically and theologically about contemporary popular film and the messages about religion and values films convey. We will begin by examining a variety of theoretical approaches to film interpretation and then turn to a number of recent films to explore the ways in which such themes as human nature, evil and suffering, transcendence, moral and religious redemption, and religious and cultural difference are portrayed. We will give special attention to the contributions of this popular visual and narrative medium to public debate on moral and religious issues in the church and in society. (Prerequisite: MAS. 501.) *As required.*

MAS. 558 Prayer in Christian History (3)

This course entails a study of the theology and practice of prayer in Christian history beginning with the New Testament and continuing to the present day. Because the materials are so extensive, however, we will focus on the most important traditions in the theology and practice of prayer. The study will include experience of various forms or approaches to prayer as well as theoretical study. (Prerequisite: MAS. 501.) *As required.*

MAS. 559 Classics of Christian Devotion (3)

This course involves a study of the classics of Christian devotion in their historical context. We will explore what determines whether a writing should be called a "classic," and we will explore various texts that have achieved the status of classic. (Prerequisite: MAS. 501.) *As required.*

MAS. 561 Faith and Money (3)

This course is designed to provide biblical, spiritual, theological and practical understanding of money in the lives of congregations and individuals. Stewardship will be an important theme, but the course will focus on how understanding theology and money can strengthen the life of the church. Attention will be given to practical concerns—raising money, budgets and managing money. (Prerequisite: MAS. 501.) *As required.*

MAS. 562 Women, Mysticism, and Liberation**(3)**

This course will examine the lives and writings of particular women in the ancient and medieval church such as Macrina, Radegund, Christine of Marykate, Machtild of Magdeburg, Julian of Norwich, Catherine of Siena, and Teresa of Avila. It will explore ways in which the experience of these women shaped their religious convictions and how, in turn, their religious convictions formed their interpretations of their own experience and spiritualities. (Prerequisite: MAS. 501.) *As required.*

MAS. 563 Resistance and Reconciliation**(3)**

The aim of this course is to explore the twin themes of resistance and reconciliation in African American theological discourse. We will explore resistance to an imperial church and society as part of the work of reconciliation. The authors we will consider all recognize a call to resistance against powers grounded in particular forms of sin. The forms of sin highlighted include, but are not limited to, racism, sexism, heterosexism, and classism. Our authors also recognize a call to reconciliation that is occasioned by the work of justice and forgiveness. Students will gain skill in evaluating the complexities of the interlocking themes of resistance ethics and a theology of reconciliation. Further, students will gain an appreciation for the ways in which African American theologians and ethicists have contributed not only to theological discourse but also to the witness of the church in society. (Prerequisite: MAS. 501.) *As required.*

MAS. 565 Engaged Spirituality: Contemplation, Service, and Resistance**(3)**

A study of the relationship among faith, prayer (personal and communal), and action in the world to alleviate suffering, to work for justice, and to make peace. After laying a foundation in the Hebrew prophets, and the ministry of Jesus, this course will focus on the lives and the theologies of contemporary Christians who have incarnated an engaged spirituality, such as Dorothy Day, Martin Luther King, Jr., Thomas Merton, Desmond Tutu, Mother Teresa, Jimmy Carter, Daniel Berrigan, Albert Schweitzer, Oscar Romero, Dietrich Bonhoeffer, Howard Thurmond, Robert McAfee Brown, Rosemary Ruether, et. al. (Prerequisite: MAS. 501.) *As required.*

MAS. 566 Mid-East Travel Seminar**(3)**

Through visits to archaeological sites, museums and holy places in Israel and Palestine, students will learn about the complex history of the region: the growth of Judaism, Christianity and Islam side by side, and the impact of religious groups on the culture. We will contemplate not only the past but the interreligious and intercultural situation today, the sources of conflict, and the strategies by which a wide variety of people seek to live day by day. Each student will read selections from a bibliography prior to the trip, participate in studies conducted by experts on various aspects of Israel during the trip, and after returning home write a reflective paper. (Tour cost to be determined) (Prerequisite: MAS. 501.) *As required.*

MAS. 569 Spirituality and Justice: An International Experience**(3)**

A study of spirituality, liberation, and justice on location in the two-thirds world. Students will experience the integration of spirituality with human dignity and justice as ecclesial and social issues. (Prerequisite: MAS. 501.) *As required.*

MAS. 571 Growing in the Life of Christian Faith**(3)**

This course is intended to enable students to consider how people grow in the life of faith and the implications for Christian formation in a congregation. Biblical and theological claims concerning human growth and maturity are examined in critical dialogue with insights from educational psychology and learning theory. (Prerequisite: MAS. 501.) *As required.*

MAS. 572 Christian Formation in Families (3)

This course explores families as they potentially serve as “means of grace” not only for their own members but also for the church and larger society. Insights from the human sciences and the arts will be engaged in relation to theological convictions and experience in order more deeply to understand the shifting as well as persistent situations of families in all their beauty, misery, power, and mystery. Students will have the opportunity to reflect upon and design ways in which congregations and their leadership can encourage educational ministry with and within families. How can churches be a resource for families and vice versa? How do a younger generations learn the practices of faith? How do families teach moral and ultimate concern to one another in their words, loves, hates, life-styles, and activities? What can a teaching ministry do? (Prerequisite: MAS. 501.) *As required.*

MAS. 573 Christian Education with Children (3)

This course will explore the various situations of children in relation to educational ministry. Insights from the human sciences, theology, biblical studies, and the arts will be used to help address such questions and concerns as: How is the life of faith passed on from one generation to the next? What is a family’s role in Christian nurture? What is a congregation’s role? What might Christian formation in childhood involve? Is there a spirituality of parenting? What is transpires childhood cognitively, developmentally, morally, socially, or culturally? These questions, among others, will be pursued with particular attention devoted to the educational dimensions and implications for the church’s ministry. (Prerequisite: MAS. 501.) *As required.*

MAS. 574 To Know the Heart of a Stranger (3)

