Belmont Abbey
COLLEGE

GRADUATE BULLETIN
2024-2025

Mission Statement

Our mission is to educate students in the liberal arts and sciences so that in all things God may be glorified. In this endeavor, we are guided by the Catholic intellectual tradition and the Benedictine spirit of prayer and learning. Exemplifying Benedictine hospitality, we welcome a diverse body of students and provide them with an education that will enable them to lead lives of integrity, to succeed professionally, to become responsible citizens, and to be a blessing to themselves and to others.

Accreditation

Belmont Abbey College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Belmont Abbey College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Belmont Abbey College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org). Belmont Abbey College is also a member of the North Carolina Independent Colleges and Universities.

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Admission Information and Policies

Applications for admission are accepted year-round and are reviewed on a rolling basis. Students may enroll part-time and for a two-year completion cycle. For priority consideration, please apply by the following suggested deadlines:

- July 15 to begin classes in the fall semester.

- December 1 to begin classes in the spring semester.

To be considered for admission to the graduate school, the applicant must meet specific program requirements and hold a bachelor's degree from an accredited college or university. Based on an applicant's background, the program director may require registration in specific foundational coursework and/or limit the number of credits for enrollment during the student's first semester.

International applicants, or applicants whose first language is not English, must submit official scores for the Test of English as a Foreign Language (TOEFL) exam with a minimum score of 550 on the PBT OR 79 IBT.

To be considered for the *Master of Arts in Communication* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution.
3. Submit a current resume or curriculum vitae.
4. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Arts in Classical and Liberal Education* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution.
3. Submit a current resume or curriculum vitae.
4. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Arts in Leadership* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution.
3. Submit a current resume or curriculum vitae.
4. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Business Administration* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution.
3. Applicants are not required to have an undergraduate degree in Business, but the following prerequisite courses are required for admission with a minimum grade of C or higher:
    a. Accounting 1 & 2
    b. Finance
    c. Micro- and Macro-Economics
    d. Marketing
    e. Business Statistics
    f. Proficiency with Excel and financial calculators
    g. Principles of Management
    h. College algebra and/or college statistics courses (Belmont Abbey course MA 151 will satisfy the college algebra requirement)

Applicants who do not meet these prerequisites may meet them by taking the following online courses at Belmont Abbey College during the summer or fall prior to an August or January program start date: BU501 Foundations of Accounting and

Finance; BU502 Foundations of Marketing and Economics; and BU503 Foundations of Management Science and Statistical Methods.

4. Submit a current resume or curriculum vitae.
5. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Healthcare Administration* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution with a minimum cumulative grade point average of 3.0.
   a. Applicants with an undergraduate cumulative grade point average of less than a 3.0 are invited to apply for conditional admission. Students whose background and experience provides a strong foundation for critical thinking, quantitative reasoning, and healthcare practice are positioned well for success in completing the MHA requirements. Applicants who may be lacking foundational educational background, experience, or acquired knowledge may be considered for conditional admission at the discretion of the Program Director. Applicants in this category are encouraged to provide GMAT or GRE scores to strengthen the application submission.
3. Submit a current resume or curriculum vitae.
4. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Science in Data Analytics* you must:

1. Submit official transcripts from undergraduate institutions attended.
2. Demonstrate conferral of an undergraduate degree from an accredited institution with a minimum cumulative grade point average of 3.0.
   a. Applicants with an undergraduate cumulative grade point average of less than a 3.0 are invited to apply for conditional admission. Applicants who may be lacking foundational educational background, experience, or acquired knowledge may be considered for conditional admission at the discretion of the Program Director.
   b. Although there is no required academic discipline for students' bachelor's degree, students must have completed an upper-level undergraduate statistics course (grade of B or higher) to demonstrate the requisite quantitative reasoning skills for this program.
3. Submit a statement of purpose for pursuing the MS in Data Analytics.
4. ***ALL students admitted to the program must demonstrate proficiency in statistics prior to the start of the MSA610 Introduction to Applied Statistics and Data Analysis course by successfully completing a self-paced online learning module. 100% of the online module must be successfully completed prior to enrollment in MSA620 or any other MSA courses beyond SA610. Students entering the program having earned a grade of B or better in an undergraduate statistics course may petition the program coordinator for the opportunity to test out of the statistics refresher module.***
5. Apply for admission at www.belmontabbeycollege.edu/graduate.

To be considered for the *Master of Science in Nursing Leadership* you must:

1. Have graduated from an accredited nursing program.
2. Baccalaureate degree in Nursing (BSN) is required.
3. Hold an unencumbered registered nurse license.
4. Meet one of the following:
   a. GPA of 2.5 or above in the last 60 credits for the baccalaureate program.
   b. GPA of 2.5 or above in last 60 hours of undergraduate and graduate coursework.
   c. GPA of 2.5 or above in all undergraduate coursework.
5. No GRE or pre-requisites required.
6. After admission, completion of criminal background check, current immunizations, malpractice insurance, and drug screen.

Acceptance

After review of applicant's credentials by the Director of the program, applicants are notified in writing of the admission decision as follows:

1. Admission is granted unconditionally.
2. Admission is granted conditionally.
3. Admission with pre-requisites needed.
4. Admission is denied.

Costs and Financial Aid

Tuition and Fees

Application fee...$50.00
Tuition, per credit hour (MBA)..$795.00
Tuition, per credit hour (MAC, MAL, MHA, MSDA)......................................$695.00
Tuition, per credit hour (MACLE, MSN)...$600.00
- Clinical placement fee may be required for MSN only based on preceptorship location.

College Refund Policy

Graduate programs at Belmont Abbey College do not have a drop/add period. Students have until the first day of class to drop courses for a refund. There is no refund once classes have met.

Academic Requirements for Receiving Financial Aid

For a student to be eligible to receive financial assistance from Title IV Federal funds (Federal Direct Student Loans), he/she is required to make satisfactory academic progress.

When is Satisfactory Academic Progress Evaluated? Belmont Abbey College evaluates satisfactory academic progress at the **end of each semester**. Students will be notified via their Abbey email account if after their evaluation, they are determined to not be making satisfactory academic progress.

Criteria for Determining Satisfactory Academic Progress

A student ***must complete*** 67% of the cumulative credit hours attempted **AND** must have received a minimum 3.0 cumulative GPA.

Additionally, a student must be making progress toward graduation as follows:

- **Degree Completion:** Graduate degrees at Belmont Abbey College consist of 30-37 credit hours (varies by degree) – a maximum of three and a half years or 7 semesters to complete **30-36 hours** and receive Title IV federal student aid. Progress will be measured by dividing the cumulative number of hours you have completed by the cumulative number of hours you have attempted. This calculation includes any hours you transferred in. Students must progress at a pace of 67% per semester.
- Any part-time hours will count in the maximum time frame calculations above.
- Hours are counted for all terms, even terms in which the student did not receive financial aid

It is important to understand how various grades and enrollment decisions impact your Satisfactory Academic Progress calculations.

Withdrawing, Dropping a Class, Incompletes, Transfer of Credits

1. Withdrawing from a class: This could cause the student to fail to make Satisfactory Academic Progress by reducing the number of hours completed. Please see the Financial Aid Office for advice prior to withdrawing from a class.

2. Dropping a Class – Dropping a class and not replacing it with another class could cause the student to fail to make Satisfactory Academic Progress. Please see the Financial Aid Office for advice prior to dropping a class.

3. Incompletes- Incompletes must be completed with an assigned letter grade by the end of the following semester. Failure to do so could result in a student failing to make Satisfactory Academic Progress.

4. Transfer of Credits - Any credits transferred into Belmont Abbey College will be used to calculate progress toward graduation (see above).

5. **Summer Courses** – Summer Session hours attempted and earned will be included in the calculation of Satisfactory Academic Progress as for any other term.

Note: No credit is given for W or I grades. The grading system and calculation of GPA are explained in the Academic Catalogue.

What are the consequences of not meeting the Satisfactory Academic Progress Requirements listed above?

If a student fails to meet any one of the requirements stated above at the end of a semester, he/she will be considered not making Satisfactory Academic Progress and will not be eligible for financial aid for the upcoming semester unless the student **successfully appeals to the Financial Aid Review Committee and is put on Financial Aid probation.**

Once a student is placed on financial aid probation, they have **one semester** to attain Satisfactory Academic Progress or they will forfeit all financial aid the following semester. Students are allowed one Satisfactory Academic Progress appeal.

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Appeals

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Appealing to the Financial Aid Review Committee

IMPORTANT: In order for an appeal letter to be considered, it must be written by the student him or herself and submitted to the Financial Aid Office prior to the submission deadline, as indicated in your Satisfactory Academic Progress letter. Appeals must also contain the following information:

1. Your description of the extenuating circumstances that you believe prevented you from meeting the Satisfactory Academic Progress (SAP) standards. Examples of extenuating circumstances include but are not limited to the following:

   o Unexpected death or major hospitalization of an immediate family member

   o Extended hospitalization or medical condition of the student

   o Victimization of a violent crime or natural disaster

   Examples that are **NOT considered** extenuating circumstances include, but are not limited to the

   the following:

   o Work conflicts or lack of transportation to school

   o The time of day the class is being held

   o The professor who is teaching the course

2. Your Plan of Action – what you will do to resolve the cause of the circumstance which led to unsatisfactory academic progress.

3. Your contact information. Provide us with a telephone number and email address.

4. Copies of supporting documentation such as doctor's letters/bills, death certificate, obituary, police reports etc.

Submitting Your Appeal

You must submit your appeal via email (*remember to attach any supporting documentation*) to SAPappeal@bac.edu by the cutoff date listed on your Satisfactory Academic Progress letter. Appeals sent to any other email address will not be reviewed by the Financial Aid Review Committee.