“A stranger you must not oppress; you yourselves know the heart of a stranger for you were strangers in the land of Egypt” (Ex. 23:9). This course offers reflections on the importance of “hospitality to the stranger,” with its scope in the biblical text and its ramifications for contemporary life. Issues to be explored will be, among others: the importance of the Torah for the life of the Christian community; the identity of “strangers” both in a biblical and contemporary context; the nature of the oppression of strangers; and the meaning and significance of hospitality. (Prerequisites: MAS 501, The Elements of Biblical Hebrew (LPTS), Introduction to Old Testament Exegesis, Scripture I (LPTS).) *As required.*

MAS. 575 Child Advocacy in the Church (3)

This intensive, one week, field-based course takes place on the former Alex Haley Farm in Clinton, Tennessee (in conjunction with the Children’s Defense Fund’s Institute for Child Advocacy Conference). Students participate in worship, lectures, workshops, and small group discussions all relevant to ministries with children and child advocacy. Theological reflection is combined with practice-based strategies for congregational, family, and community ministries. This course requires attendance at the conference (held in mid-July each year), outside assignments, and times of discussion with the instructor and other students. (Prerequisite: MAS. 501.) *Every summer.*

MAS. 576 Practicing Our Faith**(3)**

This course examines Christian practices in historical and contemporary settings and encourages students to relate the study of practices to their own ministry and spiritual formation. (Prerequisite: MAS. 501.) *As required.*

MAS. 577 Spirituality of Nature**(3)**

This course will look at creation and the place of humanity within it as a spiritual issue. Its springboard will be Genesis 1:26-31, in which humanity is given “dominion” over God’s created world. The focus will juxtapose the suffering of the earth at the hands of human beings, on the one hand to the ethical commitment to which the Spirit is calling the Christian community, on the other. Students will work individually and as a cohort to discern the way we are called through faith to a unique relationship with the natural world. (Prerequisite: MAS. 501.) *As required.*

MAS. 599 Special Issues in Spirituality**(3)**

A study of theological issues in selected areas of Spirituality, especially those of current concern or the expertise or visiting adjunct faculty. (Prerequisite: MAS. 501.) *As required.*

MAS. 623 Independent Study in Spirituality**(1-3)**

Guided reading and research in an area of special interest under the direction of a faculty member. An independent study is exceptional rather than ordinary. (Prerequisite: MAS. 501.) *Exceptional circumstances.*

University Administration and Faculty



UNIVERSITY ADMINISTRATION

President's Office

Joseph J. McGowan (1990) President
BA and MA, University of Notre Dame; Ed.D., Columbia University

Marisa Zoeller (1984). Executive Assistant to the President
BA, Eastern Kentucky University

Friar Adam Bunnell, O.F.M. Conv. (2008) Special Assistant to the President for
International and Interfaith Relations
BA, St. Louis University; MA, St. Louis University; PhD, University of Minnesota

Academic Affairs

Doris A. Tegart (1994) Senior Vice President for Academic Affairs
BS, Indiana State University; MS and Ed.D., Indiana University

Carole C. Pfeffer (1989) Associate Vice President for Academic Affairs
BA, Bellarmine University; MA and Ph.D., University of Louisville

Beth Owen Davis (2006) Director, Academic Operations
BA, Centre College; MA, The George Washington University

David M. Mahan (2003) Director, Institutional Research and Effectiveness
BA, Bellarmine University; MA University of Louisville

Academic Deans

Daniel L. Bauer (1995) Dean, W. Fielding Rubel School of Business
BS and MBA, University of Kentucky; DBA, Mississippi State University

Susan H. Davis (1983) Dean, Donna and Allan Lansing School of Nursing and Health Sciences
BSN, Mary Manse College; MSN, Medical College of Georgia; Ed.D., Vanderbilt University

William E. Fenton (1983) Interim Dean, Bellarmine College
BS, Butler University; MS and Ph.D., Purdue University

Cindy M. Gnadinger (2000) Dean, Annsley Frazier Thornton School of Education
BS, Western Kentucky University; M.Ed. and Ed.D., University of Louisville

Robert W. Kingsolver (2004) Dean and Director, Center for Regional Environmental Studies
BS, Centre College; MS, Vanderbilt University; Ph.D., University of Kansas

Michael D. Mattei (1986) Dean, School of Continuing and Professional Studies
BS and MS, University of Cincinnati; MBA, Indiana University; Ph.D., University of Louisville

Edward E. Manassah (2007) Executive Director, School of Communication
BS, Youngstown State University; M.A., University of Florida

Thomas Merton Center

Paul M. Pearson (2001).....Director, Thomas Merton Center and Archivist
BTh, Sainte Union College; Mth, Ph.D., University of London

Mark C. Meade (2003) Assistant Archivist
BA, Westminster College; MA, University of Missouri-Columbia

Information Services

Michael D. Mattei (1986)..... Dean, School of Continuing and Professional Studies
BS and MS, University of Cincinnati; MBA, Indiana University; Ph.D., University of Louisville

Fred Lassiter (2004) Associate Director, Information Services
BS, MEng, University of Louisville

Rachel Brown (2009) Systems and Network Administrator
AS and BS, ITT Technical Institute; MBA, University of Phoenix

Vern Fridell (2009) Senior Client Support Analyst
BS, University of Kentucky

Matthew Hensley (2007) Client Support Analyst

Derick V. Hill (2002)..... Client Support Analyst
BS, Bellarmine University

Ken Lundgren (1997) Systems and Network Administrator

Feroz Omar (2000) Systems and Network Administrator
BA, Bellarmine University

Ernesto E. Ramos (2005)..... Client Support Analyst
BA, Bellarmine University

Kim Sears (2009) Help Desk Manager

Roy A. Stansbury (1982) Senior Client Support Analyst
AAS, BA, and MBA, Bellarmine University

Douglas Wampler (2008).....IT Security Manager
BS, Indiana State University; MS, Ball State University; PhD, University of Louisville

Continuing Education and Faculty Development Center

Michael D. Mattei (1986)..... Dean, School of Continuing and Professional Studies
BS and MS, University of Cincinnati; MBA, Indiana University; Ph.D., University of Louisville

Linda S. Bailey (1987)..... Director of Continuing Education
BA, Bellarmine University