After Submitting Your Appeal

Your appeal will be reviewed within 2 weeks of the deadline listed to submit your appeal. The review of your appeal may take longer during peak periods. You will be notified via your Belmont Abbey College email account of the committee's decision. The decision of the committee is final.

During the review process the following factors may be considered:

1. Validity of reasons for failing to meet SAP standards.
2. Resolution of the problems leading up to your failure to meet SAP standards.
3. Prior academic history (credits earned vs credits attempted, GPA, number of repeats, etc.).
4. Any correspondence from your academic advisor.
5. Your demonstrated motivation to succeed.
6. Quality of the appeal.
7. Quality and thoroughness of supporting documentation.

Graduate Academic Policies

Policies and procedures for graduate studies at Belmont Abbey College are intended to protect the integrity of the degree granted, ensure Satisfactory Academic Progress for students, and to prevent delays and misunderstandings.

All students, whether enrolled in online or face-to-face programs, are responsible for being thoroughly familiar with all policies and procedures as well as the requirements of the degree program. This catalog should be consulted regularly. Students who have questions about requirements or procedures should consult their advisor or the Office of the Registrar.

Course Numbers

All graduate courses are numbered 500-699.

Course Modality

What is the "modality" of a course?

A course's modality refers to how instruction for the course is delivered to students.

What are the course modalities offered by Belmont Abbey College?

Belmont Abbey College offers four different course modalities:

1. In person – live classes taught in a campus classroom.
2. Hybrid – live classes taught both in a campus classroom and online.
3. Online Synchronous – live classes taught online at a specific time.
4. Online Asynchronous – no live classes; instruction occurs virtually through pre-recorded videos and/or other materials.

Belmont Abbey College Credit Hour Policy

Traditional Lecture and Seminar Courses

Belmont Abbey College uses the Carnegie Unit as the minimum standard for assigning credit hours. One credit hour therefore requires at least 50 minutes of classroom instruction (recitation, lecture, discussion, testing or evaluation, seminar or colloquium) and two hours of student preparation outside the classroom each week for a fifteen-week semester.

Nontraditional Lecture and Seminar Courses

Lecture and seminar courses offered in nontraditional formats require the same competencies and learning outcomes as those offered in a traditional fifteen-week semester and an equivalent of forty-five hours of work for each unit of credit. Students enrolled in nontraditional courses should expect substantial amounts of work outside the classroom to meet the same competencies and learning outcomes as those required in a traditional course.

Online / Hybrid courses

Courses offered in other modes (such as fully online or mixed hybrids of online and seated work) that do not maintain the same number of contact hours award equivalent credit so long as one of the following criteria is met: a. the course covers the same material in the same depth as a seated version of the same course; or, b. the course has been evaluated by the department and by the Program and Curriculum Committee (PRC) for content and rigor, and both the department and the PRC have approved the award of credit. Approval must be received and documented prior to the start of the term in which the course is offered.

Grading System

Grades and their point values are as follows:

GradeQuality PointsGradeQuality Points

A 4.00   B 3.00

C 2.00   F 0.00

The highest passing grade of A is awarded for distinguished course work. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. D grades are not awarded nor are they accepted in required graduate courses. The failing grade of F is given for work that is unsatisfactory.

Registration and Advising

Students at Belmont Abbey College use a web-based registration system to register and make schedule adjustments. New or readmitted students will select and register for courses with the assistance of the Program Director. During subsequent terms, students must process their own registrations.

New and readmitted graduate students will receive an acceptance package from the Program Director that will include information on accessing the student's self-service account. If necessary, students should contact the Director to schedule an advising appointment. Students can contact the Office of Information Technology (IT) at support@bac.edu for assistance with their username/password.

Students can access a variety of personal academic information through self-service, https://selfservice.bac.edu/SelfService/Home.aspx including student schedule, grade report, and academic record (transcript).

The Belmont Abbey Registrar's Office site, https://www.belmontabbeycollege.edu/academics/office-of-academic-affairs/#registrar , contains information about academic calendars, transcript requests, and the academic catalogue.

Students assume financial and academic responsibility for each registered course. Withdrawing does not automatically absolve a student's financial responsibility for his or her educational expenses. It is a student's responsibility to follow withdrawal and registration procedures according to policy. Discontinuing attendance or notifying an instructor of a status change does *not* constitute a drop or withdrawal. If a student fails to complete the appropriate process, he or she will receive the grades(s) assigned by the instructor(s) of record and will be billed accordingly.

Repeating a Course

Students may retake any course in the graduate programs. If a student retakes a course, the original grade will continue to appear on the transcript, but in the computation of the cumulative grade point average the new grade will replace the original. This policy will apply regardless of whether the new grade is higher or lower than the first.

If a student repeats a course that was originally passed (with a grade of C- or better), no additional credits will be earned.

Withdrawing from a Course

For 8 week classes, the deadline to withdraw is Friday of the 5th week of class.
For 15 week classes, the deadline to withdraw is the Friday of the 11th week of class.

A grade of "W" will appear on the student's transcript and there will be no refund of tuition. Withdrawal forms are available in the Registrar's office and on self-service. Withdrawals may be emailed to registrar@bac.edu.

Time Limits

If you started during	Your time expires end of	If you started during	Your time expires end of
Fall 2021	May 2028	Fall 2023	May 2030
Spring 2022	December 2028	Spring 2024	December 2030
Fall 2022	May 2029	Fall 2024	May 2031
Spring 2023	December 2029	Spring 2025	December 2031

Transfer of Graduate Credit from Other Institutions

Students may transfer a maximum of six hours of graduate-level credit from another accredited institution, subject to approval by the program director.

- Transfer courses must be compatible with the graduate program curriculum.
- Students must have earned a grade of B in the course to be considered for transfer credit.
- Non-academic courses (seminars, workshops, etc.) are not acceptable as graduate transfer credit.
- To be considered, requests for transfer of credit must be made in writing in conjunction with receipt of official transcripts.
- The request to transfer credits must be made prior to completion of 18 semester hours of the Belmont Abbey program.
- Courses must be taken within the seven (7) year time limit for the program.

Grades earned in transferred credits are not calculated in the student's grade point average and will appear on the transcript as "TR."

Academic Probation

Should a student's cumulative grade point average (GPA) fall below a 3.0, he or she will be placed on academic probation until such a time as his or her cumulative GPA rises to a 3.0 or above. The director of the program will notify the student of the probationary status in writing. Students who do not maintain a minimum cumulative GPA of 3.0 for two sessions will be academically dismissed from the program.

Degree Requirements

1. Completion of all required coursework within seven (7) calendar years from the date of initial enrollment.
2. A cumulative GPA of 3.0 or greater must be attained in all graduate work.

3. A maximum of six (6) semester hours of C will be accepted. If a student receives C grades in more than six hours, he or she will not be allowed to take any additional graduate class(es) until after he or she has repeated one or more of the C courses and successfully raised that grade.
4. Completion of all graduate coursework and capstone projects.
5. Degree candidates must complete the *Graduation Application* for the Office of the Registrar, in accordance with published deadlines.

Student Complaint Policy

In the words of St. Benedict, by drawing up these regulations, "we hope to set down nothing harsh, nothing burdensome" (RB prol. 46). Benedictine institutions in general should be characterized by flexibility and the discernment of individual situations in the application of rules. To that end, the following policy applies when a student believes that the application of the rules in this Handbook creates a substantive injustice as well as when a student believes that they have been treated unfairly.

Belmont Abbey College is committed to treating all members of its community with justice and respect and makes every effort to resolve student complaints fairly and quickly, with due regard for all parties involved.

The College seeks to promote a community of mutual trust, good faith, and courtesy among students, faculty, and staff. However, if any student has a complaint about the institution or some aspect of it or believes he or she has been treated unjustly or in violation of College policies, he or she may file a complaint with the College and expect the matter to be resolved appropriately.

The vast majority of conflicts and misunderstandings can be resolved without pursuing the formal complaint procedure. Accordingly, the College encourages students to seek resolution informally by first discussing the complaint with the individuals directly involved and/or a direct supervisor.

Students are encouraged to pursue the issue orally and by e-mail correspondence through appropriate administrative channels of the area with which the complaint is concerned. In keeping with the Catholic and Benedictine ideal of subsidiarity, our aim is to resolve complaints at the closest and lowest relevant level.

If a satisfactory resolution is not reached by these informal means or if a situation does not lend itself to informal resolution, students may seek resolution through the formal complaint process. Students should normally attempt resolution of the issue through the informal process before pursuing the formal complaint procedure. Students may make an inquiry regarding complaint procedures or about issues and concerns that could be considered complaints; however, Belmont Abbey's response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits a formal written complaint.

Formal Complaint Procedure

Formal complaints must be filed within a reasonable time frame whenever possible, usually within ten days if there was a specific incident. College officials will make reasonable efforts to give an initial response to complaints within ten working days of receipt, although the process of resolving a complaint may take longer.

Formal complaints must:

1) Specify that a formal complaint is being made, and be addressed to the appropriate College official; a printed letter signed by the individual is preferred
2) Describe the situation/incident/event and identify the person or office involved
3) If relevant, indicate how attempts have already been made to resolve the issue

Formal complaints should be submitted to the appropriate administrator.

The administrator receiving the complaint will either attempt to resolve and respond to the complaint directly or route the complaint to the director/chair of the appropriate department. The student will receive a response in writing within ten working days.

If the complaint was routed to a chair/director, and the student believes that the complaint has not been satisfactorily resolved, he or she may raise the matter again, in writing, with the appropriate administrator, who will give a response within ten working days.