Debi Griffin (2001) Faculty Development Center Manager
BS and MS, University of Louisville

Library

John. K. Stemmer (2006) Director, Library
BA, Xavier University; MA, Georgetown University; MLS, Indiana University; Ph.D., Ohio University

John Boyd (1996)..... Interlibrary Loan and Reference Librarian
BA, Purdue University; MLS, Indiana University

Dan Bays (2007) Weekend Reference Librarian
BS, Indiana University Southeast; MLS, Indiana University

Kevin Peers (2001) Evening Reference Librarian
BA, Indiana University Southeast; MLS, Indiana University

Martha R. Perry Lundgren (1995) Instruction and Reference Librarian
BA and MSLS, University of Kentucky

Enrollment Management

Sean J. Ryan (2007)..... Vice President for Enrollment Management
BA, Saint Anselm College; MS, Regis College

Timothy A. Sturgeon (1987)..... Dean of Undergraduate Admission
BA, Bellarmine University

Sara E. Yount (2001)..... Dean of Graduate Admission
BA, University of Kentucky; MA and Ph.D., University of Louisville

Tim Askew (2007)..... Senior Enrollment Management Analyst
BA, Mount Vernon Nazarene University

Admission

W. David Kline (2002)..... Assistant Dean, Admissions
BA, Bellarmine University; MA, Webster University

Dawn M. Hodges (2002)..... Non-FTFT Admission Counselor and Registration Advisor
BA, Bellarmine University

Kevin Brinkman (1995) Admission Counselor
BA, Bellarmine University

Sarah Peek (2007) Admission Counselor
BA, University of Washington

Leanne Willen (2007) Admission Counselor
BA, University of Louisville

Meg Cloern (2008) Admission Counselor
BA, Xavier University

John Blackwell (2008) Admission Counselor
BS, University of Louisville

Financial Aid

Heather H. Boutell (2005) Director, Financial Aid
B.Mus.Ed., Kentucky Wesleyan College; MEd, University of Louisville

TBA Assistant Director, Financial Aid

Dawn M. Graviss (1989) Senior Financial Aid Counselor

Jennifer A. Likes (2007) Financial Aid Counselor
BS, Campellsville University

Academic Resource Center (ARC)

Catherine Sutton (1994) Dean of Academic Advising
BA and MA, University of Louisville; Ph.D., Indiana University

Erica B. Osborne (2006) Developmental Advisor
BA, Bellarmine University; MA, University of Louisville

Andrew Schroeder (2007) Academic Advisor for Athletics and Developmental Advisor
BA, Bellarmine University; M.Ed, University of Louisville

Business Affairs

Robert L. Zimlich (1981) Vice President for Administration and Finance
BA and MBA, Bellarmine University

Denise Brown-Cornelius (2007) Assistant Vice President, Administration and Finance
BA, Bellarmine University; JD, University of Louisville; CPA

Martha W. Thomas (1998) Controller
BA, Bellarmine University; CPA

L. Ann Reed (1981) Director, Purchasing

Tracey L. Cox (2005) Restricted Grants Accountant
BSBA, University of Louisville

Angela Walsh (2000) Bursar
BA, Western Kentucky University; MBA, University of Louisville

Cheryl Lewars (2000) Payroll Manager

Facilities and Grounds

Thomas W. Fisher (1986) Assistant Vice President, Facilities Management
BSC, Bellarmine University

Brian Pfaadt (1994) Director, Facilities Management
BA, Bellarmine University

Lance Edwards (2004) Assistant Director, Facilities Management
BA, University of Louisville

John Kissel (1996) Director, Printing, Vending and Mail Services
BA, Bellarmine University

Human Resources

Lynn M. Bynum (1999) Chief Human Resources Officer
BA, Indiana University; JD, University of Louisville

Joan Hughes (2003) Human Resources Associate
BSC, College of St. Elizabeth, SPHR

Communications and Public Affairs

Hunt C. Helm (2005) Vice President for Communications and Public Affairs
BA, Yale University; MA, Indiana University

Donna G. Hardesty (2001) Director of Marketing Communications
BA, University of Louisville; MBA, Bellarmine University

Tabatha Thompson (2008) Director, Media Relations
BA, Western Kentucky University

James E. Welp (2006) Assistant Vice President, Publications and Electronic Communications
BA, Bellarmine University

Bradley J. Craig (2003) Director, Creative Services
BA, Bellarmine University

Carla Carlton (2007) Director, Development Communication
BA, Western Kentucky University

Development and Alumni Relations

Glenn F. Kosse (2005) Vice President for Development and Alumni Relations
BA, University of Notre Dame; MA, University of Louisville

Tina M. Kauffmann (1990) Associate Vice President, Development
BA, University of Dayton

Ian S. Patrick (2001) Director, Major Gifts
BA, Bucknell University; MEd and Ph.D., University of Louisville

Joan M. Riggert (1987) Director, Planned Giving and Stewardship
BS, College of St. Teresa

Peter W. Kremer (2007) Executive Director, Alumni Association
BA, Bellarmine University; MBA, University of Louisville

Jess T. Metzmeier (2008) Director, Corporate and Foundation Relations
BA, Centre College; MA, University of Chicago

Lana F. Detrick (1989) Director, Prospect Research
BS, Indiana University

Betty A. Hogue (1987) Director, Advancement Services
AA, St. Catharine College

Erica Jones (2008) Director, Development for Annual Giving
BA, University of Louisville

Stephanie Pieper (2006) Assistant Director, Alumni Association
BA, Bellarmine University

Lois Roby (2000) Development Specialist
BA, Morehead State University

Special Events

Shawna L. Ropp (2002) Director, Special Events
BS, San Diego State University

Jocelyn Cook (2008) Assistant Director, Special Events
BA, Bellarmine University

Academic and Student Life

Fred W. Rhodes (1991) Vice President for Academic and Student Life
BA, Maryville College; MS, University of Tennessee; Ed.D., Mississippi State University

Student Life

Helen Grace Ryan (2007).....Dean of Students
BS, University of Louisville; MS and Ph.D., Indiana University

Hannah Clayborne (2007) Assistant Vice President Student Affairs /
Director of Multicultural Programs
BA, Miami University; MA, Wright State University; Ph.D., Iowa State University

TBA Director, Minority Student Programs/International Student Counseling

Patrick Englert (2008)..... Director, Student Engagement
BA, Western Kentucky University; M.Ed., University of Louisville

Jessica Bowman (2007)Director, Student Activities
BA and MA, University of Louisville

Gary Petiprin (2007)..... Director, Counseling Center
BA, Oklahoma State University; MS, Oklahoma State University; Ph.D, Indiana State University

Residence Life

Leslie Maxie-Ashford (2001)Assistant Dean, Residence Life
BA and M.Ed, University of Louisville

Jessica Randall (2007).....Assistant Director, Residence Life
BA, Hope College; MBA, University of Pheonix; M.Ed., University of Louisville

Campus Ministry

Melanie-Prejean Sullivan (1999)..... Director, Campus Ministry
*BA, McNeese State University; MA, University of Kentucky; MEd, University of Louisville;
MTS, St. Meinrad School of Theology*

Fr. Ron Knott (1999) Director, Campus Worship
BA, St. Meinrad College; MDiv, St. Meinrad School of Theology; D Min, McCormick Seminary

Career Development

Todd Reale (1988)..... Director, Career Services,
Internships and Experiential Learning
BS, Pennsylvania State University; MBA, Emory University

Ann C. Zeman (1988)Director, Career Center
BA and MEd., University of Louisville

Health and Recreation

Alice Kimble (1998)Director, Health Services and Sport, Recreation and Fitness Center
BSN and MS, University of Louisville

Emily Keith (2005)..... Assistant Director, Sport, Recreation and Fitness Center
BS and MA, Western Kentucky University

Chuck Vogt (2008)..... Director, Intramural Sports
BS, Ohio University; MEd, University of Kentucky

Campus Safety and Security

Joseph Frye (2004)..... Director, Campus Safety
BBA, University of Kentucky; MBA, Bellarmine University

Office of the Registrar

Ann Olsen (2005)..... Registrar
BA, Hamline University

Jennifer Burns Matzek (2009) Associate Registrar
BA, Centre College; MAEd. Western Kentucky University

Jared L. Burton (2003) Assistant Registrar
BA, Bellarmine University

Intercollegiate Athletics

P. Scott Wiegandt (2000)..... Director, Athletics
BA and MAT, Bellarmine University

Marilyn Staples (1968) Assistant Athletic Director and Senior Woman Administrator
BA, Centre College; MA, Spalding University

Ann M. Jirkovsky (1984) Faculty Athletic Representative
BA, Williams College; MA and PhD., Loyola University

Skip Welch (1996)..... Assistant Athletic Director, Golf Professional, Director of Event Management
BA, Morehead University

Jim Vargo (2000) Assistant Athletic Director and Track and Field Head Coach
BA, Bellarmine University; MS, University of Tennessee

John Spugnardi (1989) Director of Sports Information
BA, Western Kentucky University

David Krebs (1997) Head Certified Athletic Trainer
BA, University of Louisville

Deron Spink (2004) Baseball Head Coach
BGS, University of Missouri-St. Louis

David Smith (1998) Women’s Basketball Head Coach
BS, Indiana State University; BS, St. Joseph’s College; MS, Indiana State University

Lindsey Peetz (2006) Women’s Basketball Assistant Coach
BA, Hanover College; M.S.S., United States Sports Academy

Scott Davenport (2005) Men’s Basketball Head Coach
BA and MEd., University of Louisville

- Drew Cooper** (2007) Men's Basketball Assistant Coach
BA, Assumption College
- Don Hubbuch** (2004) Women's Field Hockey Head Coach
BA, Dartmouth College
- Ernie Denham** (2002) Men's Golf Head Coach
BA, University of Louisville
- Art Henry** (2003) Women's Golf Head Coach
BA and MBA, Bellarmine University
- Jack McGetrick** (2004) Men's Lacrosse Head Coach
BS and MS, Cortland University
- Bart Sullivan** (2008) Men's Lacrosse Assistant Coach
BA, University of Denver
- Tim Chastonay** (1998) Men's and Women's Soccer Head Coach
BA, Bellarmine University
- Renee Hicks** (2003) Women's Softball Head Coach
BS and MAT, Union College
- Todd Murphy** (2004) Men's Tennis Head Coach
BA, University of Kentucky
- John Mican** (2004) Women's Tennis Head Coach
BA, Columbia College
- Dan Palmer** (2004) Volleyball Associate Head Coach
BA, University of Louisville
- Tim Lynch** (2004) Volleyball Associate Head Coach

Faculty

Michael Ackerman (2001) Associate Professor of Mathematics
BS, Bellarmine University; MA, University of Louisville; Ph.D., University of Memphis

Syed Faiz Ahmad (1985) Professor of Physics
BS and MS, Aligarh Muslim University (India); Ph.D., Memorial University of Newfoundland (Canada)

Muzaffar Ali (1982) Professor of Computer Science
BS and MS, Aligarh Muslim University (India); MS and Ph.D., University of Illinois

Michael J. Bankhead (1987)..... Associate Professor of Mathematics
BS, University of Greenwich; MS, University of London

Kyle Barnett (2006) Assistant Professor of Communication
BA, Indiana University-Purdue University Indianapolis; MA, Bowling Green State University; Ph.D., The University of Texas at Austin

Daniel L. Bauer (1995)..... Professor of Finance
 Dean, W. Fielding Rubel School of Business
BS and MBA, University of Kentucky; DBA, Mississippi State University

Thomas E. Bennett (1979)..... Professor of Biology
BS, MS, and Ph.D., Pennsylvania State University

Steven Berg (2000) Associate Professor of Philosophy
BA, The New School for Social Research; MA, St. John's College; MA and Ph.D., Catholic University of America

Curtis R. Bergstrand (1979)..... Associate Professor of Sociology
BA, University of Denver; MA, Sam Houston State University; Ph.D., Southern Illinois University Carbondale

Gabriele W. Bosley (1976)..... Associate Professor of German
 Director, International Programs
MA, University of Paderborn; MA, University of Louisville