Academic Complaint Appeals

In academic matters, the decision of the Provost is final. Matters of academic dishonesty or grade appeals have their own procedures, specified below.

Non-Academic Complaint Appeals

In the event that a student continues to believe that a grievance exists in a non-academic matter, the student may send a written appeal to the Grievance Committee in care of the President's Office. The President's Office will forward the complaint to the Chair of the Grievance Committee, who will then convene the committee in accordance with the requirements specified in the *College Handbook*.

Academic Dishonesty Procedures

In accordance with the moral and academic standards of Belmont Abbey College, scholastic dishonesty of any kind will not be tolerated. Academic dishonesty includes plagiarism (the appropriation of passages from the writing of another as one's own), collusion (improper collaboration with another in preparation of notes, term papers, or other written work), cheating (giving or receiving, offering or soliciting information, or using illicit material in an examination or quiz), or fabrication of sources used in a paper and included in its bibliography. Instructors have authority within their own classes to determine the appropriate use of generative AI (including but not limited to ChatGPT, Bard, Quillbot, Claude, etc.). Inappropriate use of AI within a given class or use of AI without citation will constitute an academic honesty violation.

Stern disciplinary action will be taken against any student who is found guilty of scholastic dishonesty, and penalties levied will be clearly stated in each course syllabus. At the discretion of the instructor, a student may receive a grade of F for the work on which there was dishonesty, or the student may receive an F for the entire course. If a student receives an F for a course, the student may not withdraw from the course to avoid the F grade.

General Procedures

An instructor who believes a student has committed an act of academic dishonesty must schedule a meeting with the student within ten (10) calendar days after discovery to discuss the alleged violation and give him or her the chance to explain the circumstances. If the instructor considers the offense to be unintentional, the student may be given a formal warning accompanied by a course specific sanction (additional assignment, written apology, etc.)

Most offenses will require more rigorous sanctions. In these cases, after conferring with the student, the instructor will send the work in question to the Program Director accompanied by a standard form which outlines the violation and the penalty and indicates whether the student acknowledges the dishonesty and agrees with the sanction. The Program Director will review the case, as well as any previous violation(s) the student may have on file. After compiling and reviewing the materials, the Program Director will submit the case to the Vice Provost for Academic Affairs (or their designate) who will review the case. The Vice Provost has the authority to sustain, increase, diminish, or nullify the penalty. The Vice Provost will inform the student if there is any change in the original sanction.

If review of the standard form indicates that the student does not acknowledge the dishonesty and/or agree with the sanction, the Vice Provost will notify the Program Director and the student upon receipt of the documents from the instructor. If the incident in question is an egregious offense, as determined by the Vice Provost or if the student is a habitual or repeat offender, the Vice Provost may bring the case directly to the Academic Integrity and Discipline Committee or dismiss the student from the College without further adjudication.

Appeal Process

Students who believe that they have been unjustly accused of academic dishonesty may write a formal letter of appeal and deliver it directly to the Office of the Provost with a copy to the Program Director and the instructor of the course. This must be done within ten (10) calendar days following the Vice Provost's notification of receipt of the material referred to in the preceding paragraph. A written response from the Vice Provost will be made to the student within one (1) calendar week of receipt of the student's appeal letter. If the student still believes that he/she was treated unjustly, he/she may write a formal letter of appeal to the Provost within one (1) calendar week of receiving the response from the Vice Provost. This letter must be delivered to the Provost, who will direct it to the committee. The student's entire disciplinary file will be released from the Office of Academic Affairs to the Provost for this final adjudication process. The decision of the Provost Committee is final and cannot be appealed.

Note: The use of technological devices to perpetrate acts of academic dishonesty will be punished in the same way as other violations of the College's policy on academic honesty.

Grade Appeals

If a student considers a final grade to be inaccurate or based on an unfair application of course policies, he or she should ask the professor to review the course grade within thirty (30) days of the end of the semester in which the grade was awarded. If the professor determines that a grade change is justified, the professor will submit a request using a standard form to the Vice Provost for Academic Affairs (VPAA) for approval. If the change is approved, the new grade will be reported to the Registrar. Requests for a grade change must be based on the student's belief that the final grade was inaccurate or based on an unfair application of course policies. Requests for the purpose of avoiding academic probation, suspension, or dismissal, or to preserve eligibility for financial aid, graduation, scholarships, or academic honors will not be considered.

If after requesting a grade change, students wish to appeal the professor's decision, they may submit a request for a review to the Program Director. (Appeals of a grade given by the Program Director are handled by the Vice Provost for Academic Affairs according to the following procedure.) As part of this review, students must submit a written appeal to the Program Director within the first four (4) weeks of the semester following the semester in which the grade was received. Using the syllabus and the relevant material submitted for the course, the appeal must show evidence that the grade in question is inaccurate or that course policies have been unfairly applied. The Program Director will then conduct an investigation, speak with the student and professor, and attempt to resolve the dispute. The Program Director will render a decision in writing to the student within ten (10) business days of receiving the student's written appeal. Failing a resolution at this level, the student may, within ten (10) business days of receiving the Program Director's letter, appeal the decision to the Vice Provost for Academic Affairs (VPAA). The VPAA makes the final decision. Absent extraordinary circumstances, the VPAA will send a written decision to the student within fourteen (14) business days of receiving the student's appeal letter.

Master of Arts in Communication (MAC)

Faculty
Director: Dr. Erin B. Jensen
Associate Professor: Dr. Erin B. Jensen

Program Mission
The Master of Arts in Communication program embodies the Benedictine Hallmarks by having students actively engage in building through active listening and communication with each other, nurturing learning and actively seeking Truth, and building lasting relationships through open communication practices. Communication is a broadly defined field that focuses on students developing the tools to become better communicators with their peers, clients, and leaders and within their broader communities. Students will learn from the intersections of Catholicism, academic, and public engagement to create successful communication strategies to benefit God, themselves, and the wider communities they will serve. The program emphasizes written, verbal, and visual communication skills. All classes include a focus on both theoretical understanding of communication theories and application of such theories to real-world situations.

Program Goals
1. The program is designed to help students develop theoretical, practical, and analytical abilities in the field of communication and utilize these abilities to create well-crafted communication appropriate to the audience, purpose, context, and medium with which they are interacting.
2. The program incorporates specialized fields of interest, including Catholic and religious communication, professional communication, mass communication, interpersonal communication, social media communication, and digital communication, and facilitates students' understanding of and proficiency in these fields.
3. The program includes a capstone course and project that requires the critical application and integration of the theories, methodologies, and competencies in the field of communication.

Curriculum
The Master of Arts in Communication (MAC) program consists of 30 credit hours of the following courses:
MAC 601 Foundations of Communication (3 hours)
MAL 602 Christian Ethics & Effective Leadership for the Common Good (3 hours)
MAC 602 Professional and Technical Communication (3 hours)
MAC 603 Social Media Communication (3 hours)
MAC 604 Document Design and Presentations (3 hours)
MAC 605 User/Audience Research (UX/UI) (3 hours)
MAC 606 Visual and Digital Communication (3 hours)
MSA 650 Grant & Proposal Writing (3 hours)
MAC 607 Research and Publishing in Communication (3 hours)
MAC 608 Capstone Project (3 hours)

Master of Arts in Classical and Liberal Education (MACLE)

Faculty
Director: Dr. Christine Boor
Associate Professors: Dr. Christine Boor, Dr. Joseph Wysocki, Dr. Thomas Varacalli, Dr. Christopher Tomaszewski, Dr. Ashley White, and Dr. David Williams

Program Mission
The Master of Arts in Classical and Liberal Education program's mission is to impact our culture for goo by preparing our students to pass on to the next generation a profound and life-giving love of what is true, good, and beautiful through both first-hand study of the great works of classical and liberal education and classical pedagogy.

Program Goals
The Master of Arts in Classical and Liberal Education program's goal is to offer our students not just an experience of how to teach but a vision of what is worth teaching through our study of the greatest works of the Western tradition.

Curriculum
The Master of Arts in Classical and Liberal Education (MACLE) curriculum consists of 30 credit hours of courses.

MCE 601	Grammar and Logic (3 hours)	
MCE 602	Classical and Christian Rhetoric (3 hours)	
MCE 603	Quadrivium (3 hours)	
MCE 604	The Quarrel Between Poetry and Philosophy (3 hours)	
MCE 605	Faith and Reason (3 hours)	
MCE 606	Great Books on Education (3 hours)	
MCE 607	Democracy in America (3 hours)	
MCE 608	Rome and Romans (3 hours)	
MCE 609	Advanced Special Topics in Classical Pedagogy and Thought I (3 hours)	
MCE 610	Advanced Special Topics in Classical Pedagogy and Thought II (3 hours)	
MCE 611	Advanced Special Topics in Classical Pedagogy and Thought III (3 hours)	
MCE 612	Advanced Special Topics in Classical Pedagogy and Thought IV (3 hours)	

Master of Arts in Leadership (MAL)

Faculty
Director: Dr. Brad Frazier
Professor: Dr. Brad Frazier
Associate Professors: Dr. Travis Feezell, Dr. Tom MacAlester

Program Mission
The Masters in Leadership program will prepare students for careers in a variety of fields while demonstrating strong ethical and transformational leadership within organizations. Graduates will be prepared to lead organizations ethically and effectively while demonstrating the concept of servant leadership. Students will demonstrate an ability to integrate Catholic ethics and Benedictine values into their interaction with colleagues and the community at large, illuminated by Catholic social teaching as found in *Vocation of the Business Leader*.