David A. Boyce (2001)..... Associate Professor of Physical Therapy
BS, Oakland University; MS, University of Kentucky; Ed.D., Spalding University

Theresa R.M. Broderick (1997)..... Assistant Professor of Nursing
BSN, Eastern Kentucky University; MSN, Bellarmine University

Joseph A. Brosky (2003)..... Associate Professor of Physical Therapy
BHS and MS, University of Kentucky

Robert L. Brown (2004) Instructor of Economics
BA, MS, MBA, and JD, University of Louisville; MS, Jochi University (Japan); Ph.D., Cambridge University; Ph.D., London School of Economics; CPA

- Anne B. Bucalos** (2000).....Associate Professor of Education
Associate Dean Annsley Frazier
Thornton School of Education
BS, Vanderbilt University; MS & Ed.D., University of Kentucky
- Katherine Bulinski** (2008) Assistant Professor of Geosciences
BS, Pennsylvania State University; Ph.D, University of Cincinnati
- J. Richard Burchard** (1996) Associate Professor of Music
BM and MM, University of Louisville
- Wendy Burns** (2008) Instructor of Chemistry
BA, Earlham College; Ph.D, Northwestern University
- Sonya L. Burton** (2006) Instructor of Education
BA and MAT, University of Louisville
- John T. Byrd, III** (1976)Professor of Management
BA, Bellarmine University; MSSW, University of Louisville; Ph.D., Ohio State University
- Linda B. Cain** (1994) Associate Professor of Nursing
BSN, West Virginia University; MSN, Ohio State University; Ph.D., University of Kentucky
- Julien Carriere** (2007)..... Assistant Professor of French
BA, MA, and Ph.D, Louisiana State University
- Pamela G. Cartor** (1994) Associate Professor of Psychology
BA, Stetson University; Ph.D., University of Tennessee
- Patricia Carver** (2002)..... Instructor of Business Administration
BA, University of Louisville; MBA, Bellarmine University; CPA
- Carlos Chavarria** (2008) Assistant Professor of Theatre
BA, Santa Clara University; MA, University of New Mexico; MFA, Arizona State University
- David Clark** (2008) Instructor of Music
BM and MM, University of Louisville
- David T. Collins** (1994).....Associate Professor of Accounting
BA and MA, University of South Florida; Ph.D., Georgia State University; CPA
- Constance Cooper** (2007).....Assistant Professor of Nursing
BSN Illinois Wesleyan University; MS, Southern Illinois University; Ed.D, Northern Illinois University
- Kathleen Cooter** (2008)..... Professor of Education
BS, Illinois State University; M.Ed, University of North Texas; Ph.D, Texas Woman’s University
- Robert Cooter** (2008)..... Professor of Education
Ursuline Endowed Chair of Teacher Education
BS, University of Tennessee; MS, Vanderbilt University; Ed.D, University of Tennessee

- Sherill N. Cronin** (1984) Professor of Nursing
BSN, University of Pittsburgh; MSN, University of Louisville; Ph.D., University of Kentucky
- Caren Cunningham** (1992) Professor of Art
BFA and MFA, University of Kentucky
- Susan H. Davis** (1983)..... Professor of Nursing
 Dean, Donna and Allan Lansing School of Nursing & Health Sciences
BSN, Mary Manse College; MSN, Medical College of Georgia; Ed.D., Vanderbilt University
- Alan B. Deck** (1998)..... Professor of Accounting
BBA, Texas Christian University; MA and Ph.D., University of Alabama ; CPA; CMA
- Joanne J. Dobbins** (1984)..... Professor of Biology
BA, Radford College; MAT and Ph.D., University of Louisville
- Michelle D. Draper** (2001)..... Assistant Professor of Clinical Lab Science
BS, Purdue University; MBA, Bellarmine University
- Graham W. L. Ellis** (1990) Associate Professor of Chemistry
BS and Ph.D., University of East Anglia
- Beth Ennis** (2002) Assistant Professor of Physical Therapy
BA, Pomona College; MS, Boston University; Ed.D., Spalding University
- William E. Fenton** (1983)..... Professor of Mathematics
 Interim Dean, Bellarmine College
BS, Butler University; MS and Ph.D., Purdue University
- Elizabeth M. Fitzgerald** (2006) Assistant Professor of Nursing
BSN, University of Kentucky; MS, The Ohio State University; M.Ed., and Ed.D., University of Louisville
- John S. Gattton** (1989) Professor of English
*BA, The Catholic University of America; MLitt., University of Dublin, Trinity College;
 Ph.D., University of Kentucky*
- Patricia Douglas Gillette** (2001) Professor of Physical Therapy
BS, Medical College of Georgia; MS, Temple University; Ph.D., University of Louisville
- Cindy M. Gnadinger** (2000)..... Associate Professor of Education
 Dean, Annsley Frazier Thornton
 School of Education
BS, Western Kentucky University; M.Ed. and Ed.D., University of Louisville
- Joshua L. Golding** (1990)..... Associate Professor of Philosophy
BA, Columbia University; MA and Ph.D., University of Pittsburgh
- Daniel Golemboski** (2008)..... Assistant Professor of Clinical Lab Science
BS, Pennsylvania State University; Ph.D., University of Louisville