Program Goals
1. Graduates of the Belmont Abbey MAL program will demonstrate a mastery of organizational leadership theory and best practices, enabling them to serve and thrive in a variety of industries. Students will complete a capstone strategy course and project that requires the critical application and integration of the theories, methodologies, and competencies necessary to succeed at the highest levels in the global business environment.
2. This program aims to encourage and inspire leaders and other stakeholders in businesses to see the challenges and opportunities in their work, to judge them according to ethical social principles illuminated for Christians by the Gospel, and to act as leaders who serve God as outlined in *Vocation of the Business Leader*.
3. Annual graduate and employer follow-up indicates that both graduates and employers are highly satisfied with the MAL program at Belmont Abbey College.

Curriculum
The Master of Leadership (MAL) curriculum consists of 30 credit hours of courses.

MAL 601	Foundations of Leadership (3 hours)	
MAL 602	Christian Ethics & Effective Leadership for the Common Good (3 hours)	
MAL 604	Leading Effectively in Non-Profit Environments (3 hours)	
MAL 605	Entrepreneurial Leadership Strategies (3 hours)	
MSA 600	Introduction to Strategic Decision Intelligence (3 hours)	
MAL/HA 603	Organizational Behavior and Communication (3 hours)	
MAL/HA 606	Strategic Human Resource Management (3 hours)	
MAL 607	Leading Teams (3 hours)	
MAL 608	Organizational Change Management (3 hours)	
MAL 610	Leadership and Innovation (3 hours)	

Master of Business Administration (MBA)

Faculty
Director: Dr. Liz Davis
Professor: Dr. Brad Frazier
Assoc. Professor: Dr. Liz Davis
Asst. Professor: Dr. Tamara Hanna

Program Mission
The Masters in Business Administration program will enable students to be a blessing to themselves and others in the world by preparing them to be highly skilled, ethical, and effective business practitioners and leaders. The program will instill a strong business acumen focused on critical thinking, analytical skills, and ethical decision making. Students will demonstrate an ability to integrate Catholic ethics and Benedictine values into their interaction with colleagues and the community at large, illuminated by Catholic social teaching as found in *Vocation of the Business Leader*.

Program Goals
1. Graduates of the Belmont Abbey MBA program will demonstrate a mastery of skills and knowledge acquired in their area of specialization through a final capstone course project that requires the critical application and integration of the theories, methodologies, and competencies necessary to succeed at the highest levels in the global business environment.
2. MBA graduates will grow intellectually and spiritually by embracing the Hallmarks of Benedictine Education in conversation with Catholic social teaching that are woven throughout the MBA program curriculum which they will demonstrate upon graduation through a commitment to lifelong learning and service to their community.
3. Annual graduate and employer follow up indicate both graduates and employers are highly satisfied with the MBA program at Belmont Abbey College.

Curriculum
The Master of Business Administration (MBA) curriculum consists of 30 credit hours of courses.
MBA 601   Accounting For Managerial Decision Making (3 hours)
MAL 602   Christian Ethics & Effective Leadership for the Common Good (3 hours)
MBA 602   Managerial Finance (3 hours)
MBA 603   Strategic Marketing Management (3 hours)
MBA 604   Corporate Law and Governance (3 hours)
MSA 610   Introduction to Applied Statistics & Data Analysis (3 hours)
MBA 699   Business Strategy (Capstone Course) (3 hours)
MBA Concentration Course (3 hours)
MBA Concentration Course (3 hours)
MBA Concentration Course (3 hours)

Students may choose a concentration in Communication (Any 3 MAC courses **except** MAL 602 or MAC 608), Data Analytics (MSA610 and any **two** of MSA620, MSA625, MSA630), Healthcare (Any 3 MHA courses **except** HA 602, 699, 611, and 612), Leadership (Any three MAL classes **except** MAL 602 and MAL 610), Marketing (MBA 651, MBA 652, MBA 653), Sports Management (MBA 661, MBA 662, MBA 663), or Motorsports Management (MBA 671, MBA 672, MBA 673)

Master of Healthcare Administration (MHA)

Faculty
Director: Dr. Gwyndolan Swain
Professor: Dr. Gwyndolan Swain
Associate Professor: Dr. Caroline Hohensee

Program Mission
In keeping with its Catholic, Benedictine tradition, the Master's degree program in Healthcare Administration welcomes a diverse student body who will be guided in developing knowledge in the complex and growing healthcare industry, preparing them to work as compassionate, spiritual servant leaders in healthcare organizations benefitting individuals and communities. The program will help students develop an understanding of Catholic social teachings as a foundation for their work in managing and administering healthcare services. Students will demonstrate an ability to integrate Catholic ethics and values into their interaction with patients,

families, caregivers, co-workers, subordinates, and the community at large. Students complete a significant internship/capstone project that will prepare them to lead and succeed in the field in an administrative or managerial role.

Program Goals
1. Belmont Abbey College MHA graduates will be employable in the healthcare workforce, filling a diverse variety of healthcare management roles.
2. Annual graduate and employer follow up indicates both graduates and employers are highly satisfied with the MHA program at Belmont Abbey College
3. The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the *Ethical and Religious Directives for Catholic Health Care Services*.

Curriculum
The Master of Healthcare Administration (MHA) program consists of 36 credit hours of courses.

HA 601	United States Healthcare Systems (3 hours)
HA 602	Catholic Healthcare Leadership and Ethics (3 hours)
HA 603	Organizational Behavior and Communication in Healthcare (3 hours)
HA 604	Managing Healthcare Services Org & Systems (3 hours)
HA 605	Healthcare Quantitative Analysis (3 hours)
HA 606	Healthcare Human Resource Management (3 hours)
HA 607	Healthcare Financial Management and Reimbursement Systems (3 hours)
HA 608	Community Health Law and Policy (3 hours)
HA 609	Healthcare Marketing (3 hours)
HA 610	Health Informatics (3 hours)
HA 611	Global Healthcare (3 hours)
HA 699	Healthcare Strategy Capstone (6 hours)

Master of Science in Data Analytics (MSDA)

Faculty
Director: Dr. Karen Price
Associate Professor: Dr. Karen Price

Program Mission
At its core, the Master of Science in Data Analytics program supports its students' work within organizations in their journey to search for and live in response to Truth. The program will produce leaders who demonstrate decision intelligence, the practical discipline of mind used to improve decision-making by explicitly understanding and engineering how decisions are made and how outcomes are evaluated, managed, and improved by evidence. Reflected in its focus on effectively planning for the future, seeking and communicating truth, and making the best use of available resources, the program embodies the Benedictine Hallmarks of stability, conversatio, and stewardship. The M.S. Data Analysis program is committed to engaging in practices that challenge realities often taken for granted, fostering intellectual breakthroughs, and cultivating habits of mind that will transform students, faculty, and the organizations and communities in which they work and serve.

Program Goals
1. Graduates with an M.S. in Strategic Analysis will have a solid working knowledge of data science, database management, analytics, data visualization, project management, and program evaluation functions.
2. The program will produce strategic business intelligence analysts who are proficient in six core competencies:
   - Engagement and collaboration
   - Critical thinking
   - Personal leadership and integrity
   - Accountability for results
   - Technical expertise
   - Communication
3. Graduates will develop advanced analytics skills used to make evidence-based recommendations and be good stewards of the resources and people they manage.

Curriculum

MSA 600   Introduction to Strategic Decision Intelligence (3 hours)
MAL 602   Christian Ethics & Effective Leadership for the Common Good (3 hours)
MSA 610   Introduction to Applied Statistics & Data Analysis (3 hours)
MSA 620   Data Management & Data Mining (3 hours)
MSA 625   Advanced Data Analysis (3 hours)
MSA 630   Data Visualization (3 hours)
MSA 640   Program Evaluation (3 hours)
MSA 650   Grant & Proposal Writing (3 hours)
MSA 660   Leading in a Data-Driven Organization (3 hours)
MSA 665   Analytics Capstone Seminar (3 hours)

Master of Science in Nursing Leadership (MSN)

Faculty
Director: Dr. Lee-Ann Kenny
Professor: Dr. Elizabeth Elkind
Assistant Professors: Dr. Christa Cowen, Dr. Alaina Duncan, Dr. Margaret Hunter, Dr. Lee-Ann Kenny, Dr. Lauren Mault

Program Mission
Belmont Abbey's Department of Nursing offers excellence in ethical healthcare through professional nursing education, service, and practice.

Program Goals
1. The program curriculum and graduates' performance reflect an education grounded in the Hallmarks of Benedictine Education, faithful to the Ethical and Religious Directives for Catholic Health Care Services.
2. The program will prepare graduates for advanced nursing roles in leadership that meet professional nursing standards to serve the needs of individuals, families, communities, and populations.

Curriculum

NU 660   Theory of Nursing Practice (3 hours)
NU 661   Advanced Practice Data Analysis (4 hours)
NU 662   Ethical Leadership & Systems Organization (3 hours)
NU 663   Healthcare Informatics (3 hours)
NU 664   Safety Science (3 hours)
NU 665   Person & Population Health (3 hours)
NU 668   Clinical Dimensions of Advanced Practice (3 hours)
NU 670   Scholarly Nursing Practice (3 hours)
NU 677   Advanced Practice Leadership Concepts (6 hours) – 16 weeks
NU 678   Advanced Practice Leadership Residency (6 hours) – 16 weeks

500 clinical hours will be threaded throughout the program with the majority of those hours in NU 677 and NU 678.

Course Descriptions

BU 501 Foundations of Accounting and Finance (3)
This survey course provides a review of micro- and macro-economics along with a grounding in accounting principles. Macro-Economics courses review topics including economic growth factors, pricing, stability, and employment. Micro-Economics topics include competition, price controls, price determination, and supply and demand. The Accounting portion reviews accounting principles as well as study of accounting theory. This course will be completed in the semester prior to enrollment in the MBA program.

BU 502 Foundations of Marketing and Economics (3)
In this course, students examine the theory and application of marketing and finance. Marketing topics include the 4-P's of marketing, as well as advertising and promotion. Finance topics review financial concepts and theories to be used in business decision-making and problem-solving within an organization. A financial calculator is required for this course. This course will be completed in the semester prior to enrollment in the MBA program.

BU 503 Foundations of Management Science and Statistical Methods (3)
This course provides a foundation of statistics and management concepts. Students will be immersed in statistics areas of probability, reliability, regression, chi square, and statistical output analysis and application. Management skills reviewed are motivation, human resources, management theory, and application. This course will be completed in the semester prior to enrollment in the MBA program.

HA 601 United States Healthcare Systems (3)
Students will learn about the growing and diverse healthcare industry. Topics will include healthcare history, management, reimbursement, and other areas to understand how healthcare is delivered in the U.S.

HA 602 Catholic Healthcare Leadership and Ethics (3)
Students will examine the Catholic teachings applied to healthcare, healthcare leadership, and healthcare ethics. The course considers how both bioethical dilemmas, and the values, principles, rights, etc. that serve as their foundation, are shaped by patients' and health professionals' cultural values and beliefs about concepts of self/personhood, body, life, and death. The course will assist students in developing ethical frameworks for leadership in a healthcare organization.

HA 603 Organizational Behavior and Communication in Healthcare (3)
This course examines the nature of human behavior in the workplace and examines motivation, leadership, workplace conflict, power, and other areas. Special emphasis will be on application of these topics in the healthcare industry.

HA 604 Managing Health Services Org & Systems (3)
Major issues associated with the current and future organization and delivery of health services in the United States will be examined. Guided by continuous quality and performance improvement models, the course explores concepts and applications of organization and management in the health sector.

HA 605 Healthcare Quantitative Analysis (3)
During this course, students will learn statistical analysis and use of data to make sound managerial decisions for continuous improvement of the organization.

HA 606 Healthcare Human Resources Management (3)
Healthcare Human Resource Management examines the complex issue of HR in a healthcare setting. Topics will include HR law, HR ethics, employee retention and recruitment, motivation and evaluation of employees, sexual harassment, and HR policy training and development.

HA 607 Financial Management and Reimbursement (3)
This course provides an overview of financial management, including sources of revenue, expenses, and budgeting in healthcare. A particular focus will be on the healthcare reimbursement system to navigate this system for maximum and timely profit for the organization.

HA 608 Community Health Law and Policy (3)
This course examines the forces of change in society as they affect health policy formulation and implementation, including the role and influence of political structures and healthcare law. The relationship between social issues, personal values, and bioethics as it relates to healthcare policy will be discussed.

HA 609   Healthcare Marketing (3)
This course examines the unique challenges and differences in marketing in healthcare. Topics include social media marketing, market segmentation, strategy, analytics, and measuring marketing effectiveness.

HA 610 Health Informatics (3)
Healthcare Informatics and Analytics provides a foundation for designing databases and analyzing healthcare data to enhance clinical and administrative decision making. Topics include database analysis, SQL, datamining, and other areas.

HA 611 Global Healthcare (3)
This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. This course includes online learning and a trip to an international country. Students experience on-site lectures and discussions with foreign health, government, and business leaders.

HA 699   Healthcare Strategy Capstone (6)
A capstone course guiding the students' synthesis and application of strategic planning, health informatics, and related management concepts in a consultative comprehensive project. Scholarly proficiency and mastery of health informatics will be demonstrated in a written project report, with a presentation delivered to a professional audience. Students apply foundational knowledge to theoretical and practical applications with guidance from the instructor and an external health care leader. **Only offered as a 16 week course.**

MAC 601 – Foundations of Communications (3)
This course provides an introduction to the various fields in communication, including religious, business, digital, interpersonal, mass, professional, strategic, and religious. Students will have opportunities to read about and further explore their chosen fields.

MAC 602 – Professional and Technical Communication (3)
This course is designed to prepare students for writing in professional settings by having them engage with different genres and mediums of writing utilized by professionals in an increasingly digital world. This course requires students to produce documents that address a wide range of target audiences and purposes and to understand the process of rhetorical decision making that allows a writer to perform successfully in a given writing situation.

MAC 603 – Social Media Communication (3)
This course introduces students to a practical approach to social media writing. Students will explore and critically analyze various social media platforms, including blogs, Facebook, Twitter, Instagram, and other platforms. Assignments in the course are multimodal, and students will utilize various social media platforms.

MAC 604 – Document Design and Presentations (3)
This course emphasizes the study and application of the principles and techniques involved in taking both print and on-screen documents from conception to production. Students gain understanding of how to effectively develop presentation of content for specific audiences. The course emphasizes actual document creation and presentation through various media in a variety of settings including religious, business, and personal. Students apply concepts to varied situations, audiences, assignments, and tasks to prepare them for the world of professional design and presentation.

MAC 605 – User/Audience Research (UI/UX) (3)
This course focuses on how information is organized graphically to communicate and how website usability is employed to improve human interaction with online information. Students will explore techniques and tools of user experience (UI/UX), including user and task analysis, user-centered design, and usability testing.

MAC 606 – Visual and Digital Communication (3)
The course is designed to introduce students to a combination of creative techniques and technical skills that will enable them to take advantage of the increasingly digital nature of the workplace. Students will apply principles of visual rhetoric in creating print and online professional documents. Students will develop integrated skills in writing, design, and technological and oral communication.

MAC 607 – Research and Publishing in Communication (3)
This course is designed to help students learn about the various opportunities in research, conference presentations, and publications that exist in the communication field. Students will have the opportunity to prepare a conference proposal for the college graduate research conference.

MAC 608 – Capstone Project (3)
The capstone course is designed for students to apply their acquired knowledge in a measurable and meaningful way. Students will create a project that focuses on a chosen topic within the field of communications. Students will develop a proposal for their project, complete the project, and then make an oral presentation on the completed project.

MAL 601 – Foundations of Leadership (3)
This course makes students aware that leadership is the indispensable discipline whether it is in service to the public, to a business or to other human enterprises. In a world of rapid change, increasing diversity and life altering technologies, effective leadership in a democratic society is increasingly difficult and requires people of exceptional abilities. The hope for this class is that it instills an appreciation for this reality and an appreciation for choosing a path of leadership that is fulfilling to you and enhancing to the world. Students will be introduced to both the theory and practice of leadership and will develop their own personal leadership skills.

MAL 602 – Christian Ethics & Effective Leadership for the Common Good (3)
This course prepares students to lead their organizations through a strong emphasis on ethics, personal and corporate responsibility, emphasizing inclusive culture and core values of the organization. Students pledge to be accountable, act as good stewards of stakeholder interests, work to create organizational sustainability and demonstrate a high level of integrity through participation in an Ethics Oath pledge.

MAL 603 – Organizational Behavior and Communication (3)
This course serves as the foundation for understanding what influences behavior in organizations. The course centers on providing the student with a realistic view of people working in organizations. It will provide a conceptual and empirical understanding of the structure and functioning of human behavior in organizations. It will explore behavioral influences that affect productivity, organizational effectiveness and organizational efficiency. In doing so, it will look at such things as perception, motivation, decision making, communication, leadership, job and organizational design, and group behavior. Students will develop their emotional intelligence to understand the audience while creating communication styles that address issues with controlled confidence and alignment to change.

MAL 604 – Leading Effectively in a Non-Profit Environment (3)
This course introduces students to the strategies for leaders who serve the public good and wish to make an impact on their community and world Students will focus on the achievement of the mission in nonprofit organizations using ethical approaches that advance the cause and create stronger, inclusive communities.

MAL 605 – Entrepreneurial Leadership Strategies (3)
This course will help students cultivate an entrepreneurial mindset that drives growth and innovation. Students will learn to develop the tools to navigate uncertainty, challenge the status quo, effectively manage disruption, and creatively solve problems. Students will reframe their perspective to identify and see opportunities, not problems, analyze and use data to make fact-based decisions and develop strategies that drive performance.

Reimagine your leadership style and create an infrastructure that supports a more inclusive culture that allows for strategic innovation by changing the company from within.

MAL 606 – Strategic Human Resource Management (3)
Strategic Human Resource (HR) Management examines the complex issues associated with talent management. Effective leadership strategies will focus on succession planning, employee selection, recruitment, onboarding and retention, motivation, training and development and performance evaluation of employees to better align with the organization's strategies.

MAL 607 – Leading Teams (3)
This course focuses on developing the techniques for sharing vision and effectively communicating the vision. Students will develop the tools to set effective goals, create environments with functional conflict, establish roles, leverage diversity and cultural differences, empower team members, drive collaboration and productivity and build on team goals and initiatives.

MAL 608 – Organizational Change Management (3)
The modern economy and modern society are in a constant state of flux; change is continuous and often startlingly rapid. Managing that change is one of the great challenges faced by business, cultural and social leaders today. In this course, we will examine the challenges created by the rapid pace of social, cultural and economic change today and some of the strategies leaders can develop, not only to cope with change, but also to accept, embrace, and manage it.

MAL 610 – Leadership and Innovation (3)
The MAL Capstone course is the culmination of all MAL coursework designed for students to apply their acquired knowledge in a measurable and meaningful way. Students will develop a foundation in innovation and learn techniques to share innovative tools in the workplace. Students will analyze real life business scenarios, evaluate current conditions, and make appropriate recommendations to drive organizational value and growth in conversation with Catholic social teaching. Final projects will be presented to a panel of faculty and peers for evaluation.