- Karen Golemboski** (2004) Assistant Professor of Clinical Lab Science
BS and Ph.D., University of Louisville
- Mary Goral** (2003) Associate Professor of Education
BS, MS, and Ph.D., Indiana University
- Carl Hafele** (2007) Instructor of Finance
BA, Thomas Moore College; MBA, Xavier University
- Kathy K. Hager** (2007) Assistant Professor of Nursing
BSN, MSN, and DNP, University of Kentucky
- Laura Hartford** (2007) Assistant Professor of Art
BFA, University of Louisville; MFA, Indiana University
- Charles T. Hatten** (1989) Associate Professor of English
BA, Brandeis University; MPhil., MA and Ph.D., Yale University
- Brandy Henderson** (2007) Instructor of Nursing
BSN and MSN, Bellarmine University
- Gail R. Henson** (1984) Professor of Communication
BA, DePauw University; MA and Ph.D., University of Louisville
- Gregory Hillis** (2008) Assistant Professor of Theology
BA, Rocky Mountain College; MA and Ph.D, McMaster University
- Elizabeth Hinson-Hasty** (2004) Associate Professor of Theology
*BA, William Jewell College; M.Div., Louisville Presbyterian Theological Seminary;
Ph.D., Union Theological Seminary & Presbyterian School of Christian Education*
- Aaron Hoffman** (2006) Assistant Professor of Political Science
BA, American University; MA and Ph.D., The Catholic University of America
- Beverley E. Holland** (2005) Associate Professor of Nursing
BSN and MSN, University of Evansville; Ph.D., Southern Illinois University
- Patrick L. Holt** (1993) Professor of Chemistry
BA, Western Maryland College; Ph.D., Rice University
- Mary Huff** (2003) Associate Professor of Biology
BS, Erskine College; MS, University of South Carolina; Ph.D., University of Louisville
- Michael Huggins** (2007) Associate Professor of Nursing
*BA, St. Meinrad Seminary; BSN, Bellarmine University; MSN, Vanderbilt University; Ed.D, Spalding
University*
- Francis T. Hutchins** (2008) Associate Professor of Anthropology
BA and MA, University of Kentucky; Ph.D., University of Wisconsin-Madison

Peri Jacobson (2008) Assistant Professor of Physical Therapy
BHS, University of Kentucky; MBA, University of Louisville; DPT, Shenandoah University

Ann M. Jirkovsky (1984) Assistant Professor of Psychology
BA, Williams College; MA and Ph.D., Boston University

Richard Jones (2001) Assistant Professor of Information Technology
BS, Davis & Elkins College; MCS, Texas A&M University

Mark Kaelin (2007) Instructor of Biology
BA, Western Kentucky University; MS, University of Louisville

Christy J. Kane (2001) Assistant Professor of Respiratory Therapy
BHS, M.Ed., Ph.D. University of Louisville

Rev. George A. Kilcourse, Jr. (1977) Professor of Theology
BA, Bellarmine University; MA and Ph.D., Fordham University

Robert W. Kingsolver (2004) Professor of Biology
 Dean and Director, Center for Regional Environmental Studies
BS, Centre College; MS, Vanderbilt University; Ph.D., University of Kansas

Ida Kutschera (2003) Associate Professor of Management
BA, Munich University of Applied Sciences; MBA, Washington State University; Ph.D., University of Oregon

Jo Ann Lau (2007) Instructor of Biology
BA, Bellarmine University; Ph.D, University of Illinois at Urbana-Champaign

Barbara P. Lee (1984) Assistant Professor of Nursing
BSN, Murray State University; MSN and M.Ed., University of Louisville

Anthony Lentz (2006) Assistant Professor of Biology
BS, Michigan State University; MS, University of Washington; Ph.D., Michigan State University

Robert Lockhart, Jr. (1974) Professor of Art
BFA and MFA, Art Institute of Chicago

Elaine Lonnemann (2004) Assistant Professor of Physical Therapy
BHS, University of Louisville; MS and DPT, University of St. Augustine for Health Sciences

Nelson Lopez (2005) Assistant Professor of Spanish
BA, University of Puerto Rico, MFA, Virginia Commonwealth University; Ph.D., University of Florida

Michael R. Luthy (1998) Professor of Marketing
*BS, University of Illinois at Urbana-Champaign; MBA, University of Iowa;
 Ph.D., University of Illinois at Urbana-Champaign*

Akhtar Mahmood (2007) Associate Professor of Physics
BS, Edinboro University; MS and Ph.D, State University of New York at Albany

- Margaret H. Mahoney** (1958)..... Professor of History
BA, University of Great Falls; MA and Ph.D., University of Minnesota
- Joan C. Masters** (1983) Associate Professor of Nursing
*BSN, Hunter College of the City University of New York; MA, New York University;
MBA and Ed.D., University of Louisville*
- Michael D. Mattei** (1986)..... Professor of Business Administration
Dean, School of Continuing & Professional Studies
BS and MS, University of Cincinnati; MBA, Indiana University; Ph.D., University of Louisville
- Myra J. McCrickard** (1989)..... Professor of Economics
BS, University of Richmond; MA, Appalachian State University; Ph.D., North Carolina State University
- Patricia K. McEachron** (2006)..... Instructor of Nursing
BSN and MS, Northern Illinois University
- Christy D. McGee** (2005)..... Associate Professor of Education
BS, Murray State University, M.Ed. and Ed.D., University of Louisville
- Dana McNeeley** (2004)..... Assistant Professor of Nursing
BSN, Indiana University Southeast; MSN, Bellarmine University
- David Meyers** (2008)..... Assistant Professor of Communication
MFA, Syracuse University
- Lori Minton** (2008)..... Instructor of Nursing
BSN, Bellarmine University
- R. Adam Molnar** (2007) Assistant Professor of Mathematics
BA, Harvard University
- David Mosley** (2008)..... Associate Professor of Philosophy
BS, Vanderbilt University; MM, University of Rochester; Ph.D, Emory University
- Lara Needham** (2008)..... Instructor of Communication
BA, Hanover College; MA, American University; Ph.D, University of Kentucky
- Anthony J. O’Keeffe** (1988)..... Professor of English
BA, Fordham University; MA and Ph.D., University of Pennsylvania
- Corrie Orthober** (2007)..... Assistant Professor of Education
BA and MS, University of Louisville; Ph.D., University of Kentucky
- Don R. Osborn** (1972) Professor of Psychology
BA, Miami University (Ohio); MA and Ph.D., Northwestern University
- David Overbey** (2007)..... Assistant Professor of English
BA, University of Kentucky; MA, University of Louisville; Ph.D, Kent State University