MBA 601 Accounting for Managerial Decision Making (3)
This course provides a broad understanding of foundations in financial planning, performance, control and financial decision making. Through an analysis of common business transactions, this course develops a students' ability for comprehension, application, analysis, synthesis and evaluation of the concepts, terminology, measures, systems and techniques used in corporate management accounting.

MBA 603 Strategic Marketing Management (3)
This course will enable students to leverage several marketing concepts and research tools to gain insights into internal and external factors in a situation analysis that contributes to the organization's strategic planning process and guides the comprehensive marketing plan strategy. Students will evaluate and develop ethical marketing programs, based on the societal marketing concept, that effectively meet the needs and wants of the target market(s).

MBA 604 Corporate Law and Governance (3)
The course explores business, financial, political, ethical, and legal issues affecting systems by which corporations are directed and controlled; particular attention will fall on Catholic perspectives regarding the social responsibility of business. Students will examine the nature of the corporation, the internal and external architecture of corporate governance, the role of regulatory authorities, models of corporate governance, principal-agent theory within the corporate context, as well as corporate culture, corruption, management and board compensation. The course will also explore advanced topics in business law including regulations surrounding employment law and regulations, the Uniform Commercial Code, contracts, intellectual property, and securities.

MBA 621 Advanced Financial Accounting and Reporting (3)
Prerequisite: Advanced Accounting at the Undergraduate level
This course provides advanced knowledge and skills in various specialized and complex areas. This course presents the specialized topics of business investments and combinations and consolidations, and an introduction to governmental and not-for-profit accounting. Relevant Generally Accepted Accounting Principles and Governmental Accounting Standards Board pronouncements will be considered. In addition, other topics relevant to the understanding of the current business and accounting environment will be covered such as interim reporting and foreign exchange transactions. To further prepare students for the profession, this course integrates seamless exam review for successful completion of the CPA Exam.

MBA 622 Advanced Audit and Assurance using Data Analytics (3)
Prerequisite: Auditing at the Undergradute level
This course prepares students for the rapidly changing demands of the auditing profession by meeting the data-driven requirements of today's workforce. Because no two audits are alike, this course uses a practical, case-based approach to help students develop professional judgement, think critically about the auditing process, and develop the decision-making skills necessary to perform a real-world audit. To further prepare students for the profession, this course integrates seamless exam review for successful completion of the CPA Exam.

MBA 623 Taxation for Business Entities (3)
Prerequisite: Taxation at the Undergraduate level
This course covers the taxation of corporations, partnerships, estates and trusts. Tax and estate planning are emphasized with the study of various techniques, case studies and research projects. Retirement plans and international taxes are also included. To further prepare students for the profession, this course integrates seamless exam review for successful completion of the CPA Exam.

MBA 631 Investment Analysis and Portfolio Management (3)
This course examines the investment analysis and portfolio management environment. Topics include portfolio and efficient markets theory, financial markets, the analysis of fixed income securities, stock valuation, derivative securities and ethics for investment analysts. These topics will be framed in a global context, where appropriate.

MBA 632 Entrepreneurial Finance (3)
This course focuses on the major issues confronting the financial manager in an emerging/developing firm. The issues range from raising capital through private sources to structuring an initial public offering. Topics include valuation, short term capital management, risk management, private equity financing, when and how to go public, financial strategies for harvest and ethical leadership strategies required for success. The use of case studies at different stages of their life cycle illustrate how these tools and concepts may be applied in practice.

MBA 633 Contemporary Issues in Finance (3)
This course integrates theory and ethical practices on topics such as capital structure, dividend policy, leasing, corporate governance, mergers and acquisitions, short-term financial management, and risk management. As the industry changes, the topics presented will change to reflect these shifts. (This course will vary based on current issues in finance)

MBA 651 Brand Management (3)
This course focuses on the co-creation of brands between marketers and users. Once a foundation of brands and branding with key concepts is established, students will evaluate how organizations co-create brand meaning over time and manage brand and ethical challenges.

MBA 652 Consumer Behavior (3)
This course analyzes consumers' decision-making process and behaviors from a marketing strategy perspective. Students will analyze how consumers create meaning, evaluate how to protect and best serve vulnerable consumers, and weigh the impact of technology and value shifts.

MBA 653 Global Business and Marketing (3)
This course studies macro-environmental trends and the potential impact on an organization in entering or expanding in international markets. Students will consider modes of entry and the related marketing, financial, supply chain, and ethical decisions that are involved for each.

MBA 661 Event Management in Sport (3)
This course examines a comprehensive and practical approach to planning, development, oversight and evaluation of sporting events. Emphasis is placed on effective operations, communications, and hospitality at sport events.

MBA 662 Risk Management in Sport (3)
This course provides a foundation for relevant risk management practices and contemporary legal considerations for sport management professionals. Emphasis is placed on creating a framework for developing risk management strategies, policies, training systems, and best practices as they relate to mitigating risk in the sport industry.

MBA 663 Sport Marketing and Communications (3)
This course will examine the theories and practices of sport marketing, advertising, and public relations in today's complex and competitive environment of sport business. This course will focus on the development of persuasive messaging and critical thinking in the development of emerging communication strategies used in the sport industry.

MBA 671 Revenue Generation in Motorsport (3)
This course will focus on the development of revenue sources within the motorsport industry. This course will focus on motorsport broadcasting and media revenue, sales, corporate sponsorships, merchandising, hospitality, tourism, and related personal skill development

MBA 672 Event Management in Motorsport (3)
This course examines a comprehensive and practical approach to planning, development, oversight, and evaluation of motorsport events and race track related activities. Emphasis is placed on effective operations, communications, and hospitality at motorsport events.

MBA 673 Motorsport Marketing and Communications (3)

This course will examine the theories and practices of motorsport marketing, advertising, and public relations in today's complex and competitive environment of motorsport business. This course will focus on the development of persuasive messaging and critical thinking in the development of emerging communication strategies used in the motorsport industry.

MBA 699 Business Strategy (Capstone Course) (3)

The MBA Capstone course is the culmination of all MBA coursework designed for students to apply their acquired knowledge in a measurable and meaningful way. Students working in teams will analyze real life business scenarios, evaluate current conditions, and make appropriate recommendations for company objectives in conversation with Catholic social teaching. Final projects will be presented to a panel of faculty and peers for evaluation.

MCE 601 Grammar and Logic

Students in this course will engage in an exploration of the first two parts of the classical trivium, grammar and logic. Texts will include Sr. Miriam's *Trivium* and selections from Aristotle's *Organon*. This course provides students with an understanding of the classical approach to "critical thinking".

MCE 602 Classical and Christian Rhetoric

Students in this course will engage in an exploration of the third part of the classical trivium, rhetoric. Aristotle's *Rhetoric*, Cicero, *De Oratore*, St. Augustine's *De Doctrina Christiana* (Book IV). This course provides students with an understanding of the classical approach to "critical thinking" and writing.

MCE 603 Quadrivium

This course explores how students come to understand the world through numbers. In particular, it seeks to help students understand the development of classical and modern geometry and algebra through and exposure through the foundational texts in these areas. This course provides students with an understanding of a classical approach to mathematics.

MCE 604 The Quarrel Between Poetry and Philosophy

This course, which takes its title from a famous line in Plato's *Republic*, will expose students to two major ways that humans come to know the world, the poetic and the philosophic. Examined texts are likely to include the following texts: Plato's *Ion*, Plato, *Republic*, Aristotle's *Poetics*, James Taylor *Poetic Knowledge*. Nietzsche, *The Birth of Tragedy*, St. John Henry Newman's "The Mission of St. Benedict."

MCE 605 Faith and Reason

This course will expose students to both faith and reason's relationship to the pursuit of truth. It will also examine the limits of both and the ways in which they interact with one another. Texts might include: Sophocles' *Antigone*, Aeschylus' *Prometheus Bound*, Plato *Euthyphro*, John Paul II's *Fides et Ratio*, St. Thomas Aquinas' Question I of *Summa Theologiae*, St. Augustine's *De Doctrina Christiana* (Books I-III), St. Basil's "Address to Young Men on the Right Use of Greek Literature", Pope Benedict XVI, "Regensburg Address",Josef Pieper's "The Philosophic Act" from *Leisure: The Basis of Culture*.

MCE 606 Great Books on Education

This course exposes students to a series of writings on the philosophy of education by some of the greatest minds in the Western Tradition. Texts will likely include Plato's *Republic* (selections), Aristotle's *Politics* (Book VIII), Augustine *On the Teacher*, Aquinas *On the Teacher*, Locke's *Some Thoughts Concerning Education*, Rousseau's *Emile* (selections), John Dewey (select writings), St. John Henry Newman's *The Idea of the University*.

MCE 607 Democracy in America

This course will expose students to texts suitable for teaching the American political tradition to K-12 students through the great books. The course will focus on Tocqueville's *Democracy in America* and texts by the American Founders. This course provides students with a deep understanding of our American and democratic souls and a classical approach to civics education.

MCE 608 Rome and Romans

This course will examine the great ancient city of Rome and Romans through the eyes of three great authors: Plutarch, St. Augustine, and William Shakespeare.

MCE 609 Advanced Special Topics in Classical Pedagogy and Thought I

This course is fulfilled through the student's engagement in a rigorous teaching apprenticeship program focused on classical pedagogy offered by one of our partner institutions or through classical pedagogy courses offered at Belmont Abbey College.

MCE 610 Advanced Special Topics in Classical Pedagogy and Thought II
This course is fulfilled through the student's engagement in a rigorous teaching apprenticeship program focused on classical pedagogy offered by one of our partner institutions or through classical pedagogy courses offered at Belmont Abbey College.

MCE 611 Advanced Special Topics in Classical Pedagogy and Thought III
This course is fulfilled through the student's engagement in a rigorous teaching apprenticeship program focused on classical pedagogy offered by one of our partner institutions or through classical pedagogy courses offered at Belmont Abbey College.

MCE 612 Advanced Special Topics in Classical Pedagogy and Thought IV
This course is fulfilled through the student's engagement in a rigorous teaching apprenticeship program focused on classical pedagogy offered by one of our partner institutions or through classical pedagogy courses offered at Belmont Abbey College.

MSA 600   Introduction to Strategic Decision Intelligence (3 hours)
This course will introduce the concept of strategic decision intelligence, the practical discipline of mind used to improve decision making by explicitly understanding and engineering how decisions are made and how outcomes are evaluated, managed and improved by evidence based feedback. The course will provide an overview of the application of decision intelligence to an organization's planning strategies and goals.

MSA 610   Introduction to Applied Statistics & Data Analysis (3 hours)
This course introduces the student to data analysis and statistical tools to improve managerial decision-making. Topics include an introduction to descriptive statistics, sampling methods and distribution, variance analysis, simple and multiple linear and nonlinear regressions, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty, and decision analysis. The course emphasizes an ethical approach to conducting analysis and effectively interpreting, communicating, and applying the results to support business needs.

MSA 620   Data Management & Data Mining (3 hours)
This course will introduce paradigms for extracting useful knowledge from the data. This data knowledge discovery process involves collecting, cleaning, transforming, storing, securing, and sharing data. Special attention is paid to the ethical management of data at all stages. The course will introduce industry-standard practices and techniques related to data mining.

MSA 625   Advanced Data Analysis (3 hours)
This course develops advanced data analysis tools including multivariate analyses, predictive modeling, and nonparametric tests appropriate for survey research. This course will extend students' knowledge and application of advanced statistical techniques to analyze data and inform complex questions/problems. Students will obtain hands-on experience in implementing a range of commonly used statistical methods on numerous real-world datasets. Prerequisite: Grade of C or higher in SA610.

MSA 630   Data Visualization (3 hours)
This course will introduce students to the field of data visualization, which is based on the principles of cognitive science, graphic design, visual arts, and visual perception theories. Data visualization is the science of stripping data down to its most important structures and then using the best techniques to maximize human perception for effective communication, decision making, and persuasion while working to minimize bias. The goal of the course is to empower students to identify and illuminate important insights and skillfully display them in the most efficient, effective, and aesthetic way to improve ethical critical decision making.

MSA 640   Program Evaluation (3 hours)
The course introduces the concepts of needs assessment, the selection and designing of programs based on needs, program implementation, and program evaluation. Models for understanding the role of the program in the context of the community are discussed.

MSA 650   Grant & Proposal Writing (3 hours)
In this course, students will learn to tailor effective grants and proposals. Attention will be paid to identifying the target audience of written communication in both for-profit and non-profit settings. Types of documents will include Grant proposals, statements of work, and requests for proposals.

MSA 660   Leading in a Data-Driven Organization (3 hours)
In this course, students will manage analytical projects and lead diverse teams while navigating the political and ethical implications of their use of analytics for making decisions. The course reflects a leadership approach to implementing the assessment cycle: planning and goal setting, evidence collection, assessment, feedback, and identification and implementation of changes. Topics

covered in this course include project management, building high-performance teams, leadership, ethics in the use of Big Data, and legal, privacy, and security issues in the use of data and analytics.

MSA 665   Analytics Capstone Seminar (3 hours)
This is the capstone course in data analytics. Students will apply techniques learned in analytics, statistics, project selection, program evaluation, and visualization in a variety of real world scenarios. Emphasis is on creative, abstract, and integrative thinking in executing a program in data analytics and managing the data analytics function within a real-world problem. This course must be completed in the student's final term enrolled in the program.

NU 660   Theory of Nursing Practice (3 hours)
This course integrates the translation and application of nursing knowledge and the ways of knowing into nursing practice. Students are introduced to nursing theory, professionalism from an advanced nursing perspective, and nursing's identity with a reflection on the profession's characteristics, norms, and values.

NU 661   Advanced Practice Data Analysis (4 hours)
This course presents quality metrics, including statistical analytics, and builds on prior statistical knowledge by introducing and applying data interpretation about phenomena relevant to clinical practice and research appraisal. Leadership competencies such as finance, budgeting, staffing, data visualization, data calculations and trends, and analytics for safety science and outcomes management are also evaluated.

NU 662   Ethical Leadership & Systems Organization (3 hours)
This course develops professional leadership through self-reflection, systems thinking, and integration of Catholic and Benedictine values into ethical decision-making within complex health and educational systems. Topics include leading interprofessional teams; building resilience; fostering lifelong learning; and influencing health care policy within organization structures and operations.

NU 663   Healthcare Informatics (3 hours)
This course emphasizes the use of health informatics, data science, information communication, advanced intelligence, information security, and health care technology to improve healthcare services, education outcomes, patient safety, and clinical practice.

NU 664   Safety Science (3 hours)
This course explores patient safety science, and interprofessional collaboration to optimize health care outcomes, enhance experiences, and reduce errors, near misses, harms, litigation, costs, and waste.

NU 665   Person & Population Health (3 hours)
This course focuses on holistic and just care for individuals and populations by offering students an opportunity to demonstrate compassion and respect while acknowledging patient preferences, population values, and needs in terms of system resources. Topics such as social determinants of health, global issues, disasters, epidemiology, comparisons of national health systems, and global health policy are also discussed. This course has 45 practicum hours.

NU 668   Clinical Dimensions of Advanced Practice (3 hours)
This course focuses on the application of advanced pharmacological principles with emphasis on patient adherence, cost and resource management, educational outcomes. Implications related to adverse reactions, ethics, omics, and symptom science. Health assessment and pathophysiology knowledge and experiences to prepare for advanced nursing roles are also discussed. Holistic assessment includes physical, psychosocial, spiritual, and functional dimensions among individuals, communities, and populations. This course has 45 practicum hours.

NU 670   Scholarly Nursing Practice (3 hours)
This course examines the generation, synthesis, translation, application and dissemination of nursing knowledge with an emphasis on leading transformation and improvement of health care system, nursing practices, and nursing education.

NU 677   Advanced Practice Leadership Concepts (6 hours) – 16 weeks
Part I of II, this course underpins key concepts in the student's selected nursing leadership specialty focus in one of the following areas: Informatics Leadership, Executive Leadership, Clinical Leadership, Academic Leadership, or Clinical Education Leadership. A deep analysis of the advanced practice role is performed through mentored and guided experiences to develop, implement, and evaluate initiatives for continuous improvement and outcome achievements within the selected specialty. Students initiate their immersion experience during this course. This course has 150 practicum hours.

NU 678   Advanced Practice Leadership Residency (6 hours) – 16 weeks
This course is Part II of the dual leadership specialty focused-practice courses. This course establishes advanced nursing leadership practice skills and competencies through a continuation of immersion experiences. Students are expected to comprehensively demonstrate acquired advanced practice proficiencies via innovations, efficiencies, improved outcomes, strategies, project management, and other leadership initiatives. This course has 150 practicum hours.

Confidentiality of Student Records

Belmont Abbey College, following the requirements of the Family Educational Rights and Privacy Act (FERPA), affords students certain rights with respect to their records. FERPA is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. **These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high-school level.** Parents and eligible students who need assistance or who wish to file a complaint under FERPA or PPRA should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

1. The College maintains records for each student that include name; address; student identification number; information on parents, guardian, or spouse; general information on academic status at the College; previous school data; results of standardized admission examinations; courses previously taken or being taken; credits; and grades. Applicants for financial aid have an additional file for those records.

2. The Registrar is responsible for maintaining all of these records except for those involving financial aid. The records maintained by the Registrar are also available to the Vice President for Academic Affairs, the Assistant Dean for Academic Affairs, the Dean of Student Life, the Director of Financial Aid, the faculty of the College, and their respective staff members for the normal academic and business purposes of the College. Records involving financial aid are maintained by the Director and staff of Financial Aid, the Vice President for Academic Affairs, and the Committee on Scholarships for the purpose of granting and administering the College's financial aid programs. All of these records are also available to such other organizations and persons as are entitled to them under Part 99 of the Code of Federal Regulations. None of these records nor any personally identifiable information contained therein, other than Directory information (see below), is made available to anyone, other than the student, without written consent. When consent is required and given, the student, upon request, may receive a copy of the records to be released.

Personal and Discipline records are maintained by the Dean of Students and are available to the Student Life staff and Disciplinary Committee as needed. The College keeps a record, available to the student and kept with the Personal file, of all persons and organizations, other than those authorized within the College, who request or obtain access to the files. This record specifies the legitimate interest of each person or organization that obtains access to the records.

3. Students may inspect their academic transcripts during normal working hours. To see other records, students must provide a written request to the Registrar, the Director of Financial Aid, or the Dean of Student Life, as appropriate. A mutually convenient time will be arranged within ten (10) working days after receipt of the request for the student to examine the records in his or her file. At that time, the student may examine all records in his or her file with the exception of those specifically exempted by Part 99 of the code of Federal Regulations. All reasonable requests for explanations or interpretations of the records will be honored.