- Barry L. Padgett** (2000)..... Associate Professor of Philosophy
BA, Mobile College; MA, University of Louisville; Ph.D., Purdue University
- David Paige** (2008) Assistant Professor of Education
BBA, Memphis State University; MAT and Ed.D, University of Memphis
- David Pariser** (2005) Assistant Professor of Physical Therapy
BS, West Virginia University; M.Ed. and Ph.D., University of New Orleans
- Gina L. Pariser** (2005) Assistant Professor of Physical Therapy
*BS, University of Tennessee; BS, Louisiana State University; MS, Indiana University;
Ph.D., University of Tennessee*
- Kimberly Parker** (2008)..... Assistant Professor of Communication
BA and MA, University of Central Oklahoma; Ph.D, University of Oklahoma
- Robert G. Pfaadt** (1976)..... Professor of History
BA, Bellarmine University; MA, Arizona State University
- Carole C. Pfeffer** (1989) Associate Professor of English,
Associate Vice President for Academic Affairs
BA, Bellarmine University; MA and Ph.D., University of Louisville
- Mary E. Pike** (1982) Assistant Professor of Nursing
BSN, Bellarmine University; MSN, Vanderbilt University
- Mary Lauren Pohl** (2008) Instructor of Education
BA, University of Kentucky; MS, Indiana University
- David J. Porta** (1993)..... Professor of Biology
BA, Bellarmine University; Ph.D., University of Louisville
- Annette Powell** (2008) Assistant Professor of English
BA, Amherst College; MA and Ph.D, University of Louisville
- Anne M. Raymond** (2000) Professor of Mathematics
BS, Bellarmine University; MS, University of North Carolina; Ph.D., Indiana University
- Francis E. Raymond** (2000)..... Professor of Economics
BA, College of the Holy Cross; MS, University of North Carolina; Ph.D., Indiana University
- Melody Reibel** (2007) Instructor of Nursing
BSN and MSN, Bellarmine University
- Adam Renner** (2002)..... Associate Professor of Education
BA, Thomas More College; MA, Northern Kentucky University; Ph.D., University of Tennessee
- Keith Richardson** (1997) Associate Professor of Accounting
BA, University of Puget Sound; MBA, Pacific Lutheran University; Ph.D., University of Oregon; CPA

- David L. Robinson** (1995) Associate Professor of Biology
BS and MS, University of Arizona; Ph.D., University of Minnesota
- Eric Roorda** (1996) Professor of History
BA, College of William and Mary; MA and Ph.D., The Johns Hopkins University
- Hank Rothgerber** (2000) Associate Professor of Psychology
BA, Georgetown University; Ph.D., Texas A & M University
- Mike H. Ryan** (1998) Professor of Management
BA, University of Dallas; MS and Ph.D., University of Texas-Dallas
- Richard W. Schrader** (1999) Professor of Accounting
BA, Michigan State University; MS, Central Michigan University; Ph.D., The Florida State University; CPA
- Patricia M. Selvy** (1986) Associate Professor of Accounting
BS and MBA, University of Louisville; Ph.D., Georgia State University; CPA
- Alexander T. Simpson, Jr.** (1984) Associate Professor of Music
BA, Dartmouth College; MM, Converse College; Ph.D., University of Louisville
- Joseph Sinski** (1997) Professor of Chemistry
BS, Stockton State College; Ph.D., University of Montana
- John Sizemore** (2007) Instructor of Education
BA and M.Ed, Eastern Kentucky University
- Carol Smith** (2001) Assistant Professor of Nursing
BS, Arkansas University; MSN, Wichita State University
- P. Eugene Smith** (1982) Associate Professor of Computer Science
BA, University of Kentucky; MA, Indiana University; MS and Ph.D., University of Louisville
- Frederick Smock** (1999) Assistant Professor of English
BA, Georgetown College; MA, University of Louisville
- Evanthia D. Speliotis** (1994) Associate Professor of Philosophy
BA, University of Michigan; MA, The Catholic University of America; Ph.D., Tulane University
- Winnie Spitz** (2007) Instructor of Communication
BA, Western Kentucky University; MA, University of Kentucky; JD, University of Louisville
- Bradley Stevenson** (2008) Assistant Professor of Finance
BS, Xavier University; MBA and Ph.D, University of Cincinnati
- Sally Sturgeon** (2008) Instructor of Nursing
BSN and MSN, Bellarmine University

- Catherine Sutton** (1990) Associate Professor of English
Dean of Academic Advising
BA and MA, University of Louisville; Ph.D., Indiana University
- Doris A. Tegart** (1994) Senior Vice President for Academic Affairs
BS, Indiana State University; MS and Ed.D., Indiana University
- Kevin Thomas** (2008) Assistant Professor of Education
BA, University of Tennessee; BA, Trinity College of Vermont; M.Ed, Lincoln Memorial University; Ph.D., University of Tennessee
- Milburn Thompson** (2001) Professor of Theology
BA, St. Mary's Seminary & University; MA and Ph.D., Fordham University
- William J. Tietjen** (1989) Professor of Biology
BS, Pennsylvania State University; Ph.D., Ohio University
- Julie Toner** (1999) Professor of Marketing
BS and MBA, Central Missouri State University; Ph.D., The Florida State University
- Meme Tunnell** (2007) Assistant Professor of Music
BM, University of Louisville; MM, University of Southern Mississippi
- Nancy L. Urbscheit** (2001) Professor of Physical Therapy
BS, MA, Ph.D., State University of New York at Buffalo
- Ruth R. Wagoner** (1974) Professor of Communication
BA, Bellarmine University; MA, Western Kentucky University; Ph.D., University of Kentucky
- Jerome F. Walker** (2001) Professor of Respiratory Therapy
BA, Brescia University; MA, Ed.D., University of Louisville
- Timothy K. Welliver** (1992) Associate Professor of History
BA, DePauw University; MA, Ohio University; Ph.D., Northwestern University
- Kathryn West** (1994) Associate Professor of English
BA, Texas A & M University; MA and Ph.D., Duke University
- Mark R. Wiegand** (2001) Professor of Physical Therapy
BS, University of Kansas; MS, University of Wisconsin-LaCrosse; Ph.D., University of Louisville
- Matisa D. Wilbon** (2006) Assistant Professor of Sociology
BA, Centre College; MA and Ph.D., The Ohio State University
- Dottie Willis** (2008) Assistant Professor of Education
BA, George Peabody College; MS, Indiana University-Purdue University Indianapolis; Ph.D, University of Louisville
- Thomas L. Wilson** (1993) Associate Professor of Psychology
BA, California State University Northridge; AM and Ph.D., University of Illinois