If inaccurate, misleading, or otherwise inappropriate data are found in the records, they will be promptly corrected or deleted. The student also has the right to insert into his or her records a written explanation respecting the contents of such records. If the student and the Registrar, the Director of Financial Aid, the Dean of Student Life, or their deputies do not agree on any items contained in the records, the student may submit a written request to the Chief Academic Officer for a hearing to challenge the content of the records. The Chief Academic Officer will schedule such a hearing within thirty (30) days after receipt of the request and will notify the student well in advance of the date, time, and place of the hearing. The hearing will take place before a board composed of the Chief Academic Officer and the Dean of Student Life (or their designated alternates), and at least one disinterested member of the faculty who shall be appointed by the Chief Academic Officer. None of those hearing the challenge may have a direct interest in the outcome. Students will be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney. The decision of the board on the correctness of the record, as determined by majority vote, will be in writing and will be final. This decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and reasons for the decision.

If, as a result of the hearing, the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the College shall amend the records accordingly and so inform the student in writing. If, however, as a

result of the hearing, the College decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the College shall inform the student of its right to place a statement in the records commenting on the information in question and/or setting forth the student's reasons for disagreeing with the College's decision.

4.   The College considers the following to be Directory information: student's name; hometown address; student's local address; telephone listing; email address; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student. Students may request that they not be listed in campus directories by submitting a written statement to the Chief Academic Officer to that effect. Students electing this option should be aware that their decision means that the College can neither list their names in the graduation bulletin for Commencement, nor verify their degree completion for a prospective employer, nor have their names published in the media for academic recognitions like the Dean's List and the President's List. Students choosing to not be listed in campus directories are required to inform the Chief Academic Officer in writing by December 1 for the fall semester, and by May 1 for the spring semester.

5.   No student can be required, or will be asked, to waive rights under Part 99 of the Code of Federal Regulations. However, a student may voluntarily waive right of access to confidential statements made by third parties respecting admission to educational agencies or institutions, applications for employment, or the receipt of an honor or honorary recognition. In case of a waiver, the confidential statements will be used solely for the purposes for which they were specifically intended, and the student will, upon request, be notified of the names of all persons making such confidential statements.

6.   The College reserves the right, after a five (5) year period, to destroy any and all records that it maintains on a student, except to the extent that the law requires their maintenance for a longer period of time.
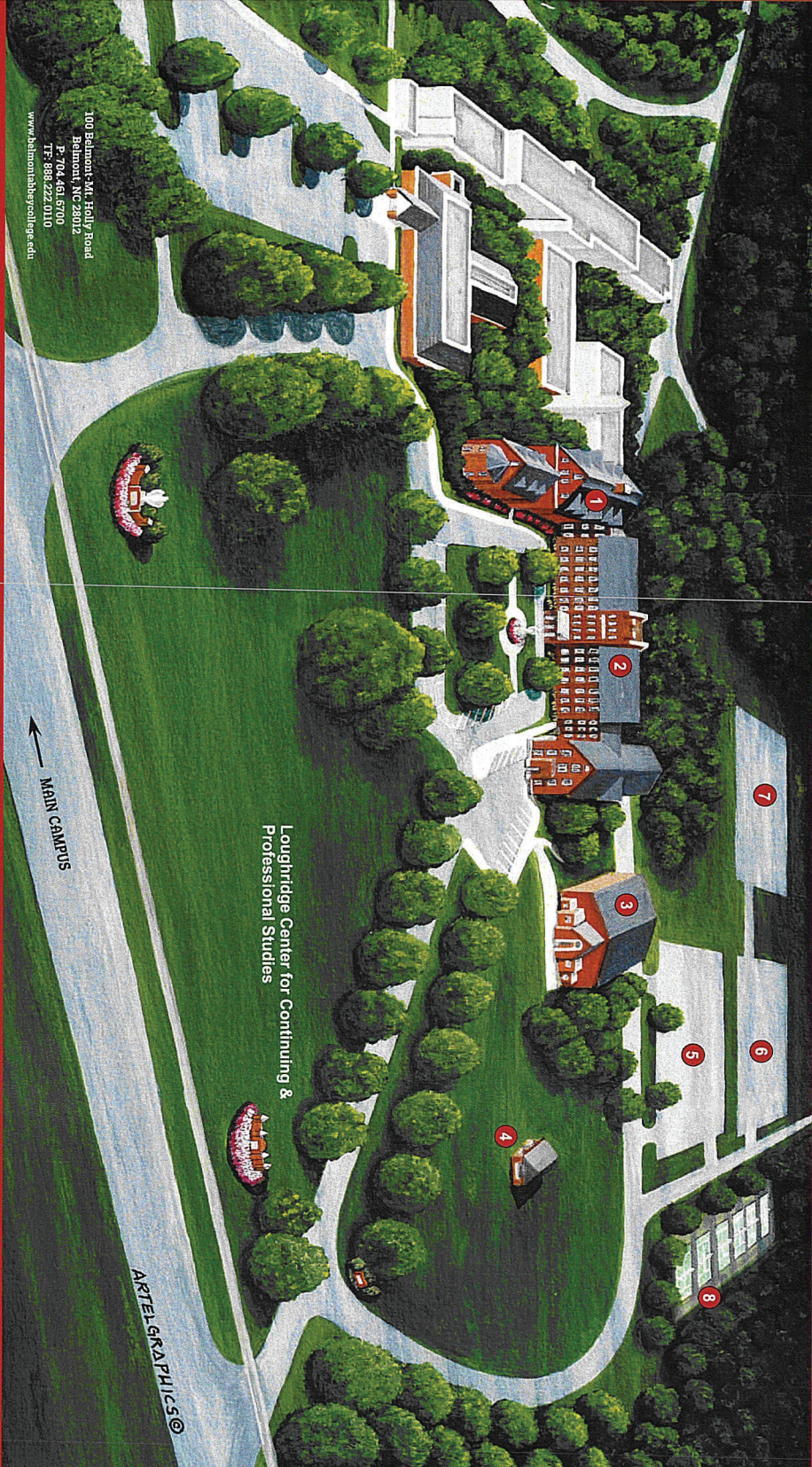
BELMONT ABBEY COLLEGE

MAIN CAMPUS

Belmont Abbey COLLEGE

ALL GUESTS ENTER HERE

LEGEND

1. Music Building
2. Mary Help of Christians Basilica
3. Belmont Abbey Monastery
4. Robert Lee Stowe Hall
   - Office of the President
   - Academic Affairs
   - Athletic Administration
   - Business Office
   - Campus Reception
   - College Relations
   - Human Resources
5. Holy Grounds Coffee Shop & Cafe
6. St. Leo Hall
   - Campus Bookstore

- The Catholic Shoppe
- Grace Auditorium
- Institutional Research

7. The Haid Theatre & Ballroom
   - The Wellness Center
8. Abbot Vincent Taylor Library
   - Academic Resource Center
9. William Gaston Science Building
10. Lowry Alumni House
11. Chi Rho House/Facilities
12. St. Joseph Adoration Chapel
13. O'Connell Residence Hall
    - Campus Ministry
    - B. Clancy's Recreation Room

14. Poellath Residence Hall
15. The Gratitude Bell
16. Dining Hall
17. Abbot Walter Coggin Student Center
    - Admissions
    - Campus Tours
    - Crusader Success Hub
    - Financial Aid
    - Post Office
    - Registrar
    - Student Accounts
    - Student Activities Center

C. IT Services & Help Desk
D. Residence Life

18. St. Scholastica Residence Hall
19. St. Benedict Residence Hall
20. St. Michael the Archangel Residence Hall
    - Center for Student Success
21. Monastery Cemetery
22. Raphael Arthur Residence Hall
    - Campus Safety & Police
23. St. Gregory the Great Residence Hall
24. St. Gertrude the Great Residence Hall
25. Wheeler Center
    - Coaches' Offices
    - Basketball Court
    - Sport Performance Center

26. Alumni Field
27. Abbey Yard Baseball Field
28. Intramural Sports Field
29. Crusader Field - Softball
30. Cuthbert Allen Apartments
31. Reidy Tennis Pavilion (Upcoming)
32. Practice Fields
33. CaroMont Belmont Hospital (Summer 2024)
34. Track & Field Facility (Spring 2024)
35. The Belmont House (private)
36. Mira Via

Parking A-K

VIP PARKING
VOLUNTEER PARKING
FACULTY PARKING
PARKING WITH PLACARD
PORTA POTTY

BELMONT ABBEY COLLEGE

SACRED HEART EXTENSION

Loughridge Center for Continuing & Professional Studies

← MAIN CAMPUS

ARTEL GRAPHICS ©

LEGEND

1. Mercedes Hall
2. McAuley Hall
3. Gymnasium
4. Summer House
5. Paved Student Parking
6. Student Parking Overflow
7. Student Parking Overflow
8. Practice Courts

DIRECTIONS TO MAIN CAMPUS

From North/ Airport

1. As you exit the airport, follow the signs toward I-85 S
2. At the third light, turn left under the overpass, onto I-85 S
3. From I-85 S take the Belmont Abbey College Exit 26
4. Turn left at the first light at Belmont-Mt. Holly Rd.
5. Turn right at the next light into campus
6. Turn right at the gate house
7. Turn left into St. Leo/Haid parking lot (see reverse Lot E)

From South/ Gastonia

1. Follow I-85 N to Belmont
2. From I-85 N take the Belmont Abbey College Exit 26
3. Turn left at first light at McAdenville Rd.
4. Turn left at the next light at N. Main St.
5. Turn right at the second light into campus
6. Turn right at the gate house
7. Turn left into St. Leo/Haid parking lot (see reverse Lot E)

Tours begin at the Student Commons. Park in a tour parking space (reverse Lot E) and follow the red signs to your destination (reverse 17).

Belmont Abbey College is:

- 8.5 Miles from Charlotte-Douglas International Airport

- 10 miles from Charlotte

Belmont Abbey
C O L L E G E