Steven Wilt (2003) Associate Professor of Biology
BS, Kentucky Wesleyan College; Ph.D., University of Louisville

Christy Wolfe (2008) Assistant Professor of Psychology
*BS, The University of Virginia's College at Wise; MA, East Tennessee State University;
Ph.D, Virginia Polytechnic Institute and State University*

Daylene Zielinski (1998) Associate Professor of Mathematics
BA, College of St. Benedict; Ph.D., University of Iowa

Emeriti Faculty

Rev. Clyde F. Crews (1973)..... Professor Emeritus of Theology
BA, Bellarmine University; MA and Ph.D., Fordham University

John M. Daly* Professor Emeritus of Chemistry
BS and MS, Xavier University; Ph.D., University of Notre Dame

James J. Dyar Professor Emeritus of Biology
BA and MA, West Virginia University; Ph.D., Ohio State University

Walter Feibes Professor Emeritus of Operations Research
BS, Union College; MS, Western Reserve University; Ph.D., State University of New York at Buffalo

Richard L. Feltner Professor Emeritus of Economics
BS and MS, Purdue University; Ph.D., North Carolina State University

M. Serra Goethals, SCN Professor Emerita of Education
BS, Brescia College; M.Ed., Spalding University; Ph.D.; George Peabody College at Vanderbilt University

Wade H. Hall Professor Emeritus of English
BS, Troy State University; MA, University of Alabama; Ph.D., University of Illinois

Bert G. Hornback (1992) Professor Emeritus of English
BA, MA and Ph.D, University of Notre Dame

Nancy A. Howard Professor Emerita of Education
BA, Wesleyan College; MA, Southern Baptist Theological Seminary; Ph.D., George Peabody College at Vanderbilt University

Rose Ann Howard, SCN Professor Emerita of Education
BA, Brescia College; MA, Ed.S. and Ph.D., George Peabody College at Vanderbilt University

Thomas E. Kargl Professor Emeritus of Chemistry
BA, St. Ambrose College; MS and Ph.D., Loyola University

Robert W. Korn (1968) Professor Emeritus of Biology
BS and MS, Marquette University; Ph.D., Indiana University

Thomas J. Kemme (1964) Professor Emeritus of English
BS, St. Joseph's College; MA and Ph.D., Loyola University

Sr. Patricia Lowman, OSU Professor Emerita of History
BS and MA, Creighton University; Ph.D., Saint Louis University

Kathleen V. Lyons Professor Emerita of English
BA, Nazareth College; MA and Ph.D., Fordham University

- Margaret E. Miller** (1983)..... Professor Emerita of Nursing
BSN, Indiana University; MSN, University of Kentucky; MA and Ph.D., University of Louisville
- Maureen R. Norris** (1980)..... Professor Emerita of Education
*BA, Hunter College of the City University of New York; M.Ed., University of Louisville;
Ph.D., University of Colorado*
- Martha F. Oliver** Professor Emerita of Accounting
BS and MS, University of Kentucky; CPA
- John A. Oppelt** (1981) Professor Emeritus of Mathematics
BA, Loyola College; MS and Ph.D., University of Notre Dame
- David P. O'Toole** Professor Emeritus of Mathematics
BA and MA, University of Louisville
- Ghouse A. Shareef** Professor Emeritus of Accounting
BC, University of Mysore; MC, Aligarh Muslim University; LLB and Ph.D., University of Alabama; CMA
- Frank Slesnick** Professor Emeritus of Economics
BA, Oberlin College; Ph.D., University of Minnesota
- James B. Spalding, Jr.** Thornton Professor Emeritus of Marketing
BS, Maryville College; MS, University of North Dakota; Ph.D., University of Illinois
- C. Daniel Sweeny** Professor Emeritus of Chemistry
BS, Holy Cross University; Ph.D., University of Notre Dame
- Bernard F. Thiemann** Professor Emeritus of Business Administration
BA, Bellarmine University; MBA, Indiana University; JD, University of Louisville
- Anne Kleine-Kracht Weeks**..... Professor Emerita of Nursing
BSN and M.Ed., Spalding University; DNS, Indiana University
- Rev. Eugene L. Zoeller** Professor Emeritus of Theology
BA, St. Mary's College

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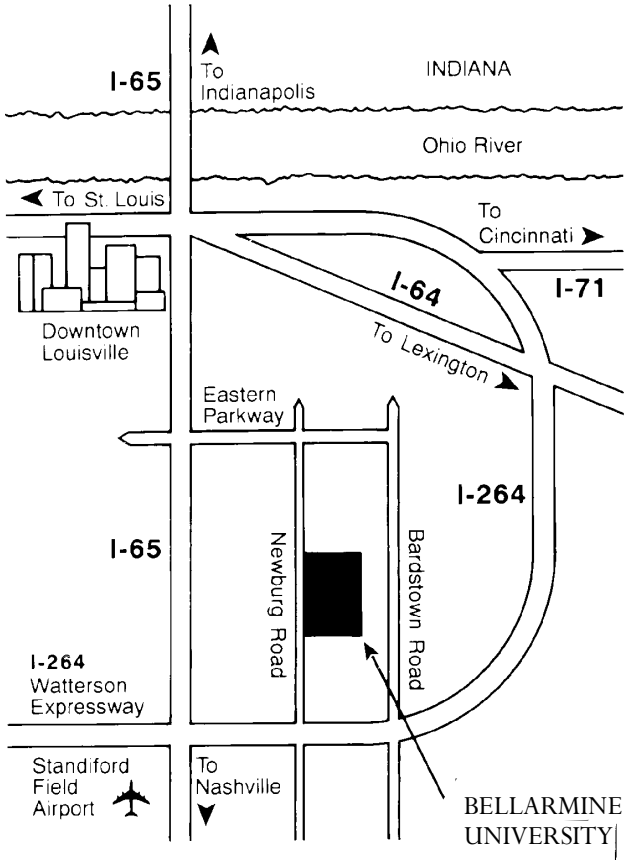
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